

2020 Annual Implementation Plan
for improving student outcomes

St Kilda Primary School (1479)



Submitted for review by Susan Higgins (School Principal) on 16 May, 2020 at 04:52 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 18 May, 2020 at 02:44 PM
Endorsed by Peta Wetzels (School Council President) on 22 July, 2020 at 01:10 PM

Self-evaluation Summary - 2020

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|-------------------------------------|--|------------------------------------|
| Excellence in teaching and learning | Building practice excellence | Embedding |
| | Curriculum planning and assessment | Embedding moving towards Excelling |
| | Evidence-based high-impact teaching strategies | Embedding moving towards Excelling |
| | Evaluating impact on learning | Embedding moving towards Excelling |
| Professional leadership | Building leadership teams | Embedding |
| | Instructional and shared leadership | Embedding moving towards Excelling |
| | Strategic resource management | Embedding |
| | Vision, values and culture | Evolving moving towards Embedding |

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

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

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| Enter your reflective comments | <p>We were thrilled with the results of our School Review process at the end of last year. The key positives were that we have created a strong professional learning culture at school with high levels of collaboration that has had a major impact on our main focus of Reading and Viewing. As a SIT we feel we have the culture and processes in place to begin to move our attention to Writing and to a lesser extent to Numeracy during the course of our next SSP. We also feel the need to refine teachers' ability to collect and use a range of data sets to inform their practice and to plan for the learning in their class. Our focus on the variety of ways we can engage in Observing to Learn has also had a very positive impact on teacher professional development and teachers are now independently engaging in a range of ways to reflect and improve on their practice. Our PDP process was successful and regarded as highly valuable by the teachers in 2019. The shared goal and the triad</p> |
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| | <p>arrangement for reporting back on their actions and progress was very well received by all staff and had a powerful impact on the collaboration that occurred throughout the year.</p> <p>In regards to Student Voice and Agency we also feel that children have a number of opportunities to impact on their learning, eg digital portfolios which focus on student voice and agency, input into the focus of their integrated learning and play based activities. We continue to review the formal student leadership program. Engagement of our parent community continues to be a challenge, despite using and promoting a range of strategies in place to encourage our parent community to engage. We are determined to continue to focus on this area and ensure our community feel connected to our SKPS values and philosophy.</p> |
| <p>Considerations for 2020</p> | <p>Our thoughts for 2020 will focus on identifying and noting the key skills, knowledge and dispositions of our students in writing, through moderation and collection of data. We will also focus on exploring and determining what our students and teachers value in writing and aim to collect evidence that we will use to inform the development of a whole school philosophy around the learning and teaching of writing.</p> <p>We want to ensure that we also take time to continue to refine and embed our philosophy and practices around Reading and Viewing. We feel we have made excellent progress in this area and would like to ensure that we create processes and practices as a professional learning community that are sustainable and ensure we maintain our high quality pedagogy over time.</p> <p>We have taken a different approach to supporting teachers in deepening their knowledge and refining their skills in regards to the teaching of Maths. Although we have generally consistent practices and expectations across the school, we are aware of a need to continue to improve in this area, especially in the use of data sets, such as, Maths Online Interview, etc</p> <p>Although we have worked hard to develop strong learning partnerships with our parents, we do need to look at working with our parent community so that they fully understand our philosophy and 'reason for being'. We feel that by focusing on this area, our parents will have a deeper understanding of the learning that happens at SKPS and how we are preparing the children for their future.</p> |

SSP Goals Targets and KIS

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| Goal 1 | Improve student achievement and learning growth in writing. |
| Target 1.1 | Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5: <ul style="list-style-type: none"> • Year 3 Writing to increase from 57% (2018) to 70% or above • Year 5 Writing to increase from 27% (2018) to 70% or above |
| Target 1.2 | In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data. |
| Target 1.3 | By 2023, the percentage positive endorsement in the Staff Survey will be: <ul style="list-style-type: none"> • Professional learning through peer observation—60% or above (from 37.5% in 2019) |
| Key Improvement Strategy 1.a Building practice excellence | Develop and embed a shared instructional model for teaching writing consistently across the school. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students. |
| Key Improvement Strategy 1.c Building practice excellence | Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing. |

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| Goal 2 | Improve student achievement and learning growth in numeracy. |
| Target 2.1 | By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above. |
| Target 2.2 | In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. |
| Target 2.3 | By 2023 the percentage positive endorsement of Staff Survey will be: <ul style="list-style-type: none"> • Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019) |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop a continua of mathematical concepts and skill development through planning for numeracy teaching and learning. |
| Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies | Develop and embed a shared model for assessing numeracy consistently across the school. |
| Key Improvement Strategy 2.c Evaluating impact on learning | Implement a teacher inquiry process that enables teachers to analyse numeracy assessment data, use it to inform teaching and evaluate the impact of teaching on student learning. |
| Key Improvement Strategy 2.d Building practice excellence | Challenge and support teachers to improve their instructional practices through participation in a peer observation and feedback process |

