

2019 Annual Implementation Plan

for improving student outcomes

Warrandyte Primary School (0012)

**Warrandyte
Primary
School No12**

Forbes Street, Warrandyte, Victoria 3113
Telephone 9844 3537, Facsimile 9844 1616



Submitted for review by Craig Crouch (School Principal) on 17 December, 2018 at 05:00 PM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 18 December, 2018 at 01:20 PM
Endorsed by Carolyn Curnow (School Council President) on 30 January, 2019 at 03:02 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	Academic data (NAPLAN) results are very strong but teacher judgement are inconsistent. Attitudes data indicates there is still work to be done in engaging students and connecting them to all staff and the school. Student behaviour although has improved in classrooms is still inconsistent in specialist classes. There is also a perception in the community that behaviour is still an area of concern. We have signed up for the SWPBS and this will be a focus next year along with some other wellbeing initiatives.
Considerations for 2019	Improved communications amongst staff, student and parents Continual academic growth - academic data from 2018 has been very positive with improvements in High Relative Growth improving across all areas Need for a consistent approach to student behaviour management Implementation of SWPBS and ensuring Respectful Relationships program is embedded across the school Involvement in Professional Learning Community program

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	To improve individual student learning outcomes in Literacy and Numeracy.
Target 1.1	<p>To increase the percentage of students working in the top two bands of NAPLAN in each key learning area for Year 3 and 5 and above the expected level in Victorian Curriculum.</p> <p>To work towards achieving student growth rates of at least 1.0 progression point per year in all areas of Literacy and Numeracy.</p>
Key Improvement Strategy 1.a Building practice excellence	Develop and implement an agreed Warrandyte Primary School pedagogy of teaching and learning.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to differentiate teaching to challenge and progress every student in Writing
Goal 2	To empower students to become creative and curious learners who make connections between local, national and global contexts.
Target 2.1	<p>To improve scores to at or above 'similar schools' means in the variables of:</p> <p>Learning Confidence, School Connectedness, Stimulated Learning, Student Motivation and Interest, Teacher Effectiveness and Teacher Empathy. (Attitudes to School Survey)</p>

	<p>To improve scores to at or above 'similar schools' means in the variables of Student Motivation and Support (Parent Opinion Survey)</p> <p>To build capacity of teachers to personalise learning for all students.</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Create opportunities for student voice and involve students in decision making about how they can make a difference.</p>
<p>Goal 3</p>	<p>To enhance the wellbeing of all students.</p>
<p>Target 3.1</p>	<p>To create opportunities for student voice and involve students in decision making processes relating to school improvement.</p> <p>To improve scores to at or above 'similar schools' means in the variables of: Classroom Behaviour, Connectedness to peers, Student safety, Teacher Empathy (Attitudes to School Survey)</p> <p>To improve scores to at or above 'similar schools' means in the variables of student safety, student motivation, school and teacher communication (Parent Opinion Survey)</p>

Key Improvement Strategy 3.a Empowering students and building school pride	To build the capacity of all members of the Warrandyte Primary School community to understand how to meet the wellbeing needs of themselves and others.
Goal 4	Strategically allocate resources to implement the Strategic Plan.
Target 4.1	Improve school communication strategy to ensure engagement of the school community
Key Improvement Strategy 4.a Building communities	Engage the school community

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.																																																												
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Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Developing an agreed pedagogy of Teaching and Learning has been a focus throughout the current strategic plan. More consistency is evident across classrooms but more time is needed to ensure that it is embedded in all teaching practice. Student writing continues to be a focus with improved data in Year 3 NAPLAN but further improvement needed in Year 5 data. Teacher judgement shows that 31% of students across the school only improved 6 months in their writing in the last 12 month period.																																									
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It has been evident from 2018 that a more consistent approach is needed in relation to student behaviour. There also needs to be improved communication with the parent community around this area. We are seeing more anxiety among our students and this also is an area that needs to be addressed.

	<p>incorporate reflection and feedback Increased consistency of teacher judgments through improved moderation practices</p>			
Outcomes	<p>Students will - clearly articulate their learning goals in Writing, Reading and Numeracy - be accountable for their learning goals and track their progress</p> <p>Teachers will - work together in level teams to use data to track student growth, goal setting and assessment - have a PDP goal linking to student goal setting and one for peer observation - use Victorian Curriculum Scope and Sequence and 'I Can Do' statements to inform teaching and learning - introduction of a data wall which is purposeful and accurate</p> <p>Leaders will - monitor evidence of student data being used to inform teaching during level meetings and documented through minutes - work with staff to ensure learning is differentiated, student focused and students are able to articulate their learning - provide learning opportunities for staff with a focus on teaching pedagogy</p>			
Success Indicators	<p>Students will - be able to articulate what they are doing and why they are doing it - be challenged in all aspects of their learning by having the opportunity to provide feedback</p> <p>Teachers will - have non-negotiables evident in all classrooms and embedded in teaching practice - have learning intentions, success criteria and student learning goals visible in classrooms - consistently use data, in collaboration with teams, to inform teaching - provide students with the opportunity to voice their feedback regards their progress</p> <p>School Leaders will - provide strategically targeted professional learning opportunities - attend team meetings to support staff - observe best practice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Principal - provide professional learning opportunities for staff - attend classrooms (learning walks) during Literacy and Numeracy sessions</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<ul style="list-style-type: none"> - Coordinate peer observation opportunities with Literacy and Numeracy leaders - provide updates on data, research and observed practices - ensure staff PDP include student learning goals and peer observation goal - Lead whole school assessment schedule revision 				<input type="checkbox"/> Equity funding will be used
<p>Leadership</p> <ul style="list-style-type: none"> - Model and drive implementation of agreed instructional model practices - Devise and implement whole school assessment schedule revision - Drive changes in teaching practice at the team level 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Team Leaders</p> <ul style="list-style-type: none"> - ensure data walls and student learning goals are visible in each classroom - ensure learning intentions and success criteria are visible in all classrooms and planning documents 	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers</p> <ul style="list-style-type: none"> - ensure all students have learning goals for Literacy, Numeracy and Personal(work habits) - participate in peer observation - implement and embed instructional model for reading, writing and numeracy - use student feedback to improve teacher effectiveness - consistently moderate student work in Reading, Writing and Number 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to differentiate teaching to challenge and progress every student in Writing			
Actions	Principal Class / Leadership : Lead the implementation of differentiated learning and agreed writing models with a focus on feedback and			

	<p>questioning Provide current research and school data to support student writing focus areas Lead the revision of the whole school assessment schedule and writing moderation</p> <p>Literacy / Coordinator : feedback and</p> <p>Model and drive the implementation of writing instructional models in the classroom including reflection Coaching and support for teachers in areas as required including peer observations Lead the revision of the whole school assessment schedule and writing moderation</p> <p>Teachers : visual display) and</p> <p>Consistently use agreed model of practice in each lesson(including student goal setting and incorporate reflection and feedback Increased consistency of teacher judgments through improved writing moderation practices Daily involvement in student writing conferences Provide opportunities for student feedback</p>
<p>Outcomes</p>	<p>Students will - be given the opportunity to write each day - clearly articulate their learning goals and progress in Writing - use data/assessment wall to monitor their writing progress</p> <p>Teachers will - work together in level teams to use data to track student growth, goal setting and assessment in writing - use Victorian Curriculum Scope and Sequence and 'I Can Do' statements to inform student writing - introduction of a writing data wall which is purposeful and accurate - provide opportunities for daily writing</p> <p>Leaders will - monitor evidence of student data being used to inform teaching during level meetings and documented through minutes - work with staff to ensure learning is differentiated, student focused and students are being challenged in their writing</p>
<p>Success Indicators</p>	<p>Students will - be able to articulate what they are doing and why they are doing it - set learning goals for writing and monitor their progress using data / assessment wall - show improved teacher judgement and NAPLAN data</p> <p>Teachers will - have writing non-negotiables evident in all classrooms and embedded in teaching practice - have learning intentions, success criteria and student learning goals visible in classrooms - consistently use data, in collaboration with teams, to inform teaching of writing</p>

	School Leaders will <ul style="list-style-type: none"> - provide strategically targeted professional learning opportunities - attend team meetings to support staff - observe best practice 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal <ul style="list-style-type: none"> - provide professional learning opportunities for staff - attend classrooms (learning walks) during writing sessions - Coordinate peer observation opportunities with Literacy leaders - provide updates on data, research and observed practices - ensure staff PDP include student learning goals and peer observation goal - Lead whole school assessment schedule revision 	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership <ul style="list-style-type: none"> - Model and drive implementation of agreed writing instructional model - Devise and implement whole school assessment schedule and writing moderation - Drive changes in teaching practice at the team level 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team Leaders <ul style="list-style-type: none"> - ensure data walls and student learning goals in writing are visible in each classroom - ensure learning intentions and success criteria are visible in all classrooms and planning documents 	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers <ul style="list-style-type: none"> - ensure all students have learning goals for writing - participate in peer observation - implement and embed instructional model for writing - use student feedback to improve teacher effectiveness - consistently moderate student work in writing 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To empower students to become creative and curious learners who make connections between local, national and global contexts.																																				
12 Month Target 2.1	<table border="0"> <tr> <td>Attitudes to School Survey</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>Learning Confidence</td> <td>42</td> <td>16</td> <td>20+</td> </tr> <tr> <td>School Connectedness</td> <td>14</td> <td>11</td> <td>20+</td> </tr> <tr> <td>Stimulated Learning</td> <td>35</td> <td>10</td> <td>20+</td> </tr> <tr> <td>Student Motivation & Interest</td> <td>20</td> <td>6</td> <td>20+</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>40</td> <td>6</td> <td>20+</td> </tr> <tr> <td>Teacher Empathy</td> <td>19</td> <td>16</td> <td>20+</td> </tr> <tr> <td>Parent Opinion Survey</td> <td>2018</td> <td>2019</td> <td></td> </tr> <tr> <td>Student Motivation & Support</td> <td>18</td> <td>20+</td> <td></td> </tr> </table>	Attitudes to School Survey	17	18	19	Learning Confidence	42	16	20+	School Connectedness	14	11	20+	Stimulated Learning	35	10	20+	Student Motivation & Interest	20	6	20+	Teacher Effectiveness	40	6	20+	Teacher Empathy	19	16	20+	Parent Opinion Survey	2018	2019		Student Motivation & Support	18	20+	
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Student Motivation & Interest	20	6	20+																																		
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Parent Opinion Survey	2018	2019																																			
Student Motivation & Support	18	20+																																			
KIS 1 Empowering students and building school pride	Create opportunities for student voice and involve students in decision making about how they can make a difference.																																				
Actions	<p>Principal Class / Leadership :</p> <ul style="list-style-type: none"> - work with Student Leaders to provide opportunities for student voice - coordinate SRC and Environmental student groups - coordinate student led assemblies with increased student participation - lead and work with staff to further investigate Attitudes to School data - work with SWPBS program to revise school values and relevance to students - provide opportunities for parent support/involvement - provide learning opportunities with a focus on Restorative Relationships, Wellbeing journals and wellbeing issues <p>Teachers :</p> <ul style="list-style-type: none"> - incorporate STEM and Digital Technologies learning across the school - provide flexible learning spaces to allow teachers to deliver a curriculum for all learners which allows for collaboration, communication, creativity and critical thinking - provide opportunities to discuss school values - provide regular circle time sessions in the classroom <p>Students will :</p> <ul style="list-style-type: none"> - reflect on ATS data 																																				

		<ul style="list-style-type: none"> - provide feedback and be involved in school decision making process through leadership groups - actively involved in school house system - participate in regular circle time sessions 		
Outcomes	<p>Principal Class / Leaders meetings</p> <p>Teachers:</p> <p>Students will : groups</p>	<ul style="list-style-type: none"> - provide opportunities for student voice through circle time, formal meetings, focus groups and house meetings - provide framework/opportunities for improved communication between staff, students and parents - meet regularly with student leaders - plan for opportunities for student voice - ensure positive communication with students, staff and parents - provide feedback through circle time, student leadership meetings, house meetings, JSC, focus groups - be more connected with staff and their peers 		
Success Indicators	<p>Principal Class / Leadership :</p> <p>Teachers:</p> <p>Students:</p>	<ul style="list-style-type: none"> - improved Attitudes to School Data - improved student, staff and parent relationships and communication (POS) - modify teaching practice and ideology/pedagogy as a result of student feedback - improved well being (Attitudes to School Survey) - more connected with school (Attitudes to School Survey) - improved relationships with staff and their peers (Attitudes to School Survey) 		
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Principal Class / Leadership :</p> <ul style="list-style-type: none"> - work with Student Leaders to provide opportunities for student voice (1:1 interviews with Yr.6 students) - coordinate SRC and Environmental student groups - coordinate student led assemblies with increased student participation - lead and work with staff to further investigate Attitudes to School data 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> - work with SWPBS program to revise school values and relevance to students - provide opportunities for parent support/involvement 																																																
<p>Teachers :</p> <ul style="list-style-type: none"> - develop and implement a whole school approach to Digital Technologies - student voice embedded in Senior School planning - incorporate STEM learning across the school - provide flexible learning spaces to allow teachers to deliver a curriculum for all learners which allows for collaboration, communication, creativity and critical thinking - embed school values across all programs - provide regular circle time sessions in the classroom 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																																												
<p>Students will :</p> <ul style="list-style-type: none"> - reflect on ATS data - provide feedback and be involved in school decision making process through student leadership groups and committees - actively involved in school house system 	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used																																												
Goal 3	To enhance the wellbeing of all students.																																															
12 Month Target 3.1	<table border="0"> <tr> <td>Attitudes to School Survey</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>Classroom Behaviour</td> <td>19</td> <td>3</td> <td>20+</td> </tr> <tr> <td>Connectedness to Peers</td> <td>14</td> <td>11</td> <td>20+</td> </tr> <tr> <td>managing Bullying</td> <td>23</td> <td>8</td> <td>20+</td> </tr> <tr> <td>Teacher Empathy</td> <td>19</td> <td>16</td> <td>20+</td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>Parent Opinion Survey</td> <td>2018</td> <td>2019</td> <td></td> </tr> <tr> <td>Managing Bullying</td> <td>6</td> <td>20+</td> <td></td> </tr> <tr> <td>Student Motivation</td> <td>18</td> <td>20+</td> <td></td> </tr> <tr> <td>School Communication</td> <td>24</td> <td>30+</td> <td></td> </tr> <tr> <td>Teacher Communication</td> <td>21</td> <td>30+</td> <td></td> </tr> </table>				Attitudes to School Survey	17	18	19	Classroom Behaviour	19	3	20+	Connectedness to Peers	14	11	20+	managing Bullying	23	8	20+	Teacher Empathy	19	16	20+					Parent Opinion Survey	2018	2019		Managing Bullying	6	20+		Student Motivation	18	20+		School Communication	24	30+		Teacher Communication	21	30+	
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KIS 1 Empowering students and building school pride	To build the capacity of all members of the Warrandyte Primary School community to understand how to meet the wellbeing needs of themselves and others.
Actions	Principal Class / Leadership : <ul style="list-style-type: none"> - Lead improved communication with school community - Lead implementation of school wide focus on student well-being - Lead, in partnership, with DET to implement SWPBS - Provide resources to develop quiet spaces in the playground Teachers : <ul style="list-style-type: none"> - focus on forming positive student, staff and parent relationships - daily focus on student well-being and included in planning documents - Respectful Relationships embedded as part of student learning - class information sessions at beginning of the year Students will : <ul style="list-style-type: none"> - provide feedback and input into well-being programs/activities - daily focus on well-being activities including gratitude, empathy and mindfulness
Outcomes	Principal Class / Leadership management (Restorative Practices) <ul style="list-style-type: none"> - implement and document consistent and transparent whole school positive behaviour - provide classroom opportunities to practise mindfulness - improved communication between staff, students and parents - provide a weekly parent newsletter with focus on well-being - provide professional learning opportunities in the use of wellbeing journals Teachers: <ul style="list-style-type: none"> - implement regular circle time and student feedback activities - providing opportunities for students to use a wellbeing journal and practice mindfulness Students will : <ul style="list-style-type: none"> - consistently practise values e.g. gratitude, empathy and mindfulness - use a well-being journal daily (Yrs.3-6, RR P-2)
Success Indicators	Principal Class / Leadership <ul style="list-style-type: none"> - improved Attitudes to School data - less frequency of behaviour management incidents - provide opportunities and support so all students actively participate in all specialist classes - raise community awareness through newsletter articles Teachers : <ul style="list-style-type: none"> - less time spent on student behaviour management incidents

	<p>Students will :</p> <ul style="list-style-type: none"> - provide opportunities for all students to participate in specialist classes - be more engaged and connected to school (Attitudes to School Data) - be positively connected with staff and their peers (Attitudes to School Data) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Principal Class / Leadership :</p> <ul style="list-style-type: none"> - work with Student Leaders to provide opportunities for student voice (1:1 interviews with Yr.6 students) - coordinate SRC and Environmental student groups - coordinate student led assemblies with increased student participation - lead and work with staff to further investigate Attitudes to School data - implement SWPBS framework - provide opportunities for improved parent communication through introduction of Compass, Parent Newsletter, Information Evenings, improved website, revised policy <p>and</p> <ul style="list-style-type: none"> - parent newsletter - involvement in Professional Learning Communities program. 	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Teachers :</p> <ul style="list-style-type: none"> - implement SWPBS framework - embed school values across all programs - provide regular circle time sessions in the classroom - support students to use well-being journals - consistently use Restorative Practices - mark rolls electronically - conduct parent information sessions at the beginning of the year - implement consistent parent communication - provide student activities for presentation at school assemblies 	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Students will :</p> <ul style="list-style-type: none"> - practise daily school values - practise consistent mindfulness - show improved relationships with peers and staff - show less anxiety - show more resilience, gratitude and empathy 	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers - ensure all students have learning goals for Literacy, Numeracy and Personal(work habits) - participate in peer observation - implement and embed instructional model for reading, writing and numeracy - use student feedback to improve teacher effectiveness - consistently moderate student work in Reading, Writing and Number	from: Term 1 to: Term 4		\$5,000.00	
Totals			\$5,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Principal</p> <ul style="list-style-type: none"> - provide professional learning opportunities for staff - attend classrooms (learning walks) during Literacy and Numeracy sessions - Coordinate peer observation opportunities with Literacy and Numeracy leaders - provide updates on data, research and observed practices - ensure staff PDP include student learning goals and peer observation goal - Lead whole school assessment schedule revision 	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Leadership</p> <ul style="list-style-type: none"> - Model and drive implementation of agreed instructional model practices - Devise and implement whole school assessment schedule revision - Drive changes in teaching practice at the team level 	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Team Leaders</p> <ul style="list-style-type: none"> - ensure data walls and student learning goals are visible in each classroom - ensure learning intentions and success criteria are visible in all classrooms and planning documents 	<input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers</p> <ul style="list-style-type: none"> - ensure all students have learning goals for Literacy, Numeracy and Personal(work habits) - participate in peer observation - implement and embed instructional model for reading, writing and numeracy - use student feedback to improve teacher effectiveness - consistently moderate student work in Reading, Writing and Number 	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Principal</p> <ul style="list-style-type: none"> - provide professional learning opportunities for staff - attend classrooms (learning walks) during writing sessions - Coordinate peer observation opportunities with Literacy leaders - provide updates on data, 	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>research and observed practices</p> <ul style="list-style-type: none"> - ensure staff PDP include student learning goals and peer observation goal - Lead whole school assessment schedule revision 						
<p>Leadership</p> <ul style="list-style-type: none"> - Model and drive implementation of agreed writing instructional model - Devise and implement whole school assessment schedule and writing moderation - Drive changes in teaching practice at the team level 	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Team Leaders</p> <ul style="list-style-type: none"> - ensure data walls and student learning goals in writing are visible in each classroom - ensure learning intentions and success criteria are visible in all classrooms and planning documents 	<input checked="" type="checkbox"/> Team Leader(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers</p> <ul style="list-style-type: none"> - ensure all students have learning goals for writing - participate in peer observation - implement and embed instructional model for writing 	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

- use student feedback to improve teacher effectiveness - consistently moderate student work in writing						
Principal Class / Leadership : - work with Student Leaders to provide opportunities for student voice (1:1 interviews with Yr.6 students) - coordinate SRC and Environmental student groups - coordinate student led assemblies with increased student participation - lead and work with staff to further investigate Attitudes to School data - work with SWPBS program to revise school values and relevance to students - provide opportunities for parent support/involvement	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers : - develop and implement a whole school approach to Digital Technologies	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> - student voice embedded in Senior School planning - incorporate STEM learning across the school - provide flexible learning spaces to allow teachers to deliver a curriculum for all learners which allows for collaboration, communication, creativity and critical thinking - embed school values across all programs - provide regular circle time sessions in the classroom 						
<p>Students will :</p> <ul style="list-style-type: none"> - reflect on ATS data - provide feedback and be involved in school decision making process through student leadership groups and committees - actively involved in school house system 	<input checked="" type="checkbox"/> Student(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Principal Class / Leadership :</p> <ul style="list-style-type: none"> - work with Student Leaders to provide opportunities for student voice (1:1 interviews with Yr.6 students) - coordinate SRC and Environmental student groups - coordinate student led assemblies with increased student participation - lead and work with staff to further investigate Attitudes to School data - implement SWPBS framework - provide opportunities for improved parent communication through introduction of Compass, Parent Newsletter, Information Evenings, improved website, revised policy and parent newsletter - involvement in Professional Learning Communities program. 	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Teachers :</p> <ul style="list-style-type: none"> - implement SWPBS framework - embed school 	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>values across all programs</p> <ul style="list-style-type: none"> - provide regular circle time sessions in the classroom - support students to use well-being journals - consistently use Restorative Practices - mark rolls electronically - conduct parent information sessions at the beginning of the year - implement consistent parent communication - provide student activities for presentation at school assemblies 			<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
<p>Students will :</p> <ul style="list-style-type: none"> - practise daily school values - practise consistent mindfulness - show improved relationships with peers and staff - show less anxiety - show more resilience, gratitude and empathy 	<input checked="" type="checkbox"/> Student(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site