

# Define Evidence of Impact and Activities and Milestones - 2018

Lockwood Primary School (0744)



*"Learning, Caring, Laughing, Sharing"*

Submitted for review by Sally Rule (School Principal) on 10 December, 2017 at 12:34 PM

Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 12 December, 2017 at 02:15 PM

Endorsed by Sandra Griffin (School Council President) on 30 April, 2018 at 01:12 PM

## Define Evidence of Impact and Activities and Milestones - 2018

Lockwood Primary School (0744)

<b>Goal 1</b>	To increase school-wide student achievement in all domains.
<b>12 month target 1.1</b>	<p>To reduce the % of students achieving low growth in all NAPLAN areas by 20% from 2014 in:</p> <ul style="list-style-type: none"> <li>.Writing low growth from 31.3% to 25%</li> <li>.Reading low growth from 12.5% to 10%</li> <li>.Grammar &amp; Punctuation low growth from 37.5% to 30%</li> <li>.Spelling low growth from 25% to 20%</li> <li>. Maths low growth from 44% to 35.2%</li> </ul> <p>To increase the % achieving high growth by 20% from 2014 in all NAPLAN areas:</p> <ul style="list-style-type: none"> <li>.Writing high growth from 18.8 to 23%</li> <li>.Grammar &amp; Punctuation high growth from 0% to 20%</li> <li>.Reading high growth from 18.8 to 23%</li> <li>.Spelling high growth from 37.5% to 45%</li> <li>.Maths high growth from 6.3% to 8%</li> </ul> <p>To increase staff survey mean results by 20% from 2014 in:</p> <ul style="list-style-type: none"> <li>.Academic emphasis from 76.54 to 81.23</li> <li>.Collective focus on student learning from 90 to 92</li> <li>.Guaranteed and viable curriculum from 85 to 88</li> <li>.Collective responsibility from 89.76 to 91.80</li> <li>.Collective efficacy from 84.64 to 87.71</li> </ul> <p>To increase parent opinion mean scores by 20% from 2014 in:</p> <ul style="list-style-type: none"> <li>.Stimulating learning from 6.14 to 7.37</li> <li>.Learning focus from 5.99 to 7.19</li> </ul> <p>To improve Student Attitudes to School Survey mean scores by 20% from 2014, in:</p> <ul style="list-style-type: none"> <li>Student motivation from 4.49 to 5.38</li> <li>.Stimulating learning from 4.08 to 4.89</li> </ul>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategy 1</b>	If we build teacher capacity to implement a school-wide instructional model for literacy and numeracy, then we will increase teacher collective efficacy and improve student literacy and numeracy outcomes.

<p>Actions</p>	<p>To increase staff understanding of effective literacy and numeracy instruction, using a consistent instructional model, including:</p> <ul style="list-style-type: none"> <li>- implementation of the literacy workshop model in all classrooms</li> <li>- explicit teaching of fiction and non-fiction reading strategies</li> <li>- continued implementation of the Big Write/VCOP approach, embedded in the Literacy Workshop</li> <li>- continued implementation of lesson structure guided by learning intentions and success criteria, embedded in the Literacy Workshop Model.</li> </ul> <p>To provide an implementation and accountability framework that supports teachers to develop their own instructional skills and also collaboratively develop one another's capacity to effectively and consistently implement the literacy and numeracy instructional model, embedding high levels of student feedback using the evidence-based strategy of clearly defined learning intentions and success criteria in every lesson.</p> <p>To provide opportunities for training in effective literacy and numeracy instruction.</p> <p>To implement strategies that monitor and track every student's growth in literacy and numeracy.</p>			
<p>Evidence of impact</p>	<p>Students will: show improved literacy results (NAPLAN growth, on-demand testing, Victorian Curriculum assessment/reporting and other assessment measures, including bench-marking).</p> <p>Students will: show improved numeracy results (NAPLAN growth, on-demand testing, Patmaths, Victorian Curriculum assessment/reporting)).</p> <p>Teachers will: implement literacy and numeracy instructional practices that align with the new school-wide instructional model and will</p> <ul style="list-style-type: none"> <li>monitor and track every student's growth in literacy and numeracy</li> <li>incorporate selected High Impact Teaching Strategies (HITS) in every lesson</li> </ul> <p>Leaders will: provide a professional learning plan that supports teacher development in literacy and numeracy instruction and in the HITS</p> <ul style="list-style-type: none"> <li>allocate time for moderation and collaborative monitoring and analysis of student learning growth in literacy and numeracy</li> <li>provide a framework and timetable that supports collaborative planning, peer observation and team teaching</li> <li>organise support for Curriculum Mapping from EILs, VCAA and teacher Professional Learning provided by the Network.</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a Professional</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>

