

2018 Annual Implementation Plan

for improving student outcomes

Willow Grove Primary School (2520)



Submitted for review by Brendan Dawson (School Principal) on 25 November, 2017 at 01:53 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 12 December, 2017 at 08:03 AM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Willow Grove Primary School (2520)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	<p>Building Practice Excellence: The school is heading in the right direction in terms of embedding the PLC process to build practice excellence.</p> <p>Setting Expectations and Promoting Inclusion: We found using the continuum a helpful tool to reflect on where we were as a school, where we are now and where we need to work towards.</p>
Considerations for 2019	<p>Building Practice Excellence: Embed the PLC process. Continue to promote professional learning opportunities for all staff (provide time to do so). Encourage peer observations across the school and cluster. Extend culture of PLC's to all subject areas.</p> <p>Setting Expectations and Promoting Inclusion: Ensure we have achieved all steps in Tier 1 on the SWPBS framework and move into tier 2. Promote cultural diversity throughout the school including performances, special events and classroom programs. Look into our current anti-bullying policy and revise.</p>

Documents that support this plan

WGPS 2520 2017 AIP Final Mid Cycle and End Cycle Traffic Light & Self Evaluation Completed.docx (0.12 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Willow Grove Primary School (2520)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise student individual learning growth in Reading and Number and Algebra.	<p>By 2019, 75% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). (In 2015, 50% of students are achieving medium or high growth)</p> <p>By 2019, ensure that all students make at least one year of growth for one year of school in Reading and Number and Algebra as measured against Victorian Curriculum standards.</p> <p>By 2019, there will be strong alignment between teacher judgements against the Victorian</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>70% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7).</p> <p>Maintain greater than 50% of students achieving in the top 2 bands for NAPLAN Reading.</p>	Building practice excellence

	Curriculum and external benchmarks in Reading and Number and Algebra.			
To create independent learners with high levels of intrinsic motivation by increasing student voice.	<p>By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Stimulating Learning 52.4%, Student Motivation 46%, School Connectedness 22.8%)</p> <p>By 2019, Stimulating Learning, Student Motivation and School Connectedness, will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Stimulating Learning 74.5%, Student Motivation 89.8%, School Connectedness 71.1%)</p> <p>By 2019, Student Morale will have increased above the 75th percentile as measured by the Student Attitudes to School Survey (in 2015, Student Morale 57.2%)</p>	Yes	<p>By the end of 2018, students' perception of 'Learning confidence,' to increase from 77% of positive responses to above 85% as measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Motivation and interest,' to increase from 89% of positive responses to above 95% as measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Student Voice and agency,' to increase from 78% of positive responses to above 85% as measured by the Student Attitudes to School Survey.</p>	Evidence-based high-impact teaching strategies
To develop and embed the school's vision and values system across the whole school community.	By 2019, Student Motivation and School Connectedness, will have increased above the 75th percentile	Yes	By the end of 2018, parents' perception of 'Non-experience of bullying' to	Setting expectations and promoting inclusion

	<p>as measured by the Parent Opinion Survey (in 2015, Student Motivation 46%, School Connectedness 22.8%)</p> <p>By 2019, Teacher Morale will have increased above the 75th percentile as measured by the Parent Opinion Survey (in 2015, Teacher Morale 41.4%)</p> <p>By 2019, Teacher Empathy will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Teacher Empathy 74.8%)</p> <p>By 2019, all factors under Student Relationships (Classroom Behaviour, Connectedness to Peers and Student Safety will have increased above the 95th percentile as measured by the Student Attitudes to School Survey (in 2015, Classroom Behaviour 69.9%, Connectedness to Peers 89.5%, Student Safety 88.5%)</p>		<p>increase from 58% of positive responses to above 75% as measured by the Parent Opinion Survey.</p> <p>By the end of 2018, students' perception of 'Non-experience of bullying' to increase from 81% of positive responses to above 90% as measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Managing Bullying' to increase from 85% of positive responses to above 90% as measured by the Student Attitudes to School Survey</p>	
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<p>Improvement Initiatives Rationale</p>
<p>When teaching and learning protocols and practices are adopted across all classrooms, then in-class variability is reduced and student achievement will increase.</p> <p>When teachers reflect on student performance and purposefully act on data and evidence about learning, then the student learning experience is enhanced and outcomes improve.</p>

When the data from accurate assessment of student work is used to monitor, provide feedback about, and enhance student performance then students' learning outcomes improve.

When the school can develop a culture whereby students have the attitudes and skills – independence, resilience and flexibility, when they are prepared to have a go, see mistakes as a learning opportunity, have an inquiring mind and curiosity - then they will become successful learners, engaged with the task and engaged with the community of the school.

When schools and teachers prioritise high expectations for themselves and for their students, then all students will experience a learning environment where they can excel.

When the school's values, vision and purpose reflect the attributes that have been shown are the qualities student need to succeed in the workplace and in life, and when we ensure that the values are well known by all stakeholders and align with our behaviour management program, then we provide optimum conditions for students to succeed.

When schools and teachers foster a safe and supportive environment and culture, one that promotes positive, respectful relationships and explicitly teaches behaviours that are linked to the school's values, students will experience higher levels of social and emotional wellbeing.

Explicitly teaching the schools values prepares students to be equipped with the skills, knowledge and attributes that will allow them to develop successful relationships.

Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
12 month target 1.1	70% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). Maintain greater than 50% of students achieving in the top 2 bands for NAPLAN Reading.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and Implement a school wide curriculum in Reading, through the creation of priority standards to identify guaranteed and viable curriculum.

KIS 2	Utilise Professional Learning Communities (PLC's) to build teacher capacity to use assessments formatively
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Goal 2	To create independent learners with high levels of intrinsic motivation by increasing student voice.
12 month target 2.1	By the end of 2018, students' perception of 'Learning confidence,' to increase from 77% of positive responses to above 85% as measured by the Student Attitudes to School Survey. By the end of 2018, students' perception of 'Motivation and interest,' to increase from 89% of positive responses to above 95% as measured by the Student Attitudes to School Survey. By the end of 2018, students' perception of 'Student Voice and agency,' to increase from 78% of positive responses to above 85% as measured by the Student Attitudes to School Survey.
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Implementation of the Instructional Model - Gradual Release of Responsibility

Goal 3	To develop and embed the school's vision and values system across the whole school community.
12 month target 3.1	By the end of 2018, parents' perception of 'Non-experience of bullying' to increase from 58% of positive responses to above 75% as measured by the Parent Opinion Survey. By the end of 2018, students' perception of 'Non-experience of bullying' to increase from 81% of positive responses to above 90% as measured by the Student Attitudes to School Survey. By the end of 2018, students' perception of 'Managing Bullying' to increase from 85% of positive responses to above 90% as measured by the Student Attitudes to School Survey
FISO Initiative	Setting expectations and promoting inclusion

Key Improvement Strategies	
KIS 1	Implement Tier 1 of the School Wide Positive Behaviour Support Program with fidelity
KIS 2	Create common understanding regarding definition of bullying and explicitly teach strategies for students to manage occurrences of bullying.

Define Evidence of Impact and Activities and Milestones - 2018

Willow Grove Primary School (2520)

Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
12 month target 1.1	70% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). Maintain greater than 50% of students achieving in the top 2 bands for NAPLAN Reading.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop and Implement a school wide curriculum in Reading, through the creation of priority standards to identify guaranteed and viable curriculum.
Actions	<ul style="list-style-type: none"> Develop scope and sequence and guaranteed and viable curriculum for Reading. Implementation of the Reading Powers Program to consistently teach comprehension. Complete student item analysis on NAPLAN reading data to determine needs for intervention or extension. Implementation of Fountas and Pinnell assessment tool. Leadership team to participate in weekly Intake meetings to review and discuss student achievement data in reading and plan for appropriate Response to Intervention strategies. Implementation of School-wide Response to Intervention strategies. Development of benchmark expected level of achievement for Reading at the end of each grade level. Refurbish School library

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to refer to their classroom based Fountas and Pinnell Data Wall and articulate what they know and what they need to know next to become a better reader. - Receive a common approach to the teaching of reading. <p>Teachers will:</p> <ul style="list-style-type: none"> - Be able to display and refer to student learning goals and state what strategies they are using to help students meet their goals. - Use a common language and approach to the teaching of Reading, with a particular emphasis on comprehension. - Utilise the Response to Intervention pyramid to ensure all students learn to high levels. <p>Leaders will:</p> <ul style="list-style-type: none"> - Increase teacher capacity through learning walks, observations and feedback 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Utilisation of Professional Development meetings (Mon fortnight and Tuesday weekly) and Semester 1 Curriculum Day to document Scope and Sequence and guaranteed and viable curriculum in Reading.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Weekly intake meetings used to analyse student growth and needs and provide intervention and extension targeted to students' needs.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom observations will be undertaken by Principal and teachers to provide effective feedback to support the implementation of the Instructional Model and consistent approach to the teaching of Reading.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$70,000.00 <input type="checkbox"/> Equity funding will be used
Fountas and Pinnell Assessment Kit and Reading Powers resources will be purchased and used by PLC's to deliver targeted teaching to students point of need.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used

School team to complete the Bastow Literacy Leaders Professional Development Course.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	To maximise student individual learning growth in Reading and Number and Algebra.
12 month target 1.1	70% or more of students will make medium or high growth in NAPLAN Reading and Numeracy from Years 3-5 (and Years 5-7). Maintain greater than 50% of students achieving in the top 2 bands for NAPLAN Reading.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Utilise Professional Learning Communities (PLC's) to build teacher capacity to use assessments formatively
Actions	Principal to support Instructional Leaders to implement the Inquiry Cycle for use with their teams <ul style="list-style-type: none"> - Instructional Leaders will implement a minimum of one inquiry cycle per term based (reading based) - Time for school based PLC's to meet on a weekly basis is protected - Instructional Leaders to implement consistent process for school based PLC's - Principal to attend all PLC meetings (when available) and provide support, feedback and advice to Instructional Leaders. - PLC Regional Manager to act as a critical friend for PLC's attending PLC meetings once per term providing feedback and advice to Leadership team.
Evidence of impact	Students will: <ul style="list-style-type: none"> - Be motivated and stimulated in their learning, taking an increased responsibility to achieve their learning goal for Reading. - be able to recognise what they do well as a reader and what they need to do next to improve (this will be achieved by making learning visible through classroom based data walls and by making the continuum for reading visible to students) Teachers will: <ul style="list-style-type: none"> - Be using the Inquiry Cycle as a member of their PLC - Reflecting on their teaching and setting future learning goals and receiving feedback through regular observations. - Be responsible for the learning of all students - Use the Response to Intervention pyramid to provide interventions to ensure all students meet agreed end of year benchmarks Leaders will:

	<ul style="list-style-type: none"> - Have an increased focus on Instructional Leadership and provide regular and ongoing opportunities for staff to undertake classroom observations. - Provide in-school opportunities for staff to build their capacity in completing classroom observations. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Weekly time allocated during the school day for PLC's to meet	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Instructional Leaders to follow Inquiry Cycle and agreed documented PLC Cycle.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Principal to attend each PLC meeting, supporting Instructional Leaders in their role	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create independent learners with high levels of intrinsic motivation by increasing student voice.
12 month target 2.1	<p>By the end of 2018, students' perception of 'Learning confidence,' to increase from 77% of positive responses to above 85% as measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Motivation and interest,' to increase from 89% of positive responses to above 95% as measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Student Voice and agency,' to increase from 78% of positive responses to above 85% as measured by the Student Attitudes to School Survey.</p>
FISO Initiative	Evidence-based high-impact teaching strategies

Key Improvement Strategy 1	Implementation of the Instructional Model - Gradual Release of Responsibility			
Actions	<p>Theory of Action If school leaders prioritize time and formal opportunities for staff to have structured time to observe and be observed on a termly basis, Then teachers will be able to make incremental changes to teaching practice, So that students will be provided with a consistent and common approach to teaching and learning.</p> <p>Regular Learning Walks by Principal and Instructional Leaders to provide feedback to staff on the implementation of the 1 hour lesson workshop model. Principal to have regular observational meetings with staff to discuss noticing's on learning walks, teachers to set goals on areas of improvement prior to the next learning walk. Principal to utilise assemblies and school newsletters to promote our Instructional Model. Chapter Study completed on Better Teaching through Structured Learning - Gradual Release of Responsibility. Staff to undertake 20 day plan for the explicit teaching of collaboration High Impact Teaching Strategies resource used as part of each staff members Professional Development Plan.</p>			
Evidence of impact	<p>Students will: - Be motivated and stimulated in their learning, taking an increased responsibility to achieve their learning goal for Reading.</p> <p>Teachers will: - using the lesson workshop model when planning and delivering lessons. - develop a common language when discussing effective teaching and learning. - reflecting on their teaching practice in relation to our instructional model and setting goals to improve their teaching as part of the PDP cycle. - have regular opportunities to engage in observations and when asked will be able to describe ideas they have tried and personal goals they are working on as a result of teaching observations.</p> <p>Leaders will: - support staff to implement the instructional model and provide feedback to staff regarding teaching and learning.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Instructional model promoted and discussed with students at assemblies	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning walks conducted by Principal and Instructional Leaders	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Chapter Study completed on Better Teaching through Structured Learning - Gradual Release of Responsibility	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$200.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To develop and embed the school's vision and values system across the whole school community.
12 month target 3.1	By the end of 2018, parents' perception of 'Non-experience of bullying' to increase from 58% of positive responses to above 75% as measured by the Parent Opinion Survey. By the end of 2018, students' perception of 'Non-experience of bullying' to increase from 81% of positive responses to above 90% as measured by the Student Attitudes to School Survey. By the end of 2018, students' perception of 'Managing Bullying' to increase from 85% of positive responses to above 90% as measured by the Student Attitudes to School Survey
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Implement Tier 1 of the School Wide Positive Behaviour Support Program with fidelity
Actions	<ul style="list-style-type: none"> - Develop Problem Behaviour Definitions for minor and major behaviours, including consistency regarding Staff v Office managed referrals. - Develop a referral form for student behaviour - Utilise online data tracking system to track behaviour (Compass) - Document Policy for School Wide Positive Behaviour Support (SWPBS) Case Management Meetings. - Develop broad scope and sequence for our Values and Expected Behaviours

	<ul style="list-style-type: none"> - Implementation of 'Golden Tickets' and a consistent school wide acknowledgment approach. - Engage Sue McClaren (EIL) to complete tiered fidelity inventory once per semester
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to identify what is bullying and what it not bullying and learn strategies to deal with bullying issues. - Provide termly feedback to our school on the cases of bullying and if they have perceived it to be handled fairly. <p>Teachers will:</p> <ul style="list-style-type: none"> - utilise a consistent approach to acknowledging positive behaviour. - utilise Compass to record student misbehaviour. - utilise the RTI pyramid to provide targeted and intensive interventions to students on a needs basis. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide opportunities on a termly basis for staff to reflect on the implementation of Tier 1 of the SWPBS program.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SWPBS meetings detail our school's action plan and work systematically to address identified improvement areas	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monthly SWPBS meetings review student behaviour data and utilise Inquiry Cycle to target specific needs of individual students, cohorts or school wide patterns.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To develop and embed the school's vision and values system across the whole school community.
12 month target 3.1	<p>By the end of 2018, parents' perception of 'Non-experience of bullying' to increase from 58% of positive responses to above 75% as measured by the Parent Opinion Survey.</p> <p>By the end of 2018, students' perception of 'Non-experience of bullying' to increase from 81% of positive responses to above 90% as</p>

	<p>measured by the Student Attitudes to School Survey.</p> <p>By the end of 2018, students' perception of 'Managing Bullying' to increase from 85% of positive responses to above 90% as measured by the Student Attitudes to School Survey</p>			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	Create common understanding regarding definition of bullying and explicitly teach strategies for students to manage occurrences of bullying.			
Actions	<ul style="list-style-type: none"> - Principal to run 10 x 15 minute focussed instruction sessions on Bullying at assembly starting Term 1 2018. (Principal to utilise this time to seek feedback on instructional practice). Parental engagement of these sessions to be achieved through weekly newsletter articles. - Staff to run a values lesson once per month on Bullying, to support and follow up explicit whole school teaching - School to launch program by organising and participating in National Day of Action against Bullying and Violence (Friday 16th March) and Harmony Day (Wednesday 21st March) - Revise bullying policy and create a shared school-wide definition of Bullying. 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to identify what is bullying and what it not bullying and learn strategies to deal with bullying issues. - Provide termly feedback to our school on the cases of bullying and if they have perceived it to be handled fairly. <p>Teachers will:</p> <ul style="list-style-type: none"> - utilise a consistent approach to acknowledging positive behaviour. - utilise Compass to record student misbehaviour. - utilise the RTI pyramid to provide targeted and intensive interventions to students on a needs basis. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide opportunities on a termly basis for staff to reflect on the implementation of Tier 1 of the SWPBS program. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Regular focussed instruction to create a common definition of bullying and communication of new learning through community newsletter	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
School wide launch of learning through acknowledging National Day of Action against Bullying and Violence	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Willow Grove Primary School (2520)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Utilisation of Professional Development meetings (Mon fortnight and Tuesday weekly) and Semester 1 Curriculum Day to document Scope and Sequence and guaranteed and viable curriculum in Reading.	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom observations will be undertaken by Principal and teachers to provide effective feedback to support the implementation of the Instructional Model and	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site

consistent approach to the teaching of Reading.						
Fountas and Pinnell Assessment Kit and Reading Powers resources will be purchased and used by PLC's to deliver targeted teaching to students point of need.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
School team to complete the Bastow Literacy Leaders Professional Development Course.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site Bastow Course at Moe
Weekly time allocated during the school day for PLC's to meet	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Instructional Leaders to follow Inquiry Cycle and agreed documented PLC Cycle.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Principal to attend each PLC meeting, supporting Instructional Leaders in their role	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Learning walks conducted by Principal and Instructional Leaders	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site

Chapter Study completed on Better Teaching through Structured Learning - Gradual Release of Responsibility	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS meetings detail our school's action plan and work systematically to address identified improvement areas	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site
Monthly SWPBS meetings review student behaviour data and utilise Inquiry Cycle to target specific needs of individual students, cohorts or school wide patterns.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Regular focussed instruction to create a common definition of bullying and communication of new learning through community newsletter	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School wide launch of learning through acknowledging National Day of Action against Bullying and Violence	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[WGPS 2520 2017 AIP Final Mid Cycle and End Cycle Traffic Light & Self Evaluation Completed.docx \(0.12 MB\)](#)

Draft