

Monitoring and Self-assessment - 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

Semester 1 Monitoring submitted by Sally Rule (School Principal) on 27 August, 2018 at 02:01 PM

Semester 2 Monitoring submitted by Sally Rule (School Principal) on 28 October, 2018 at 05:23 AM

Monitoring and Self-assessment - 2018

Semester 1

Goal 1	To increase school-wide student achievement in all domains.
12 month target 1.1	To reduce the % of students achieving low growth in all NAPLAN areas by 20% from 2014 in: .Writing low growth from 31.3% to 25% .Reading low growth from 12.5% to 10% .Grammar & Punctuation low growth from 37.5% to 30% .Spelling low growth from 25% to 20% . Maths low growth from 44% to 35.2% To increase the % achieving high growth by 20% from 2014 in all NAPLAN areas: .Writing high growth from 18.8 to 23% .Grammar & Punctuation high growth from 0% to 20% .Reading high growth from 18.8 to 23% .Spelling high growth from 37.5% to 45% .Maths high growth from 6.3% to 8% To increase staff survey mean results by 20% from 2014 in: .Academic emphasis from 76.54 to 81.23 .Collective focus on student learning from 90 to 92 .Guaranteed and viable curriculum from 85 to 88 .Collective responsibility from 89.76 to 91.80 .Collective efficacy from 84.64 to 87.71 To increase parent opinion mean scores by 20% from 2014 in: .Stimulating learning from 6.14 to 7.37 .Learning focus from 5.99 to 7.19 To improve Student Attitudes to School Survey mean scores by 20% from 2014, in: Student motivation from 4.49 to 5.38 .Stimulating learning from 4.08 to 4.89
Key Improvement Strategy 1	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.
Actions	<p>To increase staff understanding of effective literacy and numeracy instruction, using a consistent instructional model, including:</p> <ul style="list-style-type: none"> - implementation of the literacy workshop model in all classrooms - explicit teaching of fiction and non-fiction reading strategies - continued implementation of the Big Write/VCOP approach, embedded in the Literacy Workshop - continued implementation of lesson structure guided by learning intentions and success criteria, embedded in the Literacy Workshop Model. <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>

Evidence of impact	<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 monitor and track every student's growth in literacy and numeracy incorporate selected High Impact Teaching Strategies (HITS) in every lesson</p> <p>Leaders will: provide a professional learning plan that supports teacher development in literacy and numeracy instruction and in the HITS allocate time for moderation and collaborative monitoring and analysis of student learning growth in literacy and numeracy provide a framework and timetable that supports collaborative planning, peer observation and team teaching organise support for Curriculum Mapping from EILs, VCAA and teacher Professional Learning provided by the Network.</p>	
School term	Term 1 (optional)	Term 2
Delivery of the annual actions for this KIS	On schedule and/or completed	On schedule and/or completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices

<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Time allocation for Literacy and Numeracy leaders is needed - leadership structure needs to be addressed.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Book Boxes were introduced early in Term One, following advice from the Bastow Leading Literacy training for Network Chairs/Principals in 2017. All classrooms are using the book boxes and finding it an important piece in implementation of our instructional model. Book boxes support differentiation - students work on the same learning intention but use their self-selected texts as well as their levelled texts to apply the learning intention.</p> <p>Successful application to participate in the 2018 Leading Literacy Program and selection of attendees - three teachers + Principal. Agreement from participants that two of the seven training days would be taken as Professional Practice Days.</p> <p>Support from Marita Eddy to:</p> <ul style="list-style-type: none"> - develop a school-wide monitoring/tracking tool for reading - utilise the NAPLAN item analysis evaluation to identify key areas of weakness in our program and also area to work on with Gr.4 and 5 students in the high middle band cohort, to push them into the top two bands. 	<p>Literacy Leader has run several professional learning sessions with all staff to explain and support implementation of the Leading Literacy Workshop Model. The model is being applied consistently in all classrooms. Teams have observed Literacy Leader implementing the model in her classroom.</p> <p>The Leading Literacy Team (3 teachers + Principal) have attended 4 training days plus the 2 x "reading elective" sessions, attended by all staff.</p> <p>Opportunity to participate in the 5-day Network Leading Literacy training in Term Three, means that ALL teachers, except Helen, will have completed the LL training in 2018.</p> <p>By 28th August, all teachers will have attended two Whole School Leading Literacy READING training sessions. This has further supported implementation of our instructional model.</p> <p>Audit of curriculum reveals limited emphasis on fiction texts in upper school and insufficient depth of literary analysis. This has been closely addressed in Grades 2-6, with Term 2-3 learning intentions in reading focused on fiction-based reading strategies and application via the use of poetry and literary texts in reading workshop. Grade 2-3 undertook a literature study of "The Twits" focused on character, plot and reader response. .</p> <p>Leading Maths - 2 x teachers + Principal accepted into the program. 4 days undertaken to date, plus a school visit to Castlemaine North PS on 21/8.</p> <p>Significant preparatory work undertaken at school incl. extensive data collection re; teacher and student attitudes to learning maths, identifying qualities of a great maths learner, student and teacher surveys undertaken and analysed.</p>

		Numeracy Leader has delivered several PD sessions, with strong uptake of the "number talks" strategy to increase fluency.		
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Application for participation in the Leading Maths program.	Purchase of fiction texts for senior area. Introduction of literature circles in Gr.4-6. Planning includes strong emphasis on analysis of fiction texts. Workshop model implemented school wide for reading. Create data walls for reading, writing and number. Maths instructional model implemented school wide. Gradual move away from flexible grouping, to increased use of open-ended rich tasks in maths. Most teachers using number talk to support improved fluency. Curriculum mapping has begun in reading but not yet in other areas, however all planning is aligned to Victorian Curriculum standards and teachers "map" in teams however schoolwide P-6 mapping is yet to commence.		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
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) <ul style="list-style-type: none"> . post-training, participants support all teachers to implement the "Leading Literacy" instructional model in all classrooms . all teachers undertake 2 x days of Leading Literacy training in Vocabulary . all teachers participate in Big Write Day Three Training - Curriculum Planning . map the Victorian Curriculum for literacy, including whole school explicit teaching schedule. . implement systems and processes to track and monitor 	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used	50%

<p>the literacy growth of all students</p> <ul style="list-style-type: none"> . utilise peer observation and learning walk schedules to monitor the level of student feedback, referencing learning intentions/success criteria. <p>Reading Strategies Instruction</p> <ul style="list-style-type: none"> - purchase of text to support explicit instruction of reading strategies - monthly team planning supported by literacy leader in Semester Two - school wide scope and sequence for reading strategies instruction - equal focus on fiction/non-fiction texts in upper grade levels 				
<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"> . post-training, participants support all teachers to implement the "Leading Numeracy" instructional model in all classrooms . map the Victorian Curriculum for numeracy, including whole school explicit teaching schedule. . implement systems and processes to track and monitor the 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. 	PLT Leaders	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used 	50%
<p>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.</p>	Teacher(s)	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used 	25%
Goal 2		To increase student engagement in the learning program.		

12 month target 2.1	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
Key Improvement Strategy 1	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	<p>Students will:</p> <ul style="list-style-type: none"> . be able to articulate: <ul style="list-style-type: none"> - 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. . seek and respond appropriately to feedback in order to continuously improve; . 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. <p>Teachers will:</p> <ul style="list-style-type: none"> . utilise learning intentions and success criteria to enhance teacher clarity and to provide feedback to students on their progress during lessons - develop a deep understanding of a range of HIT strategies linked to our instructional model; particularly - structuring lessons, explicit teaching, feedback and setting goals. - to develop understanding of the DET Practice Principles, particularly Principles 6 and 7. . establish and implement a range of feedback processes - teacher, self, peers . 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. . experience increased levels of collective efficacy, viable curriculum and academic emphasis - 5% increase from 2017. <p>Leaders will:</p> <ul style="list-style-type: none"> . provide a structure/framework/schedule for peer observations and learning walks to occur each term . provide meeting time for discussion and review of instructional model implementation

	. support professional learning re:feedback via learning intentions/success criteria . staff survey 5% increase in "teaching and learning" measures from 2017	
School term	Term 1 (optional)	Term 2
Delivery of the annual actions for this KIS	On schedule and/or completed	On schedule and/or completed
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
Barriers • <i>What barriers are impeding the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Other Staff learning/training in writing learning intentions and success criteria.	<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Other Staff require training in use of success criteria to differentiate.
Commentary on progress • <i>What changes in behaviour / practice / mindset have been observed?</i>	Visit to Swan Hill North PS in late 2017 to examine their FLISC model - feedback, learning intentions, success criteria in readiness for introduction in 2018.	Every lesson follows the model in terms of introducing LI/SC, explicit teaching, application, feedback and review based on success criteria. Concern that there is still too much teacher talk and that this is cutting into time for "application" of the LI.

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 	All teachers implement learning intentions and success criteria from start of Term One.	Teachers have undertaken two peer observations, looking at LI/SC implementation in each other's classes.		
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Development of teachers' ability to use success criteria to differentiate. Participation in Leading Literacy and Leading Maths support the implementation of our instructional model.	Introduction of a single instructional model school-wide, rather than separate models for lit/num. Agreement, following review, to increase student agency via co-constructed rubrics, open-ended tasks, student feedback. Introduce student feedback to teachers re: classroom instructional quality, based on the Leading Maths survey. Professional learning required - using success criteria to differentiate, writing effective learning intentions.		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
All teachers, including specialist teachers, develop common planning documents - term, weekly, daily - based on the key features of our instructional model: - learning intentions - explicit teaching - success criteria - feedback Whilst still incorporating our commitment to inquiry-based learning and data-informed flexible grouping.	School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	50%
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	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	50%

Goal 3	To create a calm, safe, friendly, caring and inclusive environment that embodies the school motto of Learning, Caring, Laughing, Sharing.	
12 month target 3.1	To achieve, by 2018, a 20% improvement from 2014 results in: Student Attitudes to School Survey: .Student Safety from 4.43 to 5.31 .Student Morale from 5.64 to 6.77 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	
Key Improvement Strategy 1	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"> . clearly understand and be able to articulate the processes that support positive behaviour school-wide . experience a positive learning environment in all areas of the school and an enhanced sense of fairness, predictability and safety <p>Staff will:</p> <ul style="list-style-type: none"> . participate in SWPBS training (x 2 staff) . commit to consistent implementation of the SWPBS framework, without exception . experience enhanced sense of student behaviour management processes, evident in 5% increase in this measure on staff survey, from 2017. <p>Leaders will:</p> <ul style="list-style-type: none"> . provide SWPBS training opportunities . provide Professional Learning time to allow the trained SWPBS teachers to train all staff . inform the school community about the SWPBS framework and processes and maintain a stream of communication . record a 5% increase in "behaviour management" in the 2018 parent opinion survey, from the 2017 score. 	
School term	Term 1 (optional)	Term 2
Delivery of the annual actions for this KIS	On schedule and/or completed	On schedule and/or completed
Enablers	<input checked="" type="checkbox"/> Sufficient budget	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Positive staff culture and readiness for change

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce stability and effective change management practices <input checked="" type="checkbox"/> Other <p>Teacher appointed to Wellbeing Leader role.</p>
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Other <p>Alignment of beliefs re: intrinsic/extrinsic motivation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Agreement and reasonably consistent application of our school-wide behaviour management model.</p> <p>House System initiated. House captain/vice-captain elections.</p> <p>Lap-a-Thon completed in house teams - tally, trophy presented,</p>	<p>One professional practice day has been utilised by the Wellbeing Leader to create documents and present them to council and student leaders, however school-wide implementation is yet to occur. The two designated staff have attend two training days so far and Helen also attended the Term three Principals' Focus with a focus on "Wellbeing". Several activities have been undertaken using house Groups to organise students into four teams.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Brad and Helen to participate in SWPBS workshops</p>	<p>SWPBS to visit the school on Sept. 10th to support formulation of an action plan.</p>
<p>OPTIONAL: Upload Evidence</p>		

Activity	Who	When	PLP or Equity?	Percentage complete
<p>. 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)</p> <p>. Trained teachers will undertake training with staff as part of our Professional Learning/Meeting schedule.</p> <p>. Appropriate actions will be taken to support implementation as we proceed through the training.</p>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used	50%
<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	from: Term 1 to: Term 4	<input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	75%

Monitoring and Self-assessment - 2018

Semester 2

Goal 1	To increase school-wide student achievement in all domains.
12 month target 1.1	To reduce the % of students achieving low growth in all NAPLAN areas by 20% from 2014 in: .Writing low growth from 31.3% to 25% .Reading low growth from 12.5% to 10% .Grammar & Punctuation low growth from 37.5% to 30% .Spelling low growth from 25% to 20% . Maths low growth from 44% to 35.2% To increase the % achieving high growth by 20% from 2014 in all NAPLAN areas: .Writing high growth from 18.8 to 23% .Grammar & Punctuation high growth from 0% to 20% .Reading high growth from 18.8 to 23% .Spelling high growth from 37.5% to 45% .Maths high growth from 6.3% to 8% To increase staff survey mean results by 20% from 2014 in: .Academic emphasis from 76.54 to 81.23 .Collective focus on student learning from 90 to 92 .Guaranteed and viable curriculum from 85 to 88 .Collective responsibility from 89.76 to 91.80 .Collective efficacy from 84.64 to 87.71 To increase parent opinion mean scores by 20% from 2014 in: .Stimulating learning from 6.14 to 7.37 .Learning focus from 5.99 to 7.19 To improve Student Attitudes to School Survey mean scores by 20% from 2014, in: Student motivation from 4.49 to 5.38 .Stimulating learning from 4.08 to 4.89
Has this 12 month target been met?	Partially Met
Key Improvement Strategy 1	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.
Actions	<p>To increase staff understanding of effective literacy and numeracy instruction, using a consistent instructional model, including:</p> <ul style="list-style-type: none"> - implementation of the literacy workshop model in all classrooms - explicit teaching of fiction and non-fiction reading strategies - continued implementation of the Big Write/VCOP approach, embedded in the Literacy Workshop - continued implementation of lesson structure guided by learning intentions and success criteria, embedded in the Literacy Workshop Model. <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>