		Learning Priority		
<p>Three teachers - including Literacy Leader - to complete the Bastow "Leading Literacy" course (program dates tbc) utilising 2 x pupil free days + 2 x professional practice days + 3 CRT days (Lauren, Helen, Erin)</p> <ul style="list-style-type: none"> <li>. post-training, participants support all teachers to implement the "Leading Literacy" instructional model in all classrooms</li> <li>. all teachers undertake 2 x days of Leading Literacy training in Vocabulary</li> <li>. all teachers participate in Big Write Day Three Training - Curriculum Planning</li> <li>. map the Victorian Curriculum for literacy, including whole school explicit teaching schedule.</li> <li>. implement systems and processes to track and monitor the literacy growth of all students</li> <li>. utilise peer observation and learning walk schedules to monitor the level of student feedback, referencing learning intentions/success criteria.</li> </ul> <p>Reading Strategies Instruction</p> <ul style="list-style-type: none"> <li>- purchase of text to support explicit instruction of reading strategies</li> <li>- monthly team planning supported by literacy leader in Semester Two</li> <li>- school wide scope and sequence for reading strategies instruction</li> <li>- equal focus on fiction/non-fiction texts in upper grade levels</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Three teachers - including Numeracy Leader - to complete the Bastow "Leading Numeracy" course (program dates tbc) utilising 2 x pupil free days + 2 x professional practice days + 3 CRT days (Helen, Claire, Brad)</p> <ul style="list-style-type: none"> <li>. post-training, participants support all teachers to implement the "Leading Numeracy" instructional model in all classrooms</li> <li>. map the Victorian Curriculum for numeracy, including whole school explicit teaching schedule.</li> <li>. implement systems and processes to track and monitor the</li> </ul>	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

numeracy growth of all students . utilise peer observation and learning walk schedules to monitor the level of student feedback occurring in numeracy lessons, referencing learning intentions/success criteria.				
Map the Victorian Curriculum in English and Maths to identify key explicit teaching points for each year level, in order to create a whole-school continuum of learning.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To increase student engagement in the learning program.
<b>12 month target 2.1</b>	To improve 2014 outcomes in the Student Attitudes to School Survey components listed, to be at state average in all areas and above in 2 areas, by 2018: .stimulating learning from 4.08 to 4.89; .learning confidence from 4.15 to 4.98 .student motivation from 4.49 to 5.38 .school connectedness from 4.32 to 5.18  To achieve a 20% improvement from 2014 in the Parent survey components by 2018: .approachability - from 6.06 to 7.27 .reporting from 5.89 to 7.06 .learning focus from 5.99 to 7.18
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategy 1</b>	If we build teacher capacity to engage students in what they are learning and to use feedback to gauge their own success, then student agency in their learning will increase and this will have a positive impact on student engagement.
Actions	Explore and implement processes to provide explicit feedback to students in every lesson, including specialist classes, based on clearly-defined learning intentions and success criteria. Enhance the use of data to track and monitor student growth and engagement.
Evidence of impact	Students will: . be able to articulate: - what they are learning, - how they are progressing, - if they've been successful, and - the next steps they need to take to continue to improve.

	<ul style="list-style-type: none"> <li>. seek and respond appropriately to feedback in order to continuously improve;</li> <li>. experience increased levels of engagement as a result of feedback evident in improved Student Attitudes to School Survey results in learning confidence, engaging learning and student agency measures - 5% increase from 2017.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>. utilise learning intentions and success criteria to enhance teacher clarity and to provide feedback to students on their progress during lessons</li> <li>- develop a deep understanding of a range of HIT strategies linked to our instructional model; particularly - structuring lessons, explicit teaching, feedback and setting goals.</li> <li>- to develop understanding of the DET Practice Principles, particularly Principles 6 and 7.</li> <li>. establish and implement a range of feedback processes - teacher, self, peers</li> <li>. participate in peer observations and learning walks to monitor the progress of the instructional model implementation and to provide feedback to peers about the impact of their teaching.</li> <li>. experience increased levels of collective efficacy, viable curriculum and academic emphasis - 5% increase from 2017.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>. provide a structure/framework/schedule for peer observations and learning walks to occur each term</li> <li>. provide meeting time for discussion and review of instructional model implementation</li> <li>. support professional learning re:feedback via learning intentions/success criteria</li> <li>. staff survey 5% increase in "teaching and learning" measures from 2017</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
<p>All teachers, including specialist teachers, develop common planning documents - term, weekly, daily - based on the key features of our instructional model:</p> <ul style="list-style-type: none"> <li>- learning intentions</li> <li>- explicit teaching</li> <li>- success criteria</li> <li>- feedback</li> </ul> <p>Whilst still incorporating our commitment to inquiry-based learning and data-informed flexible grouping.</p>	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used

Develop a Peer Observation and Learning Walk schedule aligned with our Professional Learning meetings, to support implementation of the instructional model through observation, feedback and professional dialogue. Ensure the program supports teachers to participate in peer observations and learning walks each term, utilising additional APT time.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 3</b>	To create a calm, safe, friendly, caring and inclusive environment that embodies the school motto of Learning, Caring, Laughing, Sharing.
<b>12 month target 3.1</b>	<p>To achieve, by 2018, a 20% improvement from 2014 results in:</p> <p>Student Attitudes to School Survey:          .Student Safety from 4.43 to 5.31          .Student Morale from 5.64 to 6.77</p> <p>Parent Opinion Survey:          .Student Safety from 5.17 to 6.20          .Classroom Behaviour from 3.97 to 4.76          .Behaviour Management from 5.56 to 6.67</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	If we implement a school-wide approach to creating a positive school culture, then students will experience increased predictability and consistency at school and this will have a positive impact on inclusion, student safety, school connectedness and student empowerment.
Actions	Implement the School-Wide Positive Behaviour Supports model.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>. clearly understand and be able to articulate the processes that support positive behaviour school-wide</li> <li>. experience a positive learning environment in all areas of the school and an enhanced sense of fairness, predictability and safety</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>. participate in SWPBS training (x 2 staff)</li> <li>. commit to consistent implementation of the SWPBS framework, without exception</li> </ul>

	<ul style="list-style-type: none"> <li>. experience enhanced sense of student behaviour management processes, evident in 5% increase in this measure on staff survey, from 2017.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>. provide SWPBS training opportunities</li> <li>. provide Professional Learning time to allow the trained SWPBS teachers to train all staff</li> <li>. inform the school community about the SWPBS framework and processes and maintain a stream of communication</li> <li>. record a 5% increase in "behaviour management" in the 2018 parent opinion survey, from the 2017 score.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>. 2 x teachers - including the Wellbeing Leader - will undertake the four-day School-Wide Positive Behaviour Supports training offered by NWVR in 2018. (Brad, Helen)</li> <li>. Trained teachers will undertake training with staff as part of our Professional Learning/Meeting schedule.</li> <li>. Appropriate actions will be taken to support implementation as we proceed through the training.</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,600.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Implement a "HOUSE" system school-wide including opportunities for student voice in to house naming and House Student Leadership.</p> <p>Create a range of house-based activities and competitions including both sporting and non-sporting events to foster an increased sense of school connectedness and engagement.</p>	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used