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| Goal 3 | Improve student agency and social engagement. |
| Target 3.1 | By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%. |
| Target 3.2 | By 2023, the AToSS factor 'Student Voice and Agency' will increase for <ul style="list-style-type: none"> • Year 4 boys from 85% to 90% • Year 5 boys from 77% to 90% By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15% |
| Target 3.3 | By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%. |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Develop students' skills and capability to set their own goals, reflect on and direct their own day to day learning |
| Key Improvement Strategy 3.b Parents and carers as partners | Enhance learning partnerships and communication between students, parents and the school so families can understand the learning progress of their children and how to effectively support learning. |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Build teachers' capacity to involve students in continuous school improvement. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| Improve student achievement and learning growth in writing. | Yes | <p>Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Year 3 Writing to increase from 57% (2018) to 70% or above • Year 5 Writing to increase from 27% (2018) to 70% or above | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| | | <p>In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.</p> | Not applicable in 2020. NAPLAN cancelled due to COVID-19 pandemic. |
| | | <p>By 2023, the percentage positive endorsement in the Staff Survey will be:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—60% or above (from 37.5% in 2019) | Maintain (Y2-6) 90% of students making 12 months or more learning growth in writing and ensure (Prep and Y1) 90% of children make 12 months or more learning growth. |

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| Improve student achievement and learning growth in numeracy. | No | By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above. | |
| | | In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm-referenced/standards-based data. | |
| | | By 2023 the percentage positive endorsement of Staff Survey will be: <ul style="list-style-type: none"> • Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019) | |
| Improve student agency and social engagement. | No | By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%. | |
| | | By 2023, the AToSS factor 'Student Voice and Agency' will increase for <ul style="list-style-type: none"> • Year 4 boys from 85% to 90% • Year 5 boys from 77% to 90% By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15% | |

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| | | By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%. | |
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| Goal 1 | Improve student achievement and learning growth in writing. | |
| 12 Month Target 1.1 | Not applicable in 2020. NAPLAN cancelled due to COVID-19 pandemic. | |
| 12 Month Target 1.2 | Maintain (Y2-6) 90% of students making 12 months or more learning growth in writing and ensure (Prep and Y1) 90% of children make 12 months or more learning growth. | |
| 12 Month Target 1.3 | 42% of staff respond positively to the question regarding professional learning through peer observation. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | Develop and embed a shared instructional model for teaching writing consistently across the school. | Yes |
| KIS 2 Curriculum planning and assessment | Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students. | Yes |
| KIS 3 Building practice excellence | Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing. | No |

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Although our children appear to write very well during a normal school day, their results in NAPLAN do not reflect this. We believe it is important for us look slowly and notice the skills, knowledge and, in particular, the dispositions of our students in writing, through observation, moderation and discussion. Through this process we will develop a whole school philosophy and practice around the teaching of writing which we can use to guide our future work in this area. As we begin to look closely at our children and reflect on the current tools we use to assess children's writing, we will be able to deepen teachers' understanding of the craft of writing and have a more consistent approach to the assessment of writing.

Define Actions, Outcomes and Activities

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| Goal 1 | Improve student achievement and learning growth in writing. |
| 12 Month Target 1.1 | Not applicable in 2020. NAPLAN cancelled due to COVID-19 pandemic. |
| 12 Month Target 1.2 | Maintain (Y2-6) 90% of students making 12 months or more learning growth in writing and ensure (Prep and Y1) 90% of children make 12 months or more learning growth. |
| 12 Month Target 1.3 | 42% of staff respond positively to the question regarding professional learning through peer observation. |
| KIS 1 Building practice excellence | Develop and embed a shared instructional model for teaching writing consistently across the school. |
| Actions | <p>Whole school professional learning will focus on writing: staff meetings, curriculum days, professional practice days and PDP goals</p> <p>Opportunity will be given to teachers to use a range of tools to 'observe to learn' eg viewing feedback given in digital portfolios, observing practice, observing students when writing to note dispositions, etc.</p> <p>Develop a shared whole school philosophy/instructional model around the learning and teaching of writing</p> |
| Outcomes | <p>Students will: Know what teachers value and will consistently use the language of the 6 Traits of Writing and the Writer's Circle</p> <p>Teachers will: Know the key dispositions that are required for children to be successful writers in all situations Commit to the philosophy/instructional model developed together around the learning and teaching of writing Implement the pedagogy daily and reflect on its impact</p> <p>Leadership will: Be able to articulate this new philosophy/instructional model clearly to our community</p> |

| Success Indicators | <p>Students will:</p> <p>Use the language of the 6 Traits of Writing when reflecting on their learning, eg in their digital portfolios</p> <p>Able to give some written or oral feedback to their peers using this language in teacher supported small group situations</p> <p>Begin to understand and articulate the purpose of writing when choosing and planning a piece of writing</p> <p>Teachers will:</p> <p>Have planning documents which reflect the agreed instructional model</p> <p>Be able to articulate our whole school philosophy around writing and to use it to guide their planning and pedagogy during whole staff and team discussions</p> <p>Use language of the 6 Traits of Writing and Writer's Circle when giving feedback to students</p> <p>Leadership will:</p> <p>Have created a process for communicating our work with the school community</p> | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Notice and note the skills, knowledge and dispositions of our students in writing, including moderation and discussion. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Engage in observing to learn to learn more about our students and our current practices in writing. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Explore and determine what our students and teachers value. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop a shared whole school philosophy around the learning and teaching of writing (milestone). | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Begin to explore effective pedagogical practices and revise current frameworks (6 Traits of Writing and Writer's Circle) around the teaching of writing. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students. | | | |
| Actions | Timetable opportunities for staff to meet in teams to discuss data and evidence to refine understanding of the skills expected at each year level Continue with 3 hours of team planning time each week and a planning day for each year level, each term. School Improvement team (Learning and Teaching Team) to support and mentor teams throughout the year | | | |
| Outcomes | Students will: Have clear learning goals and will begin to understand the actions they need to take to achieve their goals (with support) | | | |

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| | <p>Teachers will: Begin to know the expected key skills and dispositions and include these when planning for whole class and small group teaching Begin to set clear learning goals for groups of children with the same need</p> <p>Leadership will: Know the requirements for an effective assessment schedule to support teachers in analysing and using data and evidence to support learning and teaching</p> | | | |
| Success Indicators | <p>Students will: Have learning goals evident e.g. workbooks, digital portfolio, goal wall</p> <p>Teachers will: Routinely use the 6 Traits of Writing and Writer's Circle frameworks to discuss student work with the students and their colleagues as evidenced in student portfolios and moderation tasks Include specific learning goals for children within their planning documents (termly and weekly)</p> <p>Leadership will: Have created a clear assessment schedule to support teachers in analysing and using data and evidence to support learning and teaching</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Reflect on the curriculum expectations and our school based frameworks to identify the progression of key skills, dispositions and knowledge from Prep to Year 8 and determine the average level of achievement for each year level. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| <p>Create proforma/framework to support the regular moderation of student work using the school based curriculum during team planning sessions and during whole school moderation sessions.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 3 to: Term 3</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>Support teachers during team meetings to identify the key learning goals for the cohort and use this information to inform planning.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 3 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>Every child will have writing goals throughout the year</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 4 to: Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$40,000.00 | \$1,200.00 |
| Additional Equity funding | \$37,309.98 | \$9,471.00 |
| Grand Total | \$77,309.98 | \$10,671.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Engage in observing to learn to learn more about our students and our current practices in writing. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT | \$20,000.00 | \$400.00 |
| Explore and determine what our students and teachers value. | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT | \$10,000.00 | \$400.00 |
| Reflect on the curriculum expectations and our school based frameworks to identify the progression of key skills, dispositions and knowledge from Prep to Year 8 and determine | from: Term 2 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$10,000.00 | \$400.00 |

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| the average level of achievement for each year level. | to: Term 3 | <input checked="" type="checkbox"/> CRT | | |
| Totals | | | \$40,000.00 | \$1,200.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Employment of a Welfare Officer 2 days a week to support families to engage with school. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$37,309.98 | \$9,471.00 |
| Totals | | | \$37,309.98 | \$9,471.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|--|----------------------------------|--|--|--|---|
| Notice and note the skills, knowledge and dispositions of our students in writing, including moderation and discussion. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 2 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Engage in observing to learn to learn more about our students and our current practices in writing. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |

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| Explore and determine what our students and teachers value. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Develop a shared whole school philosophy around the learning and teaching of writing (milestone). | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | from: Term 2 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Begin to explore effective pedagogical practices and revise current frameworks (6 Traits of Writing and Writer's Circle) around the teaching of writing. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team | from: Term 3 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning | <input checked="" type="checkbox"/> On-site |

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| | | | | | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| <p>Reflect on the curriculum expectations and our school based frameworks to identify the progression of key skills, dispositions and knowledge from Prep to Year 8 and determine the average level of achievement for each year level.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 2 to: Term 3</p> | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| <p>Create proforma/framework to support the regular moderation of student work using the school based curriculum during team planning sessions and during whole school moderation sessions.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | <p>from: Term 3 to: Term 3</p> | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| <p>Support teachers during team meetings to identify</p> | <input checked="" type="checkbox"/> Learning Specialist(s) | <p>from: Term 3</p> | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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|--|---|----------------------------------|--|---|--|---|
| the key learning goals for the cohort and use this information to inform planning. | <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| Every child will have writing goals throughout the year | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) | from: Term 4 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |