

2018 Annual Implementation Plan

for improving student outcomes

Essendon Primary School (0483)



Submitted for review by Christine Nash (School Principal) on 27 February, 2018 at 04:56 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 27 February, 2018 at 05:00 PM
Endorsed by Ava Adams (School Council President) on 19 March, 2018 at 02:00 PM

Self-evaluation Summary - 2018

Essendon Primary School (0483)

Enter your reflective comments	<p>The 2017 school year experienced significant disruption as a result of the Capital Works Project necessitating the movement of classes, sometimes 2 times within a semester. This impacted significantly on teaching staff who needed to spend a lot of their time and energy to ensure that the classroom environment in each of these 2 moves supported best teaching and learning practice. Teachers also needed to adjust their teaching style and practice to best suit the new open flexible learning spaces. There was also a significant movement of staff between December 2016 to June 2017 with a number moving to both internal and external leadership positions. The priority for the Pedagogy Coaches and the Leadership Team was on the induction of new teaching staff to the Essendon Primary School Instructional model, the Essendon Primary School GVC, our assessment and reporting practices and adjusting our approach to the new open flexible learning spaces.</p> <p>The work in the area of Building Practice Excellence- Curriculum Planning and Assessment in the 2017 AIP cycle has seen progress in a number of key areas. The school has done significant work in refining Guaranteed Viable Curriculum Documents, developing and implementing the Essendon Primary School instructional models and strengthening our use of data and feedback to inform teaching. Writing has had a particular focus with intense analysis using the 6 Plus 1 Traits of Writing Rubric. The FISO self-evaluation rubric, in addition to data collected through school surveys, suggests that our practices in the areas of Excellence in Teaching and Learning- Building Practice Excellence and Positive Climate for Learning need more work. These would be suitable school priorities for the 2018 AIP.</p>
Considerations for 2018	<p>The SIT team believes continuing our focus on Excellence in Teaching and Learning- Building Practice Excellence and Positive Climate for Learning are still required as it is via these avenues other areas of FISO can also improve. Continued building of teacher practice through the introduction of more specific critical feedback along with identifying personal learning needs to connect with student data. This connects with ongoing assessment of student data and identifying individual student learning needs and gaps in teaching and learning programs. Data analysis and implementation of such remains an ongoing priority. The school will continue to embed the whole school instructional model. High impact teaching strategies must be referenced and evidenced in all curriculum documents and weekly programs. High performing students must be challenged further with high expectations in place for all and the most suitable arrangements for teaching and learning established. In addition, all aspects of writing will be analysed to detail a clear focus and direction for intervention along with the sequential spelling program. In order to continue to focus on student engagement there will be a continued focus on the promotion of linking student agency with inquiry units, especially in the upper school.</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Essendon Primary School (0483)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To improve the learning growth of every student in Literacy and Numeracy.</p>	<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. 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. 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>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <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.</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</p>	<p>Building practice excellence</p>

	<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. 35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>		<p>intervention at Foundation.</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> <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> <p>35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>	
<p>To build the capacity in every student so that they are active, interdependent learners.</p>	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey: Learning Confidence- 4.4, Stimulating Learning- 4.3, Student Motivation- 4.7, Teacher effectiveness 4.5, Teacher Empathy 4.6, Classroom Behaviour- 4.0</p> <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement</p>	<p>Yes</p>	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey: Learning Confidence- 4.4, Stimulating Learning- 4.3, Student Motivation- 4.7, Teacher effectiveness 4.5, Teacher Empathy 4.6, Classroom Behaviour- 4.0</p>	<p>Empowering students and building school pride</p>

	<p>by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Guaranteed and Viable Curriculum</p> <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Stimulating Learning- 6.0, Behaviour management- 5.8, Learning focus- 6.0, Homework- 5.5, Student motivation- 6.0</p> <p>Attendance rate for all year levels to be above 95%.</p>		<p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Guaranteed and Viable Curriculum</p> <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Stimulating Learning- 6.0, Behaviour management- 5.8, Learning focus- 6.0, Homework- 5.5, Student motivation- 6.0</p> <p>Attendance rate for all year levels to be above 95%.</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>Improvement in student well-being demonstrated by the following variables in the Attitudes to School student survey: Classroom Behaviour- 4.0, Connectedness to Peers- 4.5, Student Safety- 4, Student Distress- 6.0, Student Morale- 6.0</p> <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Approachability- 6.0, Parent input-</p>	No	<p>Improvement in student well-being demonstrated by the following variables in the Attitudes to School student survey: Classroom Behaviour- 4.0, Connectedness to Peers- 4.5, Student Safety- 4, Student Distress- 6.0, Student Morale- 6.0</p>	

	5.8, Transitions- 6.0, Student safety- 5.7, Connectedness to peers- 6.0, Social skills- 6.0		Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Approachability- 6.0, Parent input- 5.8, Transitions- 6.0, Student safety- 5.7, Connectedness to peers- 6.0, Social skills- 6.0	
To ensure that resources are effectively allocated so that we achieve the goals of the strategic plan	High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Staff Trust in Colleagues, Teacher Collaboration, Guaranteed and Viable Curriculum, Professional Learning Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: School improvement- 6.0, Reporting- 6.0	No	High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Staff Trust in Colleagues, Teacher Collaboration, Guaranteed and Viable Curriculum, Professional Learning Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: School improvement- 6.0, Reporting- 6.0	

Improvement Initiatives Rationale

The school has undertaken a thorough evaluation of progress towards 2017 goals and established realistic areas of focus and targets for 2018. The 2017 review identified a need to ensure strategies were consistently implemented across the school, to raise the level of data literacy to inform planning and teaching, and to evaluate the impact of these strategies on learning outcomes. The need to ensure cohesion and greater understanding of how to implement GANAG in an engaging way, which enhances student capacity in critical and creative thinking as well as their engagement with their learning in a stimulating and challenging way is evident. The implementation of an agreed whole school instructional model for Literacy, Numeracy and Inquiry will occur in 2018. The school has previously implemented a number of programs and strategies to specifically improve student learning outcomes in Reading, Writing and Mathematics. Some of these strategies had a positive impact on outcomes; however, data currently available does not provide a clear picture that student outcomes in these learning areas had improved across all year levels.

Goal 1	To improve the learning growth of every student in Literacy and Numeracy.
12 month target 1.1	<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.</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.</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> <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> <p>35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build an effective and consistent application of the school's instructional model.

KIS 2	Build teacher capabilities and understanding of the continuum of learning informed by a consistent and rigorous analysis of data.
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Goal 2	To build the capacity in every student so that they are active, interdependent learners.
12 month target 2.1	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey: Learning Confidence- 4.4, Stimulating Learning- 4.3, Student Motivation- 4.7, Teacher effectiveness 4.5, Teacher Empathy 4.6, Classroom Behaviour- 4.0</p> <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Guaranteed and Viable Curriculum</p> <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Stimulating Learning- 6.0, Behaviour management- 5.8, Learning focus- 6.0, Homework- 5.5, Student motivation- 6.0</p> <p>Attendance rate for all year levels to be above 95%.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To increase levels of student cognitive and social engagement, through student voice and agency in their learning.
KIS 2	Develop the capacity of staff and students to define, create and implement a supportive, stimulating learning environment.

Define Evidence of Impact and Activities and Milestones - 2018

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12 month target 1.1	<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.</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.</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> <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> <p>35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build an effective and consistent application of the school's instructional model.
Actions	<p>Whole of staff to unpack each of the High Impact Teaching Strategies & identify similarities and differences to Mazano's 9 High Yield Strategies.</p> <p>Review the current Essendon Primary School Instructional model which is based on the implementation of Mazano's 9 High Yield Strategies and the GANAG Instructional model and update for Literacy, Numeracy and Inquiry to include the High Impact Strategies.</p> <p>Provide Professional learning on strategies to support best practice in reading, writing and mathematics.</p> <p>Facilitate the implementation of the Literacy strategy and delivery of professional learning.</p> <p>Lead staff in peer observations focused on effective implementation of HITS, HYS and the EPS instructional model.</p>
Evidence of impact	<p>Leaders will:</p> <p>Provide professional learning and coaching in implementing High Impact Teaching Strategies and the 9 High Yield Strategies in</p>

	<p>Literacy, Numeracy and Inquiry. Lead the review and implementation of the EPS Literacy, Numeracy and Inquiry Instructional model. Conduct regular purposeful learning walks to identify the implementation and development of reviewed instructional model, HITS and High Yield Strategies and provide feedback to teachers. Continue to develop teachers skills in evidence informed practice in reading, writing numeracy and Inquiry via PD and coaching.</p> <p>Teachers will: Continue to engage in professional learning and research around High Impact Teaching Strategies. Continue to implement evidence informed literacy, numeracy and Inquiry strategies. Participate in peer observations focused on effective implementation of HITS, HYS and the EPS instructional model.</p> <p>Students will: Improve their decoding and language comprehension skills to comprehend increasingly sophisticated texts in a wide range of mediums and genres. Improve their spelling and writing skills. Improve their automaticity of number facts and basic skills. Improve learning growth measured by a range of assessments including normed testing.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole of staff professional learning to unpack the High Impact Teaching Strategies (HITS) & Mazano's 9 High Yield Strategies (HYS), to make comparisons between and to make links with the GANAG lesson structure.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a whole school planning proforma for use across the school in all curriculum areas with a HITS & HYS checklist.	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the Inquiry Learning Instructional model to allow more time and opportunity for students to conduct their own research and identify their action.	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the current Essendon Primary School 2hour Literacy block for Reading, Writing & Spelling and Numeracy which is currently based on the implementation of the HYS and the GANAG Instructional model, to include the HITS.	School Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule regular, purposeful Literacy and Numeracy learning walks to identify the implementation and development of reviewed instructional model, HITS and High Yield Strategies.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the learning growth of every student in Literacy and Numeracy.
12 month target 1.1	<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.</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.</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> <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> <p>35% of students to be working above the expected level in Reading, Writing and Mathematics F-6 for teacher judgments against AusVELS.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capabilities and understanding of the continuum of learning informed by a consistent and rigorous analysis of data.
Actions	<p>Teachers to develop a focused understanding of using assessment data effectively to inform teaching practice with ongoing professional development for staff across curriculum planning, assessment and data analysis (through PLCs) following the Professional Learning Inquiry Cycle (PLC) and with a particular emphasis on Reading and Writing.</p> <p>Professional Practice Days for Foundation to year 6 teachers- allocated to PD on interpreting and effectively using PAT Assessment data. Learning walks within the Learning Communities on a regular basis (1 LC each week with a focus on a particular learning area</p>

	e.g. Reading weeks 4-8) Term 1 Leadership and teachers to collect data regularly and to consistently monitor data to track student growth and provide targeted support for students who are experiencing challenges with their learning.			
Evidence of impact	<p>Leadership will: Support staff through professional learning and coaching conversations to deepen their understanding of tracking and monitoring student learning Facilitate and support collaborative practices across the school. Understand the development needs of each staff member Provide regular feedback based on evidence from observations of practice</p> <p>Teachers will: Routinely use student learning data to diagnose their own development priorities as well as catering for student needs. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements. Collaborate around processes such as peer observations, assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. Use student data to tailor their teaching and preference appropriate high- impact teaching strategies.</p> <p>Students will: Can articulate the goals of each lesson, and how they will know if they have successfully achieved them Can understand and self-assess their progress, and articulate what they need to learn next Discuss their progress during conferencing and explain how this supports their learning Transference of knowledge Have at least 12 months growth in 12 months</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Organisational structures implemented to allow time for year level teachers to meet weekly to engage in professional conversations and implement the Professional Learning Inquiry Cycle (PLC) based on pre-assessment data to improve student outcomes in Literacy and Numeracy. (1 hour additional APT for all teaching staff)	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$71,400.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Practice Days used to provide coaching support and professional learning around the collation and interpretation of various forms of data to raise the level of data literacy across the school.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$11,637.00 <input type="checkbox"/> Equity funding will be used
Review GVC proficiency goals F-8 (I can statements) in Literacy and Numeracy through weekly Literacy and Numeracy PLTs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy and Numeracy PLTs to develop Common Rich Assessment Tasks in Reading, Writing and Mathematics from F to year 6.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers released to allow time for Peer Observations and follow-up coaching conversations. Peer observations in literacy numeracy lessons to observe effective use of the High Yield Strategies and HITS in each classroom identified through the Professional Learning Inquiry Cycle.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
A Literacy Support Program in place to support targeted teaching opportunities for students who are experiencing challenges with their learning.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$44,454.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to regularly update the whole school Data Tracking Sheet for Literacy and Numeracy. Teaching teams to consistently monitor data to track growth of students that are below, at and above expected growth in Literacy & Numeracy. Teachers will collaborate and share ideas in order to extend and support students throughout the year level.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop two 6+1 Traits of Writing rubrics; one for F-2 & one for 3-6; Accelerus to reflect input of data for Traits of Writing. Professional Learning Inquiry Cycle (PLC) to focus on the implementation of 6+1 Traits of Writing F-6 in semester 2.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional development in assessing reading behaviours based on the F&P reading behaviours checklist. Professional Learning Inquiry Cycle (PLC) to focus on reading in Semester 1.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To build the capacity in every student so that they are active, interdependent learners.
12 month target 2.1	<p>Improvement in student engagement demonstrated by the following variables in the Attitudes to School Student Survey: Learning Confidence- 4.4, Stimulating Learning- 4.3, Student Motivation- 4.7, Teacher effectiveness 4.5, Teacher Empathy 4.6, Classroom Behaviour- 4.0</p> <p>High levels of teacher engagement as demonstrated in the new staff survey modules with at least 90% endorsement by teachers in Collective Efficacy, Collective Responsibility, Academic Emphasis, Guaranteed and Viable Curriculum</p> <p>Improvement in parent perception demonstrated by the following variables in the Parent Opinion Survey: Stimulating Learning- 6.0, Behaviour management- 5.8, Learning focus- 6.0, Homework- 5.5, Student motivation- 6.0</p> <p>Attendance rate for all year levels to be above 95%.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	To increase levels of student cognitive and social engagement, through student voice and agency in their learning.
Actions	<p>Student Leadership structure reviewed. Student Representative Council expanding role to target real action at a school and community level. Student feedback is sought around rules, policies and facilities. Explore avenues for students to engage in meaningful roles and responsibilities</p> <p>Audit the Program of Inquiry for opportunities that support taking action through innovation and creativity with a showcase of student learning/achievement (action).</p> <p>Greater student choice of an Inquiry focus to engage students and allow them to be more independent (can give students 3 or 6 options).</p> <p>Continue to build community connections through the Program of Inquiry and student portfolios</p>
Evidence of impact	<p>Leaders will:</p> <p>Mentor and provide opportunities for student leaders to engage in whole school planning and community events with regular feedback. Participate in the Inquiry PLT weekly meetings.</p> <p>Support staff through professional learning and coaching conversations to deepen their understanding of Inquiry Based Learning.</p> <p>Refine and embed a consistent understanding and whole school approach to enable student voice in all learning opportunities.</p>

	<p>Teachers will: Adopt a practical approach to Inquiry curriculum planning. Support student engagement by developing a rich curriculum that enables students to develop as independent thinkers and problem solvers. Stimulate learning motivation through effective differentiation and choice. Provide students with opportunities and voice in their learning in order to increase responsibility for their own learning and engaging them more deeply in their learning.</p> <p>Students will: Set meaningful learning goals and monitor and assess their progress with support from their teachers. Develop their ability to take action throughout the inquiry cycle Take action to improve their own school and have greater input into whole school planning and decision making. Have greater voice in the learning process through negotiation and collaborative decision making; and increasing the use of peer / self assessment; and student reflection and feedback.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop a common understanding about what student voice and learner agency represents at Essendon Primary School. Enhance student voice and negotiated learning through student goal setting and reflection.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and audit the Program of Inquiry along with the relevant GVC learning areas and capabilities. Create a bank of suggested "Actions" for a variety of Units of Inquiry that provide students with authentic engaging options to go further.	Team Leader(s)	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide systems and processes within each of the year level learning environments to ensure and encourage students to be independent.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the current Student Representative Council arrangements and student leadership model to allow students to take on leadership responsibilities and to have more input into school decisions.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Monitor and seek frequent student feedback around student engagement and student voice via student survey questions and student questions during learning walks.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide responsibility opportunities for students by creating roles and job descriptions in learning areas e.g. classroom library monitors, laptop monitors, peer and cross-age tutoring in Maths Masters.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
To enhance student engagement and enrichment by incorporating 1 ICT lesson each week within team planning. Implement an effective use of ICT in the classroom PD, for staff.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$24,000.00 <input type="checkbox"/> Equity funding will be used
To implement a whole-school PBIS system (Dojo) to reinforce positive student behaviours relevant to the school community expectations.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Develop the capacity of staff and students to define, create and implement a supportive, stimulating learning environment.			
Actions	<p>All classes provide safe and welcoming learning environments in which students respect and value on task learning. Revise and implement the School Wide Positive Behaviour Support system with a review of the Expectations Matrix, Behaviour procedures, whole school positive acknowledgement system and process for collecting and analysing incident data. Continue to embed restorative approaches to resolving conflict. Explore avenues for building self-esteem and body-image in upper school girls.</p>			
Evidence of impact	<p>The Leadership Team will: Provide professional learning for teachers around the implementation of School Wide Positive Behaviour Support, stimulating learning environments and Zones of Regulation. Refine and embed a consistent whole school approach to promoting and encouraging positive behaviours. Support teachers in the management of more challenging behaviours.</p> <p>Teachers will: Implement the agreed positive acknowledgement system both in the classroom and in non-classroom environments Contribute to the collection of both positive and incident data. Explicitly teach and encourage expected behaviours</p> <p>Students will: Feel safe, supported and secure in all areas of the learning environment Have a clear understanding of the behaviour management process Know, understand and follow the Expectation Matrix. Enthusiastically participate in the positive acknowledgement system implemented in the school. Positively resolve conflict and issues they may have with others. Feel confident and display optimism, resilience and social and emotional skills.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Staff professional learning focused on a review of the implementation of School Wide Positive Behaviour Support for 2018.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Whole staff Professional learning on establishing orderly stimulating learning environments in flexible learning spaces.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule regular, purposeful learning walks to identify the implementation and development of orderly stimulating learning environments in flexible learning spaces.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Whole staff Professional learning on Zones of Regulation for implementation across the school assisting students to regulate and manage their emotions.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and review of the new school wide Expectations Matrix and classroom Behaviour procedure.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate and implement a whole school reward acknowledgement system using Class Dojo as a way to record student 'positives' which are then used to purchase rewards in the EPS incentives shop.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PBS professional learning team established with representation from Year Levels to review collated data from the SET survey and monthly incident data and acknowledgement data (DoJos).	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,080.00 <input type="checkbox"/> Equity funding will be used
Learning Community Assembly timetable and Award newsletters published each month.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Essendon Primary School (0483)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole of staff professional learning to unpack the High Impact Teaching Strategies (HITS) & Mazano's 9 High Yield Strategies (HYS), to make comparisons between and to make links with the GANAG lesson structure.	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Organisational structures implemented to allow time for year level teachers to meet weekly to engage in professional conversations and implement the Professional Learning Inquiry Cycle (PLC) based on pre-assessment data to improve student outcomes in Literacy and Numeracy. (1 hour additional APT for all teaching staff)	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Practice Days used to provide coaching support and professional learning around the collation and interpretation of various forms of data to raise the	School Leadership Team	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

level of data literacy across the school.						
Review GVC proficiency goals F-8 (I can statements) in Literacy and Numeracy through weekly Literacy and Numeracy PLTs.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Literacy and Numeracy PLTs to develop Common Rich Assessment Tasks in Reading, Writing and Mathematics from F to year 6.	Teacher(s)	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers released to allow time for Peer Observations and follow-up coaching conversations. Peer observations in literacy numeracy lessons to observe effective use of the High Yield Strategies and HITS in each classroom identified through the Professional Learning Inquiry Cycle.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers to regularly update the whole school Data Tracking Sheet for Literacy and Numeracy. Teaching teams to consistently monitor data to track growth of students that are below, at and above expected growth	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

in Literacy & Numeracy. Teachers will collaborate and share ideas in order to extend and support students throughout the year level.						
Develop a common understanding about what student voice and learner agency represents at Essendon Primary School. Enhance student voice and negotiated learning through student goal setting and reflection.	All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff professional learning focused on a review of the implementation of School Wide Positive Behaviour Support for 2018.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff Professional learning on establishing orderly stimulating learning environments in flexible learning spaces.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff Professional learning on Zones of Regulation for implementation across the school assisting students to regulate and manage their emotions.	PLT Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

