

Annual Implementation Plan: for Improving Student Outcomes

School name: Essendon Primary School

Year: 2017

School number: 0483

Based on strategic plan: 2014-2018

Endorsement:

Principal: Christine Nash 17/2/2017

Senior Education Improvement Leader: Mona Malouf 17/2/2017

School Council: Ava Adams 17/2/2017

Section 1: The school's Improvement Priorities and Initiatives

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
Achievement - Students to demonstrate 12 months growth or more each year in Literacy and Numeracy.	Excellence in teaching and learning	Building practice excellence	✓
Engagement - To build the capacity in every student so that they are active, interdependent learners.		Curriculum planning and assessment	✓
Wellbeing - To build the social-emotional intelligence skills of all students so they have the capacity to inquire, communicate and thrive in an ever-changing world.	Professional leadership	Building leadership teams	
Productivity - To ensure that resources are effectively allocated so that we achieve the goals of the strategic plan.	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

After reviewing the 2016 AIP we have considered the following improvement elements:

Building practice excellence— As the capital works project nears completion, we have prioritised working with each of the Year level Professional Learning Teams to build their capacity to work effectively together in the new flexible learning spaces. We have had a 30% turnover of new teachers in 2017 and so have assigned a pedagogy coach to each of the 4 Year Level Learning Communities.

Curriculum planning and assessment— Considerable work was done on our Guaranteed Viable Curriculum (GVC) in 2016 with all content descriptors and standards in English and Mathematics completed from Foundation to Level 8, and a number of learning areas covered by specialists and the 1st year of the 2year Program of Inquiry Cycle. In 2017 we will need to continue to ensure all areas of the Victorian Curriculum are reviewed and developed as proficiency goals and “I Can” statements, with a particular focus and emphasis on the new Science Specialist Curriculum

Positive climate for learning – In 2011 Essendon Primary School participated in the regional School Wide Positive Behaviour Support initiative that has been very effective in continuing to provide a positive learning environment. With a significant change in a number of teaching staff and the change to a more open, flexible learning environment our matrix of expected behaviours and acknowledgement system will need to be reviewed along with identifying the most effective flexible learning pedagogy.

Key improvement strategies (KIS)

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum model based on inquiry and instructional practices across the school
Curriculum planning and assessment	<ul style="list-style-type: none"> Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform the point of learning through the triangulation of data in literacy and numeracy.
Empowering students and building school pride	<ul style="list-style-type: none"> To build the capacity in every student so that they are active, interdependent and independent learners To build the social-emotional intelligence skills of all students so they have the capacity to inquire, communicate and thrive in an ever-changing world



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Achievement - Students to demonstrate 12 months growth or more each year in Literacy and Numeracy. To build the capacity in every student so that they are active, interdependent learners.																																																
IMPROVEMENT INITIATIVE	Building practice excellence Curriculum planning and assessment																																																
STRATEGIC PLAN TARGETS	<p>100% of all capable students to demonstrate at least twelve months growth in NAPLAN, all AusVELS curriculum areas and school based assessments (Fountas and Pinnell benchmarking, PAT assessment tools for comprehension, grammar punctuation, spelling and mathematics, NAPLAN writing rubric, SWST and pre and post mathematics assessments) achieving a least a 0.4 effect size. (2014: 75%)</p> <p>100% of Foundation students to be at or above expected level (Level C) demonstrating a minimum of 12 months growth on Fountas and Pinnell intervention at Foundation. (2014: 95%)</p> <p>Decrease low Relative Growth in reading, writing, spelling, numeracy, grammar and punctuation to less than 10% of students. Increase high Relative Growth to at least 30% in each of these.</p> <table border="1" data-bbox="528 533 1234 716"> <thead> <tr> <th>2014 %</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>12.5%</td> <td>18.8%</td> </tr> <tr> <td>Number</td> <td>19.8%</td> <td>32.6%</td> </tr> <tr> <td>Reading</td> <td>14.9%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>29.2%</td> <td>16.7%</td> </tr> <tr> <td>Writing</td> <td>33.3%</td> <td>14.6%</td> </tr> </tbody> </table> <p>Improve the NAPLAN mean scores to at least 10% above the state mean in Year 3 and Year 5 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.</p> <table border="1" data-bbox="528 772 1234 955"> <thead> <tr> <th>2014 % above state</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>8.7%</td> <td>2%</td> </tr> <tr> <td>Number</td> <td>11%</td> <td>5.7%</td> </tr> <tr> <td>Reading</td> <td>11%</td> <td>6.4%</td> </tr> <tr> <td>Spelling</td> <td>10.8%</td> <td>2.4%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>1%</td> </tr> </tbody> </table> <p>35% of students to be working at least 6 months above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p> <table border="1" data-bbox="528 1012 1234 1142"> <thead> <tr> <th>2014 % above expected</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Number</td> <td>11%</td> <td>5.7%</td> </tr> <tr> <td>Reading</td> <td>11%</td> <td>6.4%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>1%</td> </tr> </tbody> </table>	2014 %	Low	High	Grammar and Punctuation	12.5%	18.8%	Number	19.8%	32.6%	Reading	14.9%	34%	Spelling	29.2%	16.7%	Writing	33.3%	14.6%	2014 % above state	Year 3	Year 5	Grammar and Punctuation	8.7%	2%	Number	11%	5.7%	Reading	11%	6.4%	Spelling	10.8%	2.4%	Writing	3%	1%	2014 % above expected	Year 3	Year 5	Number	11%	5.7%	Reading	11%	6.4%	Writing	3%	1%
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12 MONTH TARGETS	<p>90% of all capable students to demonstrate at least twelve months growth in NAPLAN, Victorian Curriculum areas and school based assessments (such as Fountas and Pinnell benchmarking, PAT assessment for comprehension, grammar punctuation, spelling and mathematics, NAPLAN writing rubric) achieving a least a 0.4 effect size. (2016: 80%)</p> <p>100% of Foundation students to be at or above expected level (Level C) demonstrating a minimum of 12 months growth on Fountas and Pinnell intervention at Foundation. (2016: 95%)</p> <p>Decrease low Relative Growth in reading, writing, spelling, numeracy, grammar and punctuation to less than 10% of students. Increase high Relative Growth in spelling, grammar and punctuation to at least 30%.</p> <table border="1" data-bbox="528 1339 1210 1522"> <thead> <tr> <th>2016 %</th> <th>Low</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>11.1%</td> <td>41%</td> </tr> <tr> <td>Number</td> <td>10%</td> <td>38%</td> </tr> <tr> <td>Reading</td> <td>12%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>36.5%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>33%</td> </tr> </tbody> </table> <p>Improve the NAPLAN mean scores to at least 10% above the state mean in Year 3 and Year 5 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.</p> <table border="1" data-bbox="528 1579 1210 1761"> <thead> <tr> <th>2016 % above state</th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>2.6%</td> <td>6.3%</td> </tr> <tr> <td>Number</td> <td>4.8%</td> <td>10.3%</td> </tr> <tr> <td>Reading</td> <td>5.5%</td> <td>8.3%</td> </tr> <tr> <td>Spelling</td> <td>7.5%</td> <td>6.8%</td> </tr> <tr> <td>Writing</td> <td>3.5%</td> <td>6.2%</td> </tr> </tbody> </table>	2016 %	Low	High	Grammar and Punctuation	11.1%	41%	Number	10%	38%	Reading	12%	31%	Spelling	19%	36.5%	Writing	11%	33%	2016 % above state	Year 3	Year 5	Grammar and Punctuation	2.6%	6.3%	Number	4.8%	10.3%	Reading	5.5%	8.3%	Spelling	7.5%	6.8%	Writing	3.5%	6.2%												
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2016 % above expected level	P-6
Reading	55.4
Writing	32.4
Number	41.3

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To improve the learning growth of every student in literacy and numeracy	<p>Guaranteed & Viable Curriculum: Continue to document and implement a whole school guaranteed and viable curriculum across all areas of the Victorian Curriculum.</p> <p>Develop and create a Whole School Program of Inquiry that is concept-based, engaging, relevant and significant to all students and aligns with the assessment and reporting requirements of the Victorian Curriculum.</p> <p>English and Mathematics Foundation to Year 8 Proficiency (learning) Goals audited to ensure they are representative of the Victorian Curriculum Content Descriptors and Standards and that facilitate rigour, high order thinking and continuity between year levels</p> <p>Develop clear and cohesive Proficiency (learning) Goals for Science from Foundation to Year 8 that align with the Victorian Curriculum Content Descriptors and Standards</p>	Principal Assistant Principal Literacy, Numeracy Science Pedagogy Coaches All teaching PLTs	End of Sem 1	<p>6 months: Develop and document a clear and cohesive Specialist Science Program of Learning from Foundation to Year 8 that aligns with the Victorian Curriculum Standards</p> <p>Essendon Primary School Literacy, Numeracy and Science Scope and Sequence documents developed using audited Victorian Curriculum proficiency goals.</p> <p>Identify and audit the Standard Goals for Literacy, Numeracy and Science at each year level to form the Essendon Primary School Essential Learning Goals Document.</p> <p>Inquiry units of work in the area of Science (Transdisciplinary Theme - Innovation Shaping Our World) audited to ensure against the Victorian Curriculum Standards and complements the Specialist Science Program.</p>				
			End of 2016	<p>12 months: Develop and document clear and cohesive Proficiency (learning) Goals for all Learning Areas and Capabilities from Foundation to Year 6 that align with the Victorian Curriculum Standards</p> <p>Review the six inquiry units for each band of learning (composite year level) to align with the assessment and reporting requirements of the Victorian Curriculum (odd/even year cycle) and overarching themes</p> <p>LOTE Japanese, Physical Education, Performing Arts, and Visual Arts Proficiency goals and curriculum documents aligned with the Victorian Curriculum Standards continue to be developed from Foundation to Year 6 to complete the 2year cycle of learning.</p>				



<p>Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum model based on inquiry and instructional practices across the school</p> <p>(Marzano)</p>	<p>Continue to implement the agreed research-based instructional model (GANAG) embedding the High Yield Instructional Strategies & Thinking Skills into the Guaranteed & Viable Curriculum.</p> <p>Building teacher capacity: appoint and allocate 3 Pedagogy Coaches to work with individual teachers, one to each of 1/2, 3/4 and 5/6 Professional Learning Teams</p> <p>Building teacher capacity: Using a shared practice model to spread efficacy and build teacher capacity across the school, with specific focus on providing high-quality feedback to students, teaching students to effectively use thinking skills, assessment practices (live scoring, summative assessment) identified by the Learning Community.</p> <p>Investigate current practice and evidence based models for teaching Language Conventions (vocabulary, spelling, punctuation and grammar) that has a positive impact on writing outcomes.</p> <p>Develop and implement a whole school evidence-based approach to Writing and Language Conventions (vocabulary, spelling, punctuation and grammar).</p> <p>Build teacher knowledge, understanding and practice in the Qualities of Writing using the Six + One Writing Traits.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy, Numeracy Science Pedagogy Coaches</p> <p>All teaching PLTs</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p>	<p>6 months: Provide whole-staff PD on how to effectively teach students how to apply thinking skills.</p> <p>Pedagogy coaches support PLTs in planning discussions and documentation to focus on student-application of thinking skills.</p> <p>Research and implement effective flexible learning models where collaborative teaching positively impacts on student achievement</p> <p>Writing and Language Conventions (vocabulary, spelling, punctuation and grammar) Policy developed and implemented across the school evident in term and weekly planning documents.</p> <p>Increased number of students working above the expected level; increased achievement in spelling data (Oxford Spelling Test/SWST)</p> <p>Measureable spelling improvement in Oxford Spelling test and SWST.</p> <p>12 months: Key teachers to facilitate effective use of the 9 High Yield Strategies and Thinking Skills evident through coaching and peer classroom observation documents and feedback</p> <p>Continue using a shared practice model with coaches as facilitators – aligned with PLT/Individual/School goals (e.g. effective use the High Yield Strategies and Thinking Skills) evident through observation and reflection notes, written feedback and coaching logs.</p> <p>Peer coaching feedback reflecting teacher practice; reflective journals/LOGS.</p>		<p>3x LTs cost of \$300,000</p>	
<p>Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform the point of learning through the triangulation of data in literacy and numeracy.</p>	<p>Continue using and developing a whole school approach to a data tracking system (Accelerus) to track the learning growth of every student</p> <p>Whole school approach to assessment and data use (Literacy & Numeracy)</p> <p>Use of Live Scoring as a formative assessment tool.</p> <p>Collection of evidence in teacher mark books, evidence of teacher feedback in student</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy, Numeracy Science Pedagogy Coaches</p>		<p>6 months: Identify a Data Coordinator in each Teaching PLTs to be given an additional APT hour and to meet as part of the Data PLT to collate and track data student learning data to inform Teaching and Learning, flexible groupings and to reflect on effective teaching strategies.</p> <p>Collated student achievement and growth data for various learning areas regularly presented in Teaching PLT meetings to inform goal setting, track student achievement and reflect on effective teaching strategies.</p> <p>Coaches and teachers to use triangulated data uploaded to</p>			



	<p>books, rubrics and flexible groupings.</p> <p>NAPLAN narrative marking guide and rubrics used consistently across the school to assess writing samples and to measure growth.</p>	<p>All teaching PLTs</p>	<p>Accelerus to monitor student achievement growth and inform future teaching and learning evident in PLT meeting minutes and coaching logs.</p> <p>12 months: Use a whole school approach to tracking student achievement and learning growth in relation to the EPS Essential Goals in Literacy and Mathematics (Victorian Curriculum Achievement Standards).</p> <p>PODS of three teachers take shared ownership of student growth and learning data.</p> <p>Collaboratively discuss and implement teaching & learning strategies.</p> <p>PAT Science assessment used as a whole school-tracking device to assess Science understandings.</p> <p>Increased teacher capacity reflected through professional conversations, peer observations and feedback evident in weekly coaching logs.</p>				
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To build capacity in every student so that they are active in: - building responsibility - independent learners and - decision makers
IMPROVEMENT INITIATIVE	Setting expectations and promoting inclusion
STRATEGIC PLAN TARGETS	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey:</p> <ul style="list-style-type: none"> Learning Confidence- 4.4 (2014: 4.31) Stimulating Learning- 4.3 (2014: 4.21) Student Motivation- 4.7 (2014: 4.67) Teacher effectiveness 4.5 (2014: 4.47) Teacher Empathy 4.6 (2014: 4.52) Classroom Behaviour- 4.0 (2014: 3.43) <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in</p> <ul style="list-style-type: none"> Collective Efficacy (2014: 84%) Collective Responsibility (2014: 91%) Academic Emphasis (2014: 67%) Guaranteed and Viable Curriculum (2014: 74%) <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> Stimulating Learning- 6.0 (2014: 5.61) Behaviour management- 5.8 (2014: 5.50) Learning focus- 6.0 (2014: 5.53) Homework- 5.5 (2014: 4.90) Student motivation- 6.0 (2014: 5.47) <p>Attendance rate for all year levels to be above 95%.</p>
12 MONTH TARGETS	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey:</p> <ul style="list-style-type: none"> Learning Confidence- 4.4 (2016: 4.22) Stimulating Learning- 4.3 (2016: 3.96) Student Motivation- 4.7 (2016: 4.57) Teacher effectiveness 4.5 (2016: 4.36) Teacher Empathy 4.6 (2016: 4.42) Classroom Behaviour- 4.0 (2016: 3.55) <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in</p> <ul style="list-style-type: none"> Collective Efficacy (2016: 79%) Collective Responsibility (2016: 75%) Academic Emphasis (2016: 76%) Guaranteed and Viable Curriculum (2016: 67%) <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> Stimulating Learning- 6.0 (2016: 5.66) Behaviour management- 5.8 (2016: 5.3) Learning focus- 6.0 (2016: 5.56) Homework- 5.5 (2016: 4.73) Student motivation- 6.0 (2016: 6.06) <p>Attendance rate for all year levels to be above 95%.</p>



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHE N	SUCCESS CRITERIA	MONITORING			
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<p>To develop the capabilities of every teacher to build and maintain a positive environment for learning in the classroom and school</p> <p>To build the social-emotional intelligence skills of all students so they have the capacity to inquire, communicate and thrive in an ever-changing world</p>	<p>Review and update the EPS PBIS expectations teaching matrix in line with the flexible learning approach and consultation with students, teachers and parents.</p> <p>Review and update the EPS PBIS positive acknowledgement system, to include a different approach to assemblies and a series of new awards to acknowledge good learning behaviours.</p> <p>Continue to implement a variety of PBIS assessment tools and data to inform the review and a focus for explicit instruction.</p>	<p>PBIS PLT Whole staff</p> <p>Principal PBIS Coaches</p> <p>PBIS Coaches</p> <p>3-6 PLT Leaders</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p>	<p>6 months: EPS PBIS expectations teaching matrix updated.</p> <p>Collated data from the SET survey and PBIS assessment tools</p> <p>Whole staff PD on strategies to support the social and emotional well-being of students, particularly those with learning challenges eg ASD</p> <p>All teachers using Google Apps and participating in ICT PD.</p> <p>Implement and sustain regular professional learning sessions for staff run by staff on aspects of ICT based on the outcome of the ePotential survey.</p>				
	<p>Attitudes to School Data on Survey Monkey for Years 3 to 6 for the school to identify areas of concern to address.</p> <p>Identify Tier 2 students and develop and implement proactive strategies to teach and support these students.</p> <p>Continue to implement the eSmart framework across the school.</p> <p>Investigate use of student empowerment, personalised and differentiated learning and the integration of Information and Communications Technologies (ICT) in flexible teaching spaces</p> <p>Further build on the use of Google Applications</p> <p>Track staff efficacy in ICT through ePotential survey and develop PD to support growth.</p> <p>Continue to provide staff with PD and support in using ICT for students in developing their creativity and demonstrate thinking.</p>	<p>PBIS PLT Principal PBIS Coaches</p> <p>ICT Co-ord ICT PLT</p>	<p>Term 1</p>	<p>12 months: Explicit PBIS lessons evident in Learning Community planning documents.</p> <p>Learning Community Assembly timetable and Award newsletters published each month.</p> <p>Updated policy and procedures to reinforce cyber-safety practices.</p> <p>Attitudes to School Data on Survey Monkey for Years 3 to 6 pre and post data indicate improved student engagement and positive learning behaviours.</p> <p>All teachers involved in ICT PD designed to foster creativity and demonstrate thinking and reflection.</p>				
<p>To build the capacity in every student so that they are active, interdependent and independent learners</p>	<p>Positive Climate for Learning</p> <p>Challenging and engaging all students</p> <ul style="list-style-type: none"> - Flexible Learning Pedagogy - meeting the needs of every student by analysing data, tracking, grouping and regrouping 	<p>Whole staff</p>		<p>6 months: Provision of whole staff Professional Learning on Flexible Learning Spaces to include Professional readings from evidence based research and practices and AITSL Standards.</p> <p>Pedagogy Coaches to review and audit Matrix within their</p>				



	<ul style="list-style-type: none"> - Role of LT (support) - Student choice through electives, sign-up workshops <p>Development of Flexible Learning Pedagogy/Spaces Proficiency Matrix' This will be developed and owned by whole staff.</p> <p>Matrix to track and guide teachers in the following area: Whole staff developed the following domains that create positive and successful FLP and FLS:</p> <p>Physical Environment 21st Century Pedagogy Culture Feedback/ Recognition and Tracking Personalised LEarning</p> <p>FLP/S proficiency matrix to provide common language and understanding on Flexible Learning Spaces and Pedagogy</p> <ul style="list-style-type: none"> - Learning zones that are designed to support the learning - Spaces that are multipurpose - Spaces that promotes independent and interdependent learning <p>Learning Community-wide expectations</p> <ul style="list-style-type: none"> - Student behaviour and agreed consequences (whole school vs LC??) - Learning expectations - Safe and orderly environment <p>Fully embed the school values as a basis to building all classroom and teacher relationships, to set classroom/school expectations and tone as well as to support the development of the collective responsibility of all students.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Literacy, Numeracy Science Pedagogy Coaches</p> <p>All teaching PLTs</p>	<p>learning community PLC time.</p> <p>Year 3/4 and 5/6 Learning Communities to complete attitude survey, to establish base line data. Data to be used to support the development of matrix.</p> <p>Developing partnership with North Melbourne to share pedagogical practices and effective learning spaces.</p> <p>12 months: All teachers understand their role in creating collective responsibility for all students, utilising a positive common language around student wellbeing practices and student behaviour expectations – consistently heard across the school.</p> <p>Whole staff to create the EPS Pedagogy Proficiency Matrix to include: Domains and developmental descriptors: with consistent terminology and agreed understandings. eg PHYSICAL ENVIRONMENT 21st CENTURY PEDAGOGY CULTURE FEEDBACK& RECOGNITION PERSONALISED LEARNING Emerging/ Transformation and Proficient descriptors to include ATSL standards and evidence base research and knowledge.</p> <p>Whole staff to own and use FLP/S Matrix within their learning PODS.</p> <p>Teachers in Learning Communities need to work towards making changes to the learning environment and their practices to reflect the Emerging stage.</p> <p>Teacher self-assess against the matrix at the end of the year to reflect achievement and completion of the Emerging stage.</p> <p>Pedagogy Coaches to use matrix during learning walks.</p> <p>Leadership team to use Matrix during instructional rounds in order to identify the next level of work.</p>				
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