**2019 Annual Implementation Plan**

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Weeden Heights Primary School (5157)



**Self-evaluation Summary - 2019**

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|  | 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 moving towards Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Evolving |

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| **Professional leadership** |  | Building leadership teams | Evolving |
|  | Instructional and shared leadership | Evolving |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Evolving |

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

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

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| **Enter your reflective comments** | There are many structures in place and teams are moving forward in working more effectively. Weeden Heights PS has just been accepted into DET's PLC program (for a start in 2019) which will set the direction for how professional teams will function in the future. Building excellent practice through whole school approaches to teaching and learning has been a priority. With the appointment of a Learning Specialist in term 4 2018 will support a more rigorous peer observation program and this will support staff to become more reflective of their teaching. Developing the middle level leaders to strengthen teaching and learning will be positive in 2019 along with the appointment of an Assistant Principal to mentor up coming leaders at all levels.  The FISO initiative with a data literacy priority has been a good vehicle to develop the teachers data literacy. Teachers collect and track student learning data. With the network allowing schools to access the onlne ACER testing this has allowed staff to begin to focus on analysis and developing appropriate lessons based on student needs rather than the correction of tests. We continue to look forward to where this will develop.   Weeden Heights is most fortunate to have a strong engagement with the community. Communication is always ongoing but parents are a constant in supporting the learning partnership between school and home. |
| **Considerations for 2020** | 2019 is a school review year for Weeden Heights Primary School. With a new leadership team in place (newly appointed Assistant Principal and Learning Specialist in term 4 2018 and new Literacy and Numeracy Leaders in 2019) we look forward to thoroughly reviewing where the school is at and developing a Strategic Plan in line with FISO.  Moving into 2019, considerations for the school:  \* reinstating a clear consultative and leadership structure through careful financial planning which has allowed the employment of the AP and LS \* developing a new leadership structure has been a priority. This has allowed the school to employ staff with skills to develop others through mentoring and coaching which will have far reaching affects across the school \* restructuring staff and teams to capitalise on skills and partnerships while re completing the final year of the Strategic Plan \* including a part time extension and enrichment teacher to help extend students further beyond the classroom \* reviewing each teacher's and position's roles to streamline and support priorities \* a greater use of data to extend and develop students skills further along with tracking student progress further \* Acceptance into the PLC program is an excellent opportunity to establish learning teams to take the teaching staff further \* Ongoing work with the FISO network |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6. (Achievement) |
| Target 1.1 | * Increase the  percentage of students in the NAPLAN ‘High and Medium Relative Growth’ category by 1% each year:  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Percentage -  NAPLAN Relative Growth | | | | | | | | | |  | Low | | Medium | | High | | Total | | |  | 2015 | 2019 | 2015 | 2019 | 2015 | 2019 | 2015 | 2019 | | Reading | 22 | 18 | 47 | 51 | 31 | 35 | 78 |  | | Writing | 16 | 12 | 52 | 56 | 31 | 35 | 84 |  | | Grammar & Punctuation | 6 | 2 | 63 | 67 | 31 | 35 | 94 |  | | Spelling | 6 | 2 | 73 | 77 | 21 | 25 | 94 |  | | Numeracy | 12 | 6 | 57 | 61 | 31 | 35 | 88 |  | |
| Target 1.2 | Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum |
| Target 1.3 | * Increase the percentage of students achieving an A or B whilst lowering the percentage of students achieving D or E  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2015 AusVEL’s Teacher Judgements | | | | | |  | Below  (D or E) | At  (C) | Above  (A or B) | At/Above  (A, B or C) | | Speaking & Listening | 2.3% | 44.5% | 53.2% | 97.7% | | Reading | 2.9% | 42.2% | 54.9% | 97.1% | | Writing | 5.2% | 55.5% | 39.3% | 94.8% | | Number & Algebra | 4.6% | 47.4% | 47.9% | 96.4% |      |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2015 AusVEL’s Teacher Judgements  Percentage of Students Achieving an A or B | | | | | |  | Speaking & Listening | Reading  & Viewing | Writing | Number & Algebra | | Prep | 56 | 36 | 44 | 44 | | Year 1 | 65 | 65 | 55 | 45 | | Year 2 | 69.6 | 73.9 | 52.1 | 60.9 | | Year 3 | 43.8 | 43.7 | 28.2 | 43.7 | | Year 4 | 34.6 | 46.1 | 34.6 | 61.6 | | Year 5 | 55.5 | 72.2 | 33.4 | 55.6 | | Year 6 | 53.2 | 58.6 | 34.4 | 31 | |
| Key Improvement Strategy 1.a Building practice excellence | Build teacher capacity to enhance the teaching of writing and implement the whole school approach |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build teacher capacity to enhance the planning so that the needs of the students are being catered for |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build teacher capacity to use a wide variety of writing assessment tools |
| Goal 2 | To develop contemporary curriculum with a focus on empowering students. ( Engagement) |
| Target 2.1 | For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75th percentile     |  |  |  |  | | --- | --- | --- | --- | | Parent Factor Name | Factor | 2015  Data | 2019 Target | | Student Relationships | Classroom Behaviour | 4.66 | 4.8 | | Peer Connectedness | 4.63 | 4.8 | | Student Safety | 4.68 | 4.8 | | Wellbeing | Student Distress | 6.45 | 6.6 | | Student Morale | 6.32 | 6.5 | | Teaching and Learning | **Learning Confidence** | **4.71** | **4.9** | | School Connectedness | 4.71 | 4.9 | | Stimulating Learning | 4.79 | 4.9 | | **Student Motivation** | **4.85** | **5.0** | | **Teacher Effectiveness** | **4.77** | **4.9** | | Teacher Empathy | 4.75 | 4.9 | |
| Target 2.2 | The Staff Opinion Survey will remain above the state mean and the 80th percentile. |
| Target 2.3 | To improve the school mean scores on the Parent Opinion Survey in the following areas:     |  |  |  | | --- | --- | --- | |  | 2015 | 2019 Target | | Stimulating Learning | 5.90 | 6.0 | | Extra - Curricula | 5.19 | 5.3 | | Learning Focus | 5.50 | 5.7 | | General Satisfaction | 5.18 | 5.3 | | Connectedness to Peers | 6.00 | 6.2 | | Student Motivation | 5.59 | 5.7 | | Social skills | 5.97 | 6.1 | | School Connectedness | 6.13 | 6.3 | |
| Target 2.4 | By 2019, student absence rates will continue to be at or below the state mean for each year level    To improve student attendance by reducing student absences and remaining below the state average.     |  |  |  | | --- | --- | --- | | Average Days  absent per full time student | | | |  | 2015 | 2019 Target | | Prep | 5.95 | 6 | | Year 1 | 15.68 | 11 | | Year 2 | 11.77 | 11 | | Year 3 | 10.45 | 11 | | Year 4 | 15.40 | 10 | | Year 5 | 14.11 | 13 | | Year 6 | 10.95 | 10 | | Prep – Year 6 | 12.82 | 10 | |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build teacher capacity to enhance opportunities for greater student voice so that students are empowered within the classroom. |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Build teacher capacity to enhance leadership development structures so that there is greater opportunities for student voice across the school. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6. (Achievement) | Yes | * Increase the  percentage of students in the NAPLAN ‘High and Medium Relative Growth’ category by 1% each year:  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Percentage -  NAPLAN Relative Growth | | | | | | | | | |  | Low | | Medium | | High | | Total | | |  | 2015 | 2019 | 2015 | 2019 | 2015 | 2019 | 2015 | 2019 | | Reading | 22 | 18 | 47 | 51 | 31 | 35 | 78 |  | | Writing | 16 | 12 | 52 | 56 | 31 | 35 | 84 |  | | Grammar & Punctuation | 6 | 2 | 63 | 67 | 31 | 35 | 94 |  | | Spelling | 6 | 2 | 73 | 77 | 21 | 25 | 94 |  | | Numeracy | 12 | 6 | 57 | 61 | 31 | 35 | 88 |  | | The NAPLAN relative growth results for 2018 were that 60% of students achieved medium to high growth. As a result the target for 2019 has been adjusted in line with cohort data. The new 12 month target for 2019: To increase the percentage of students in NAPLAN High and Medium Relative Growth from 60 to 65%. |
| Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum | Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum |
|  |  | * Increase the percentage of students achieving an A or B whilst lowering the percentage of students achieving D or E  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2015 AusVEL’s Teacher Judgements | | | | | |  | Below  (D or E) | At  (C) | Above  (A or B) | At/Above  (A, B or C) | | Speaking & Listening | 2.3% | 44.5% | 53.2% | 97.7% | | Reading | 2.9% | 42.2% | 54.9% | 97.1% | | Writing | 5.2% | 55.5% | 39.3% | 94.8% | | Number & Algebra | 4.6% | 47.4% | 47.9% | 96.4% |      |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2015 AusVEL’s Teacher Judgements  Percentage of Students Achieving an A or B | | | | | |  | Speaking & Listening | Reading  & Viewing | Writing | Number & Algebra | | Prep | 56 | 36 | 44 | 44 | | Year 1 | 65 | 65 | 55 | 45 | | Year 2 | 69.6 | 73.9 | 52.1 | 60.9 | | Year 3 | 43.8 | 43.7 | 28.2 | 43.7 | | Year 4 | 34.6 | 46.1 | 34.6 | 61.6 | | Year 5 | 55.5 | 72.2 | 33.4 | 55.6 | | Year 6 | 53.2 | 58.6 | 34.4 | 31 | | Increase the percentage of students achieving at and above the expected level whilst lowering the percentage of students achieving below |
| For each year of the strategic plan, the Student Survey (Attitudes to School) mean scores will remain above the 75th percentile     |  |  |  |  | | --- | --- | --- | --- | | Parent Factor Name | Factor | 2015  Data | 2019 Target | | Student Relationships | Classroom Behaviour | 4.66 | 4.8 | | Peer Connectedness | 4.63 | 4.8 | | Student Safety | 4.68 | 4.8 | | Wellbeing | Student Distress | 6.45 | 6.6 | | Student Morale | 6.32 | 6.5 | | Teaching and Learning | **Learning Confidence** | **4.71** | **4.9** | | School Connectedness | 4.71 | 4.9 | | Stimulating Learning | 4.79 | 4.9 | | **Student Motivation** | **4.85** | **5.0** | | **Teacher Effectiveness** | **4.77** | **4.9** | | Teacher Empathy | 4.75 | 4.9 | |  |
| The Staff Opinion Survey will remain above the state mean and the 80th percentile. |  |
| To improve the school mean scores on the Parent Opinion Survey in the following areas:     |  |  |  | | --- | --- | --- | |  | 2015 | 2019 Target | | Stimulating Learning | 5.90 | 6.0 | | Extra - Curricula | 5.19 | 5.3 | | Learning Focus | 5.50 | 5.7 | | General Satisfaction | 5.18 | 5.3 | | Connectedness to Peers | 6.00 | 6.2 | | Student Motivation | 5.59 | 5.7 | | Social skills | 5.97 | 6.1 | | School Connectedness | 6.13 | 6.3 | |  |
| By 2019, student absence rates will continue to be at or below the state mean for each year level    To improve student attendance by reducing student absences and remaining below the state average.     |  |  |  | | --- | --- | --- | | Average Days  absent per full time student | | | |  | 2015 | 2019 Target | | Prep | 5.95 | 6 | | Year 1 | 15.68 | 11 | | Year 2 | 11.77 | 11 | | Year 3 | 10.45 | 11 | | Year 4 | 15.40 | 10 | | Year 5 | 14.11 | 13 | | Year 6 | 10.95 | 10 | | Prep – Year 6 | 12.82 | 10 | |  |

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| Goal 1 | To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6. (Achievement) | |
| 12 Month Target 1.1 | The NAPLAN relative growth results for 2018 were that 60% of students achieved medium to high growth. As a result the target for 2019 has been adjusted in line with cohort data. The new 12 month target for 2019: To increase the percentage of students in NAPLAN High and Medium Relative Growth from 60 to 65%. | |
| 12 Month Target 1.2 | Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum | |
| 12 Month Target 1.3 | Increase the percentage of students achieving at and above the expected level whilst lowering the percentage of students achieving below | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher capacity to enhance the teaching of writing and implement the whole school approach | Yes |
| **KIS 2**  Curriculum planning and assessment | Build teacher capacity to enhance the planning so that the needs of the students are being catered for | Yes |
| **KIS 3**  Curriculum planning and assessment | Build teacher capacity to use a wide variety of writing assessment tools | Yes |
| 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. | Based on the student writing results from the previous two year, targets have had to adjusted to match cohort achievement data. Therefore the targets set in the school's Strategic Plan were ambitious and based on the cohort data at the time of writing. The 2019 targets have been adjusted to show improvement based on current results.  VOICES (including VCOP writing strategies and 9 +1 Traits of Writing) has been implemented through the course of the Strategic Plan. It has been given significant importance through the employment of a literacy consultant that has worked directly with teams and provided professional learning on the whole school approach. In 2018, the consultant withdrew as the approach was being implemented. Teams also planned for writing with the supports provided by the consultants planners, moderation documentation. Peer Observation was vehicle to focus on the teaching and learning of writing.   