	To implement strategies that monitor and track every student's growth in literacy and numeracy.	
Evidence of impact	<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 monitor and track every student's growth in literacy and numeracy incorporate selected High Impact Teaching Strategies (HITS) in every lesson</p> <p>Leaders will: provide a professional learning plan that supports teacher development in literacy and numeracy instruction and in the HITS allocate time for moderation and collaborative monitoring and analysis of student learning growth in literacy and numeracy provide a framework and timetable that supports collaborative planning, peer observation and team teaching organise support for Curriculum Mapping from EILs, VCAA and teacher Professional Learning provided by the Network.</p>	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice

		<input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices		
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		<p>School wide implementation of new instructional model - consistency in literacy and numeracy instruction in every classroom.</p> <p>LITERACY: Revised approach to Guided Reading and implementation of workshop model - practices aligned with Literacy Portal examples and Leading Literacy training recommendations. Provision of EIL support. Increased explicit teaching of fiction/narrative reading strategies following curriculum analysis.</p> <p>NUMERACY: School-wide implementation of number talk at start of lessons, to enhance fluency and promote curiosity and creative thinking. Increased investigation-style, problem solving opportunities. Implementation of new online tool provides specific, targeted feedback back around individual goals.</p> <p>School Review revealed issues with strategic plan targets and global 20% improvement target in all areas - difficult to meet, change in several monitoring tools prevent comparison between 2014 baseline and 2018 target.</p>		
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		<p>Provision of time allocation for instructional leaders to support collegiate planning and provide within-classroom professional learning. Strategies to promote student agency re: implementation and monitoring of instructional model. Revised reporting system - shift to continuous reporting using Sentral platform. SSP actions support enhanced student agency and empowerment.</p>		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete

<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"> . post-training, participants support all teachers to implement the "Leading Literacy" instructional model in all classrooms . all teachers undertake 2 x days of Leading Literacy training in Vocabulary . all teachers participate in Big Write Day Three Training - Curriculum Planning . map the Victorian Curriculum for literacy, including whole school explicit teaching schedule. . implement systems and processes to track and monitor the literacy growth of all students . utilise peer observation and learning walk schedules to monitor the level of student feedback, referencing learning intentions/success criteria. <p>Reading Strategies Instruction</p> <ul style="list-style-type: none"> - purchase of text to support explicit instruction of reading strategies - monthly team planning supported by literacy leader in Semester Two - school wide scope and sequence for reading strategies instruction - equal focus on fiction/non-fiction texts in upper grade levels 	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used	100%
<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"> . post-training, participants support all teachers to implement the "Leading Numeracy" instructional model in all classrooms . map the Victorian Curriculum for numeracy, including 	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used	100%

whole school explicit teaching schedule. . implement systems and processes to track and monitor the 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)	from: Term 1 to: Term 4	<input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	75%
Goal 2	To increase student engagement in the learning program.			
12 month target 2.1	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			
Has this 12 month target been met?	Partially Met			
Key Improvement Strategy 1	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. . seek and respond appropriately to feedback in order to continuously improve;			

	<p>. 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.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> . utilise learning intentions and success criteria to enhance teacher clarity and to provide feedback to students on their progress during lessons - develop a deep understanding of a range of HIT strategies linked to our instructional model; particularly - structuring lessons, explicit teaching, feedback and setting goals. - to develop understanding of the DET Practice Principles, particularly Principles 6 and 7. . establish and implement a range of feedback processes - teacher, self, peers . 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. . experience increased levels of collective efficacy, viable curriculum and academic emphasis - 5% increase from 2017. <p>Leaders will:</p> <ul style="list-style-type: none"> . provide a structure/framework/schedule for peer observations and learning walks to occur each term . provide meeting time for discussion and review of instructional model implementation . support professional learning re:feedback via learning intentions/success criteria . staff survey 5% increase in "teaching and learning" measures from 2017 	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change

		<input checked="" type="checkbox"/> Workforce stability and effective change management practices		
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		<p>School-wide implementation of instructional model which embeds many of the KIS - including Learning Intentions, success criteria and student feedback. Purchase of online tools and monitoring devices to enhance student feedback and promote agency. Principal participation in Network CoP re PP7 - teachers challenge each other to improve their practice - this has been enhanced through participation in literacy and numeracy professional learning.</p>		
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		<p>Time allocation to instructional leaders will support feedback re: instructional practice and impact. Revised 2019 reporting system will provide real-time feedback to parents and students via Sentral platform - continuous reporting replaces semester reports, parent meetings each term, revised whole-school assessment/feedback schedule. Enhanced teacher agency re: peer observation and Practice Principal 7.</p>		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
<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"> - learning intentions - explicit teaching - success criteria 	School Improvement Team	<p>from: Term 1 to: Term 1</p>	<p><input checked="" type="checkbox"/> Professional Learning Priority</p> <p><input type="checkbox"/> Equity funding will be used</p>	100%

- feedback Whilst still incorporating our commitment to inquiry-based learning and data-informed flexible grouping.				
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	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	75%
Goal 3	To create a calm, safe, friendly, caring and inclusive environment that embodies the school motto of Learning, Caring, Laughing, Sharing.			
12 month target 3.1	To achieve, by 2018, a 20% improvement from 2014 results in: Student Attitudes to School Survey: .Student Safety from 4.43 to 5.31 .Student Morale from 5.64 to 6.77 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			
Has this 12 month target been met?	Met			
Key Improvement Strategy 1	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"> . clearly understand and be able to articulate the processes that support positive behaviour school-wide . experience a positive learning environment in all areas of the school and an enhanced sense of fairness, predictability and safety <p>Staff will:</p> <ul style="list-style-type: none"> . participate in SWPBS training (x 2 staff) . commit to consistent implementation of the SWPBS framework, without exception . experience enhanced sense of student behaviour management processes, evident in 5% increase in this measure on staff survey, from 2017. 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> . provide SWPBS training opportunities . provide Professional Learning time to allow the trained SWPBS teachers to train all staff . inform the school community about the SWPBS framework and processes and maintain a stream of communication . record a 5% increase in "behaviour management" in the 2018 parent opinion survey, from the 2017 score. 	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		<p>Introduction of House System to promote school connectedness and safety - vertical groupings, P-6, buddies and siblings in same house, academic and sporting focus incl. Book Week, spelling bee, lap-a-thon, SWPBS reflections and input in house groups.</p> <p>Staff have a common concern regarding SWPBS use of rewards and their impact on intrinsic motivation. Strong staff alignment on how implementation will occur as positive feedback and recognition rather than material or quasi-material rewards.</p>

<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		<p>Alignment of school values with the You Can Do It habits of mind. Each value incorporates 3-4 habits of mind, with one value focus per term. Remove YCDI reference and reference values/habit instead - same process as existing YCDI with weekly habits of mind focus introduced at Monday assembly, etc. Continued promotion of house system and increased house-based events and opportunities for house collaboration. Increased student agency and voice into SWPBS implementation, esp. re: values articulation and expected behaviours in different contexts.</p>		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
<p>. 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)</p> <p>. Trained teachers will undertake training with staff as part of our Professional Learning/Meeting schedule.</p> <p>. Appropriate actions will be taken to support implementation as we proceed through the training.</p>	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used	100%
<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	from: Term 1 to: Term 4	<input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	100%

Monitoring and Self-assessment - 2018

SEIL Feedback

Submitted Feedback

The school has undertaken a focus around Guided Reading. Using the literacy toolkit as a resource the school has agreed to implement a school wide agreed model. The next level of work is around embedding the model in classrooms through both teacher planning and classroom practice. All teaching staff have received quality professional learning in literacy including both Bastow and Network Literacy sessions. The school reports students not always able to articulate if they have attained stated learning Intension/Success Criteria. Staff are now being more strategic to move towards addressing this. The school reports there is now more consistency in the differentiation of Success Criteria. The school has undertaken Peer Observations focusing on what the students knew about the learning intensions. Developing the peer observation process further will be a continued focus including referring to the online DET resources. Students are now giving teachers feedback on their practice and teachers are forming a goal around the feedback. The school is considering implementing the SWPBS approach and how it may be implemented within the school. All goals of the AIP are on track for completion.

Submitted by Leonie Roberts (SEIL) on 03 September, 2018 at 09:36 AM