Despite the structures that were put in place, the target for the student data were not met. After discussion at the leadership level and an analysis of the data, the following evidence was identified: \* teachers focussed on implementing a structure. More work is required on refining explicit teaching approaches and catering for the needs of individuals \* less scaffolding provided as the consultant withdrew. Teams used the school writing scope and sequence to plan. Teams need to include a greater use of data when planning for the learning within the teams \* In 2018 four of the eight classes had newly employed teachers who had not been a part of the PL for the last 2 years. \* While data (writing moderation) has been a FISO focus and teachers have valued and requested more time for writing assessment, this continues to be a work in progress. Teachers have made professional connections and have used sound moderation practises to engage with the Victorian Curriculum. This needs to continue to be an ongoing focus for all staff and the FISO group. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve the English and Mathematics student learning outcomes and growth from Prep to Year 6. (Achievement) | | | | |
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| 12 Month Target 1.2 | Maintain the percentage of students (F – 6) achieving at or above the expected level (94 – 97% of students) in the Victorian Curriculum | | | | |
| 12 Month Target 1.3 | Increase the percentage of students achieving at and above the expected level whilst lowering the percentage of students achieving below | | | | |
| KIS 1 Building practice excellence | Build teacher capacity to enhance the teaching of writing and implement the whole school approach | | | | |
| **Actions** | The focus will be on the HITs strategy 3 (Explicit Teaching) and Professional Practice Principal 7 (Evidence-based Strategies Drive Professional Practice Improvement):  \* Participation in the DET PLC Program with a literacy/writing focus \* Appointment of a Literacy Leader \* Literacy Leader to complete the Bastow Literacy Leaders Course \* AP mentor/coach mid level leaders (and the literacy leader) \* Provide high quality professional learning whole staff PL on writing and the whole school approach \* New staff members in 2018 will complete an overview with the Literacy Consultant of the VOICES writing program, CAFE reading and spelling program \* Team planning will involve rigorous discussions around explicit teaching approaches when implementing the agreed whole school structure | | | | |
| **Outcomes** | STUDENTS: \* Recognise the structures of different text types \* Articulate the WALT and WILF for each lesson \* Use writing planners (eg graphic organisers) to plan for writing \* Maintain a writing portfolio that reflects a variety of text type samples \* Active learners in the writing process and VOICES lesson structure  TEACHERS: \* Implement the VOICES writing lesson structure along with the school's scope and sequence document \* Planning regularly for writing within teams to implement the daily writing block \* Level teams catering more specifically for individual learning needs through evaluating their teaching approaches and challenging themselves to improve their practice \* Strengthening of teacher's understanding of the writing process and the developmental writing stages  \* Clearly articulate the differentiated learning intentions (WALT & WILF) within each lesson \* Implementing evidence based strategies including HITS \* Using peer observation to reflect on their own practice and obtain feedback  LEADERS (including Literacy Leader & Level Leaders) \* Facilitating high level curriculum discussions within teams and professional learning \* Mid level leaders are more empowered to deliver professional learning to their level teams on a regular basis \* Model HITS during professional learning and level planning \* During a walkthrough, discuss with students, the stage of writing and writing strategies | | | | |
| **Success Indicators** | \* Level meeting minutes to reflect rigorous discussions around writing practices \* Professional Learning schedule to reflect sessions for teaching staff around writing \* Planning documents uploaded to Google Docs and available for all teaching staff and reflect on the whole school approach \* Revised teacher work program documentation to highlight detailed planning which reflects differentiated teaching within the lesson \* Term planners implementing the whole school Writing Scope and Sequence while implementing the VOICES writing approach \* Peer observations to be conducted around the implementation of writing \* All PDP's to include a goal with a writing focus | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| \* Participation in the DET PLC Program with a literacy/writing focus  - select participants for the project  - begin the training with the AP and two other participants (once details have been released around the project) \* Appointment of a Literacy Leader and a co co-ordinator for the English Strategic Plan Implementation Team \* Ensure that there is a writing goal in line with the strategic plan for each staff members PDP \* Provide time for ongoing professional learning for staff via the consultant, Literacy Co-ordinator, Learning Specialist \* Ensure that peer observations are completed each term with at least two involving the teaching of writing. Evidence to be reflected in staff's PDPs and professional discussions \* Provide opportunities for staff to stay connected to the FISO group through professional network meetings and other professional learning opportunities \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Mentor/coach mid level leaders (including the literacy leader)  - provide coaching conversations to support the work with teams lead by the middle level leaders \* Check writing programs and work programs to ensure that they reflect the whole school approach including clear intentions and differentiation  \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Support team planning through data analysis and unpacking this information with teams to establish student learning goals \* Monitor the peer observation program so that teachers are planning for writing observations and reflection on what they have negotiated to observe \* Implement the PL allocated for whole staff PL on writing along with the Literacy Leader \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches \* Unpack school data (including NAPLAN) with the whole staff to support the development of best practice teaching and planning | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Literacy Leader to complete the Bastow Literacy Leaders  \* Regular and ongoing professional learning provided to the staff through the planning meetings \* Plan and support the implementation of a writing curriculum day  - making links to High Impact Teaching Strategies (HITS) and data anaylsis \* Work with the English Team to develop an action plan to complete the final year of the Strategic Plan  - continue to review the school's scope and sequence plan for writing  - monitor the peer observations of staff and guide staff based on individual needs   - support level leaders to plan for writing through the cohort data  \* Unpack school data with the staff to support the development of best practice teaching and planning | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Plan with teams for a daily writing block that caters for the different ability levels \* Discuss different teaching approaches in writing during team planning (PL) based on research \* Implement the VOICES writing approach within each classroom including a weekly writing conference for each student \* Ensure there are clear learning intentions for each lesson with a WALT and WILF for each writing session \* Incorporate HITS into PDP's to focus on the teaching of writing, goals and self assessments | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Build teacher capacity to enhance the planning so that the needs of the students are being catered for | | | | |
| **Actions** | The focus will be on Practice Principal 4 (Curriculum Planning and Implementation Engages and Challenges all Students) and the HITs strategy 10 (Differentiated Teaching) :  \* Participation in the DET PLC Program with a literacy/writing focus \* Appointment of a Literacy Leader \* Literacy Leader to complete the Bastow Literacy Leaders Course \* AP mentor/coach mid level leaders (and the literacy leader) \* PL time allocated into the schedule for whole staff to complete PL on writing \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Professional Practice days to include an element of writing (local planning agreement) \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | | | | |
| **Outcomes** | STUDENTS: \* Recognise the structures of different text types \* Articulate the WALT and WILF for each lesson \* Use writing planners (eg graphic organisers) to plan for the various text types in writing and as a part of the writing process \* Maintain a writing portfolio that reflects a variety of text type samples \* Active learners in the writing process and VOICES lesson structure  TEACHERS: \* Implement the VOICES writing lesson structure along with the school's scope and sequence document \* Planning regularly for writing within teams to implement the daily writing block \* Teams catering more specifically to individual learning needs through collaborative planning \* Strengthening of teacher understanding of the writing process and writing stages/development \* Clearly articulate the differentiated learning intentions within each lesson \* Implementing evidence based strategies \* Using peer observation to reflect on their own practice  LEADERS (including Literacy Leader) \* Facilitating high level curriculum discussions \* Mid level leaders are more empowered to deliver professional learning \* Model HITS during professional learning \* During walkthrough, discuss with students, elements of their writing ie planning, drafting, structure | | | | |
| **Success Indicators** | \* Planning documents uploaded to Google Docs and available for all teaching staff \* Planning documents ( work programs, planners) reflecting differentiated teaching \* Writing conferences are conducted daily and personalised for the focus student \* Work programs and term planners \* Writing Scope and Sequence document | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| \* Participation in the DET PLC Program with a literacy/writing focus  - select participants for the project  - begin the training with the AP and two other participants (once details have been released around the project) \* Appointment of a Literacy Leader and a co co-ordinator for the English Strategic Plan Implementation Team \* Ensure that there is a writing goal in line with the strategic plan for each staff members PDP \* Provide time for ongoing professional learning for staff via the consultant, Literacy Co-ordinator, Learning Specialist \* Ensure that peer observations are completed each term with at least two involving the teaching of writing \* Provide opportunities for staff to stay connected to the FISO group  \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Literacy Leader to complete the Bastow Literacy Leaders  \* Regular and ongoing professional learning provided to the staff through the planning meetings \* Plan and support the implementation of a writing curriculum day  - making links to High Impact Teaching Strategies (HITS) and data anaylsis \* Work with the English Team to develop an action plan to complete the final year of the Strategic Plan  - continue to review the school's Writing Scope and Sequence document  - monitor the peer observations of staff and guide staff based on individual needs   - support level leaders to plan for writing through the cohort data  \* Unpack school data with the staff to support the development of best practice teaching and planning | | 🗹 Literacy Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Mentor/coach mid level leaders (including the literacy leader)  - provide coaching conversations to support the work with teams led by the middle level leaders | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Support team planning through data analysis and unpacking this with teams \* Monitor the peer observation program so that teachers are planning for writing observations \* Implement the PL allocated for whole staff PL on writing along with the Literacy Leader | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Plan with teams for a daily writing block that caters for the different ability levels \* Discuss different teaching approaches in writing during team planning (PL) \* Implement the VOICES writing approach within each classroom including a weekly writing conference for each student \* Ensure there is a WALT and WILF for each writing session \* Incorporate HITS into PDP's to focus on the teaching of writing, goals and self assessments | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Curriculum planning and assessment | Build teacher capacity to use a wide variety of writing assessment tools | | | | |
| **Actions** | The focus will be on Practice Principal 6 - Rigorous Assessment Practices and Feedback to Inform Teaching and Learning  \* Participation in the DET PLC Program with a literacy/writing focus \* Appointment of a Literacy Leaders \* Literacy Leader to complete the Bastow Literacy Leaders Course \* AP mentor/coach mid level leaders (and the literacy leader) \* PL allocated for whole staff PL on writing \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | | | | |
| **Outcomes** | STUDENTS: \* Recognise the structures of different text types \* Maintain their writing portfolio to demonstrate planning, editing and published pieces of writing \* Maintain a writing portfolio that reflects a variety of text type samples \* Share and discuss their writing portfolio during the mid year three ways  \* Monitor their own learning through the 'I Can' writing statements \* Participate in a weekly writing conference receiving feedback from their teacher  TEACHERS: \* Implement the VOICES writing lesson structure along with the school's scope and sequence document \* Regularly collaborate for writing assessment within teams and across the school \* Participate in writing moderation activities within teams, whole school and FISO \* Provide planned and regular feedback to students through writing conferences, progress against the 'I Can' statements \* Using peer observation to reflect on their own practise  LEADERS (including Literacy Leader) \* Facilitating high level assessment discussions that includes data \* Mid level leaders are more empowered to facilitate moderation processes and implement writing assessments tasks \* During walkthrough, discuss with students, elements of their writing self assessment | | | | |
| **Success Indicators** | \* Planning documents uploaded to Google Docs and available for all teaching staff \* Planning documents ( work programs, planners) reflecting differentiated teaching \* Writing conferences are conducted daily and personalised for the focus student \* Work programs and term planners \* Writing Scope and Sequence document | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| \* Participate in the DET PLC training  - program used to develop mid leaders skills in facilitating PLC's (to be implemented in 2020) | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Principal  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Lead regular professional learning for staff  - reflected in the meeting schedule as ongoing PL  - all newly appointed staff in 2018 to complete a days training with Lyn Watts (school's Literacy Consultant in term 1 week 2)  - PL in line with the school data/analysis of school data  - Literacy Leader supported to lead a curriculum day  - FISO moderation event(predicted)   - sharing student writing portfolios within professional learning \* Investigate writing assessment tools  - Review the 'I Can' statements  - Identify other tools for assessing student writing | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| \* Construct a data wall in the professional learning space in the staffroom for teams to utilise when planning | | 🗹 Learning Specialist(s)  🗹 Literacy Leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| \* Whole school writing moderation   - implement regular team moderation  - an agreed whole school task  - moderation activity as agreed to by the FISO network | | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $0.00 | $0.00 |
| Additional Equity funding | $28,286.00 | $6,774.30 |
| **Grand Total** | $28,286.00 | $6,774.30 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| The minimal amount that is received by the school has been allocated to a school based support program. The leadership team have decided to use the Equity funding amount towards a part time teachers salary. The teacher will be teaching small groups of students in an extension and enrichment program. The teacher will also conduct our reading support program for 2019. | from: Term 2  to: Term 4 | 🗹 School-based staffing | $28,286.00 | $6,774.30 |
| **Totals** | | | $28,286.00 | $6,774.30 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| \* Participation in the DET PLC Program with a literacy/writing focus  - select participants for the project  - begin the training with the AP and two other participants (once details have been released around the project) \* Appointment of a Literacy Leader and a co co-ordinator for the English Strategic Plan Implementation Team \* Ensure that there is a writing goal in line with the strategic plan for each staff members PDP \* Provide time for ongoing professional learning for staff via the consultant, Literacy Co-ordinator, Learning Specialist \* Ensure that peer observations are completed each term with at least two involving the teaching of writing. Evidence to be reflected in staff's PDPs and professional discussions \* Provide opportunities for staff to stay connected to the FISO group through professional network meetings and other professional learning opportunities \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| \* Mentor/coach mid level leaders (including the literacy leader)  - provide coaching conversations to support the work with teams lead by the middle level leaders \* Check writing programs and work programs to ensure that they reflect the whole school approach including clear intentions and differentiation  \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| \* Support team planning through data analysis and unpacking this information with teams to establish student learning goals \* Monitor the peer observation program so that teachers are planning for writing observations and reflection on what they have negotiated to observe \* Implement the PL allocated for whole staff PL on writing along with the Literacy Leader \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches \* Unpack school data (including NAPLAN) with the whole staff to support the development of best practice teaching and planning | 🗹 Learning Specialist(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Timetabled Planning Day | 🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| \* Literacy Leader to complete the Bastow Literacy Leaders  \* Regular and ongoing professional learning provided to the staff through the planning meetings \* Plan and support the implementation of a writing curriculum day  - making links to High Impact Teaching Strategies (HITS) and data anaylsis \* Work with the English Team to develop an action plan to complete the final year of the Strategic Plan  - continue to review the school's scope and sequence plan for writing  - monitor the peer observations of staff and guide staff based on individual needs   - support level leaders to plan for writing through the cohort data  \* Unpack school data with the staff to support the development of best practice teaching and planning | 🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Literacy Leaders | 🗹 On-site |
| \* Participation in the DET PLC Program with a literacy/writing focus  - select participants for the project  - begin the training with the AP and two other participants (once details have been released around the project) \* Appointment of a Literacy Leader and a co co-ordinator for the English Strategic Plan Implementation Team \* Ensure that there is a writing goal in line with the strategic plan for each staff members PDP \* Provide time for ongoing professional learning for staff via the consultant, Literacy Co-ordinator, Learning Specialist \* Ensure that peer observations are completed each term with at least two involving the teaching of writing \* Provide opportunities for staff to stay connected to the FISO group  \* Planning time allocated through the meeting schedule to focus on writing curriculum planning \* Curriculum planning documentation will reflect the individualised approaches for groups within each lesson \* Team planning will involve rigorous discussions around catering for individuals through explicit teaching approaches | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Whole School Pupil Free Day  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Bastow program/course  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| \* Literacy Leader to complete the Bastow Literacy Leaders  \* Regular and ongoing professional learning provided to the staff through the planning meetings \* Plan and support the implementation of a writing curriculum day  - making links to High Impact Teaching Strategies (HITS) and data anaylsis \* Work with the English Team to develop an action plan to complete the final year of the Strategic Plan  - continue to review the school's Writing Scope and Sequence document  - monitor the peer observations of staff and guide staff based on individual needs   - support level leaders to plan for writing through the cohort data  \* Unpack school data with the staff to support the development of best practice teaching and planning | 🗹 Literacy Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Bastow program/course  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| \* Mentor/coach mid level leaders (including the literacy leader)  - provide coaching conversations to support the work with teams led by the middle level leaders | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| \* Support team planning through data analysis and unpacking this with teams \* Monitor the peer observation program so that teachers are planning for writing observations \* Implement the PL allocated for whole staff PL on writing along with the Literacy Leader | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Bastow program/course | 🗹 On-site |
| \* Participate in the DET PLC training  - program used to develop mid leaders skills in facilitating PLC's (to be implemented in 2020) | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Principal  🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-site  PLC Program conducted by DET |
| \* Lead regular professional learning for staff  - reflected in the meeting schedule as ongoing PL  - all newly appointed staff in 2018 to complete a days training with Lyn Watts (school's Literacy Consultant in term 1 week 2)  - PL in line with the school data/analysis of school data  - Literacy Leader supported to lead a curriculum day  - FISO moderation event(predicted)   - sharing student writing portfolios within professional learning \* Investigate writing assessment tools  - Review the 'I Can' statements  - Identify other tools for assessing student writing | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Professional Practice Day | 🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |