

2018 Annual Implementation Plan

for improving student outcomes

Findon Primary School (5244)



Submitted for review by Paula Cosgrave (School Principal) on 09 February, 2018 at 04:40 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 February, 2018 at 09:46 AM
Endorsed by Clare Smyth (School Council President) on 20 February, 2018 at 03:28 PM

Self-evaluation Summary - 2018

Findon Primary School (5244)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	2017 has been a year of IMPLEMENTATION. We have implemented a scope and sequence in Write To Read, regular staff professional learning and daily boot camp F-6; consistent tracking of data in reading comprehension and numeracy using our data wall; implantation of 'cycle of assessment' using triangulation of data; structure lesson plans, implementation of Hattie's feedback model and highly effective teaching strategies; writing framework; and coaching and peer observation culture.
Considerations for 2019	Appointment of an EAL/Literacy Intervention Specialist, Student Counsellor; development of team leaders as curriculum drivers; extra grade to reduce class size, particularly in 5/6 area; loss of two Leading Teachers and coaching roles; (Principal Class to pick up this coaching role, with a focus on observing students) focus on Reading practice, structure of a reading block, Guided reading practice (Fluency/tracking pace, Comprehension: understanding questions and making connections, Decoding: phonograms, blending, chunking), reading strategies, tracking student F & P levels on whole school Data Wall with emphasis on strong grow into year 3-6; Writing Framework and literary devices, implementing High Impact Teaching Strategies; becoming part of a Professional Learning Community.

Documents that support this plan	2017 Annual_Implementation_Plan FINAL 2017.docx (0.33 MB) Pre-review Self-evaluation Tool.docx (1.23 MB)
---	---

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Findon Primary School (5244)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve learning growth for all students F-6 in all curriculum areas, particularly in English, using a guaranteed and viable curriculum for Reading and Writing F-6	<p>The percentage of students assessed at high growth in NAPLAN READING from Year 3-5 to increase from 20% in 2017 to 35% in 2020</p> <p>The percentage of students assessed at high growth in NAPLAN WRITING from Year 3-5 to increase from 14% in 2017 to 30% in 2020</p> <p>The number of students in the top two bands for NAPLAN READING in Year 3 to increase from 30% in 2017 to 45% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 5</p>	Yes	<p>the percentage of students assessed at high growth in NAPLAN Reading from 3-5 to increase from 20% in 2017 to 24% in 2018</p> <p>the percentage of students assessed at high growth in NAPLAN Writing from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 3 to increase from 30% in 2017 to 35% in 2018</p>	Curriculum planning and assessment

	to increase from 20% in 2017 to 35% in 2010		<p>The number of students in the top two bands for NAPLAN READING in Year 5 to increase from 20% in 2017 to 25% in 2018</p> <p>Fountas and Pinnell Benchmark of all Foundation, Year 1 & 2 Students 90% of Foundation to achieve Level D 90% of Year 1 to achieve Level J 90% of Year 2 to achieve Level M</p>	
To improve learning growth for all students F-6 in all curriculum areas, particularly in Mathematics, using a guaranteed and viable curriculum.	<p>The percentage of students assessed at high growth in NAPLAN NUMERACY from Year 3-5 to increase from 14% in 2017 to 30% in 2020</p> <p>The number of students in top two bands for NUMERACY in Year 3 to increase from 26% in 2017 to 38% in 2020</p> <p>The number of students in top two bands for NUMERACY in Year 5 to increase from 9% in 2017 to 25% in 2020</p>	Yes	<p>the percentage of students assessed at high growth in NAPLAN NUMERACY from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 3 to increase from 26% in 2017 to 30% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 5 to increase from 9% in 2017 to 13% in 2018</p> <p>2017: Mathematics Online</p>	Curriculum planning and assessment

			<p>Interview 12 month targets:</p> <ul style="list-style-type: none"> •85% of Foundation will have mastered the mathematical concept of 'Trusting the Count' based on the Assessment for Common Misunderstandings. •85% of Year 2 will have mastered the mathematical concept of 'Place Value' based on the Assessment for Common Misunderstandings. •85% of Year 4 will have mastered the mathematical concept of 'Multiplicative Thinking' based on the Assessment for Common Misunderstandings. •85% of Year 6 will have mastered the mathematical concept of 'Partitioning' based on the Assessment for Common Misunderstanding 	
To improve student attendance in all students F-6	<p>The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period. 26% students at Findon compared to 23% State had 20 or more absent days in 2016.</p> <p>In 2017 12% Findon students had 20 or more absent days. Reduce</p>	Yes	<p>Attitudes to School Survey</p> <p>Improve below variables to at or above state mean</p> <p>Historical:</p> <p>2017 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation 	Health and wellbeing

	<p>student absence every year so that by 2020, student attendance F-6 is at or above state level.</p> <p>Attitudes to School Survey: improve classroom behaviour, student safety, connectedness to peers, motivation, stimulating learning and teacher empathy variables to at or above state mean</p> <p>Parent Opinion Survey: improve classroom behaviour, student safety and parent input variables to at or above state mean</p> <p>Staff Survey (School Climate module): Increase mean scores for teacher collaboration, collective efficacy, trust in colleagues, academic emphasis and guaranteed and viable curriculum to at or above state mean</p>		<ul style="list-style-type: none"> - stimulating learning - teacher empathy <p>Target 2018 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation - stimulating learning - teacher empathy 	
--	---	--	---	--

Improvement Initiatives Rationale
<p>According Robert Marzano, a detailed analysis of educational research revealed that one of the most powerful predictors of student achievement is a guaranteed and viable curriculum. A guaranteed and viable curriculum is defined as a combination of opportunity to learn and time to learn (What works in schools: Translating research into action 2003). It is not enough for a curriculum to be implicit, it must be explicit and it must be coherent. Effective planning and documentation is a significant part of providing a guaranteed and viable curriculum. How best to organise and structure our teaching and learning programs, is through a whole-school curriculum plan. Recommendations from our school review in 2016 indicated a clear need to improve teacher capacity and effectiveness to improve student engagement and learning outcomes. Our NAPLAN data trends, particularly 2017 Year 5 Numeracy has shown a downward slide, where in fact our Year 3s are doing better and growing more than our year 5s! We have higher growth in the bottom two bands. We will be focusing in improving Reading growth data F-6. EOI data indicates less than 12 months improvement each year in literacy skills for many of our EAL students F-2. NAPLAN data also indicates lower than expected medium & high growth in reading/writing for year 5s. Our attitudes to school survey data indicates that work around</p>

student voice, teacher effectiveness, empathy and classroom behaviour is required particularly for our year 5/6 girls who were a very small cohort in 2017. We will also target improving student attendance by focusing on strengthening relationships and enhancing connectedness and safety and creating a positive climate for learning, with a consistent, school-wide behaviour management program to ensure that students feel safe and want to learn.

Goal 1	To improve learning growth for all students F-6 in all curriculum areas, particularly in English, using a guaranteed and viable curriculum for Reading and Writing F-6
12 month target 1.1	<p>the percentage of students assessed at high growth in NAPLAN Reading from 3-5 to increase from 20% in 2017 to 24% in 2018</p> <p>the percentage of students assessed at high growth in NAPLAN Writing from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 3 to increase from 30% in 2017 to 35% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 5 to increase from 20% in 2017 to 25% in 2018</p> <p>Fountas and Pinnell Benchmark of all Foundation, Year 1 & 2 Students 90% of Foundation to achieve Level D 90% of Year 1 to achieve Level J 90% of Year 2 to achieve Level M</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop a whole school instructional model for reading and writing that is implemented consistently across the school.
KIS 2	Build teacher capacity to target teaching and learning for all students in Reading and Writing

Goal 2	To improve learning growth for all students F-6 in all curriculum areas, particularly in Mathematics, using a guaranteed and viable curriculum.
---------------	---

12 month target 2.1	<p>the percentage of students assessed at high growth in NAPLAN NUMERACY from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 3 to increase from 26% in 2017 to 30% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 5 to increase from 9% in 2017 to 13% in 2018</p> <p>2017: Mathematics Online Interview 12 month targets:</p> <ul style="list-style-type: none"> •85% of Foundation will have mastered the mathematical concept of 'Trusting the Count' based on the Assessment for Common Misunderstandings. •85% of Year 2 will have mastered the mathematical concept of 'Place Value' based on the Assessment for Common Misunderstandings. •85% of Year 4 will have mastered the mathematical concept of 'Multiplicative Thinking' based on the Assessment for Common Misunderstandings. •85% of Year 6 will have mastered the mathematical concept of 'Partitioning' based on the Assessment for Common Misunderstanding
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop an instructional model for Mathematics that is implemented consistently across F-6.
KIS 2	Build teacher capacity to target teaching and learning for all students in Mathematics.

Goal 3	To improve student attendance in all students F-6
12 month target 3.1	<p>Attitudes to School Survey Improve below variables to at or above state mean Historical: 2017 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation

	<ul style="list-style-type: none"> - stimulating learning - teacher empathy <p>Target 2018 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation - stimulating learning - teacher empathy
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	embed a whole school approach, to social and emotional wellbeing of students F-6, that is consistently implemented.

Define Evidence of Impact and Activities and Milestones - 2018

Findon Primary School (5244)

Goal 1	To improve learning growth for all students F-6 in all curriculum areas, particularly in English, using a guaranteed and viable curriculum for Reading and Writing F-6
12 month target 1.1	<p>the percentage of students assessed at high growth in NAPLAN Reading from 3-5 to increase from 20% in 2017 to 24% in 2018</p> <p>the percentage of students assessed at high growth in NAPLAN Writing from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 3 to increase from 30% in 2017 to 35% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 5 to increase from 20% in 2017 to 25% in 2018</p> <p>Fountas and Pinnell Benchmark of all Foundation, Year 1 & 2 Students</p>

	<p>90% of Foundation to achieve Level D 90% of Year 1 to achieve Level J 90% of Year 2 to achieve Level M</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop a whole school instructional model for reading and writing that is implemented consistently across the school.
Actions	<p>Implement EY model as framework for our school's direct instructional model focusing on Guided and Reciprocal Reading and First Steps writing phases</p> <p>-staff will demonstrate a clear understanding of and use the agreed, quality pedagogical model, following professional learning -use ATSIL Illustrations of Practice videos of selected pedagogical models for teacher PL</p> <p>LEADERSHIP</p> <p>-SIT to undertake the 'Leading Pedagogy' course through the Bastow -Principal Class to coach within classrooms -Refine comprehensive and consistent curriculum documentation across all levels -Implement an agreed 'lesson structure ' for Reading & Writing lessons -SIT team to Visit 2-3 schools with highly developed and implemented pedagogical models (Glenroy West PS)</p> <p>CLASSROOM PRACTICE</p> <p>-implement Write To Read daily boot camp F- 6 with embedded assessment</p> <p>LEADERSHIP</p> <p>-Manage and share data (data wall & COMPASS) -Introduce Compass Analytics to track student progress -Create Writing Scope, Sequence & Syllabus for planning developed and trialed by teaching teams -Coaches plan alongside teams in collaborative planning time -Revise Scope and Sequence for English based on the Victorian Curriculum -100% of staff to receive coaching and develop coaching plans</p> <p>-Professional Learning in :</p> <ul style="list-style-type: none"> • What a Cycle of Assessment is? • Assessment & data analysis • Phases of writing and Literary devices • Reading comprehension/BUNT Goals • Feedback • Rich assessment tasks <p>- Data Wall in Reading (F n P Comprehension levels) -Ensure all classroom staff are fluent in analysing data and participating in regular assessment moderation sessions</p>

Evidence of impact	<p>Students will</p> <ul style="list-style-type: none"> - be able to articulate the goals of each lesson and how they will know if they have been successful, using their BUNT Goals - understand and self assess their progress and be able to articulate what they need to learn next - use multiple ways to record and represent content and how it relates to their prior knowledge - progress to a higher F n P level as evidence of learning <p>Teacher will</p> <ul style="list-style-type: none"> - write clear and succinct learning intentions and success criteria for each lesson (WALT, WALF, BIL) - develop feedback strategies, rubrics, assessment materials, WAGOLs, for students to use to self assess their learning - consistently implement school's explicit instructional model - conduct regular Peer Observations and reflective feedback to improve teacher practice - implement High Impact Teaching Strategies (HITS) in their reading lesson - collaboratively plan with team - participate in peer observations and regular coaching sessions
--------------------	--

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend school based professional learning on F n P BUNT Goals, Guided Reading sessions, First Steps Writing Framework, W2R Bootcamp, completing all tasks and homework set	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide rubrics, feedback tools, (WALT, WALF, BIL, WAGOL) assessments and explicitly teach how to use them to assess learning growth	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appointment of EAL/Literacy Intervention teacher	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve learning growth for all students F-6 in all curriculum areas, particularly in English, using a guaranteed and viable curriculum for Reading and Writing F-6
---------------	--

<p>12 month target 1.1</p>	<p>the percentage of students assessed at high growth in NAPLAN Reading from 3-5 to increase from 20% in 2017 to 24% in 2018</p> <p>the percentage of students assessed at high growth in NAPLAN Writing from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 3 to increase from 30% in 2017 to 35% in 2018</p> <p>The number of students in the top two bands for NAPLAN READING in Year 5 to increase from 20% in 2017 to 25% in 2018</p> <p>Fountas and Pinnell Benchmark of all Foundation, Year 1 & 2 Students 90% of Foundation to achieve Level D 90% of Year 1 to achieve Level J 90% of Year 2 to achieve Level M</p>
<p>FISO Initiative</p>	<p>Curriculum planning and assessment</p>
<p>Key Improvement Strategy 2</p>	<p>Build teacher capacity to target teaching and learning for all students in Reading and Writing</p>
<p>Actions</p>	<p>Principal Class to coach within classrooms</p> <ul style="list-style-type: none"> -Refine comprehensive and consistent curriculum documentation across all levels -Implement an agreed 'lesson structure ' for Reading & Writing lessons -SIT team to Visit 2-3 schools with highly developed and implemented pedagogical models (Glenroy West PS) <p>CLASSROOM PRACTICE</p> <ul style="list-style-type: none"> -Write To Read daily boot camp F- 6 embedded and scope and sequence F-6 established <p>LEADERSHIP</p> <ul style="list-style-type: none"> -Manage and share data (data wall & COMPASS) -Create Writing Scope& Sequence for teams and trialed by teaching teams -Coaches plan alongside teams in collaborative planning time -Revise Scope and Sequence for English based on the Victorian Curriculum -100% of staff to receive coaching and develop coaching plans -Professional Learning in : <ul style="list-style-type: none"> • Cycle of Assessment? (PAT-R, FnP Levels, TORCH) • Assessment & data analysis • Phases of writing and Literary devices • Reading comprehension/BUNT Goals • Feedback • Rich assessment tasks

	<ul style="list-style-type: none"> - Data Wall in Reading (F n P Comprehension levels) -Ensure all classroom staff are fluent in analysing data and participating in regular assessment moderation sessions 			
Evidence of impact	<p>students will</p> <ul style="list-style-type: none"> - show evidence they know their codes and apply their spelling rules in their writing, after daily W2R boot camp - show evidence of improved handwriting - use literary devices in their writing, to engage the reader <p>teachers will:</p> <ul style="list-style-type: none"> -attend school based PL on BUNT Goals, Guided reading, literary devices for writing and Data wall reading set complete tasks and reading -use triangulation of data to pinpoint students' area of need - evaluate their impact of learning through Feedback tools/strategies -write explicit Learning Intentions for each lesson explaining them and referring to them in class regularly -provide Rubrics, anchor charts, WAGOLLS, pre/post assessment tasks, reading graphs to track BUNT goals and explicitly teach how to use them to assess learning growth -teach students how to articulate prior knowledge, identify new learning and synthesis new learning into a range of comprehension strategies -use High Impact Teaching strategies(HITS) 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Explicitly teach codes and spelling rules, handwriting consistently across the school, in order, building on a sequence of learning, using a scope and sequence, through our W2R daily boot camp.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Focus on using literary devices in writing to engage the audience and use peer conferencing and feedback tools, to determine learning growth	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve learning growth for all students F-6 in all curriculum areas, particularly in Mathematics, using a guaranteed and viable curriculum.			

<p>12 month target 2.1</p>	<p>the percentage of students assessed at high growth in NAPLAN NUMERACY from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 3 to increase from 26% in 2017 to 30% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 5 to increase from 9% in 2017 to 13% in 2018</p> <p>2017: Mathematics Online Interview 12 month targets:</p> <ul style="list-style-type: none"> •85% of Foundation will have mastered the mathematical concept of 'Trusting the Count' based on the Assessment for Common Misunderstandings. •85% of Year 2 will have mastered the mathematical concept of 'Place Value' based on the Assessment for Common Misunderstandings. •85% of Year 4 will have mastered the mathematical concept of 'Multiplicative Thinking' based on the Assessment for Common Misunderstandings. •85% of Year 6 will have mastered the mathematical concept of 'Partitioning' based on the Assessment for Common Misunderstanding
<p>FISO Initiative</p>	<p>Curriculum planning and assessment</p>
<p>Key Improvement Strategy 1</p>	<p>Develop an instructional model for Mathematics that is implemented consistently across F-6.</p>
<p>Actions</p>	<p>PROFESSIONAL LEARNING</p> <ul style="list-style-type: none"> -Expand the administration and use of the Mathematics Online Interview online with the cycle of assessment, F - 6 -Embed Scaffolding Numeracy in the MYs - Final year of TALR -Leading Mathematics Bastow <p>LEADERSHIP</p> <ul style="list-style-type: none"> -Manage and share data (data wall & COMPASS) -Coaches plan alongside teams in collaborative planning time -Revise Scope and Sequence for Mathematics based on the proficiency strands Victorian Curriculum -Professional Learning in : <ul style="list-style-type: none"> • Cycle of Assessment? • Assessment & data analysis • Mathematics Proficiency Strands • Feedback • Rich assessment tasks -Data Wall in MOI levels

Evidence of impact	<p>students will:</p> <ul style="list-style-type: none"> -begin lesson developing fluency skills through game of 'Flip' - follow same structure of lesson plan across the school - demonstrate understanding of proficiency strands and AiZ Maths Competencies Level 1,2,3,4,5,6 as transition through school - record learning on 'Show me' app - predict, investigate, reflect and record learnings - show growth reflected on the data wall <p>teachers will</p> <ul style="list-style-type: none"> - assess using MOI and dip into detour groups - listen, wait, watch students learn, discover and ask students to convince them of their learning - write explicit learning intentions for each lesson and success criteria explaining them and referring to them in class regularly - use a range of High Impact Teaching Strategies such as multiple exposures, setting goals, structured lessons, questioning and feedback in their lesson deliver for maximum impact on student learning
--------------------	--

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ a range of High Impact Teaching Strategies including multiple exposures, setting goals, structured lessons, questioning and feedback in their lesson deliver for maximum impact on student learning	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Explicitly teach using proficiency strands and AiZ Maths Competencies Level 1-6 consistently across the school	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Teach students using 'Show me' app as a feedback tool for reflection and discussion, to investigate and record learnings, in the TALR project	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve learning growth for all students F-6 in all curriculum areas, particularly in Mathematics, using a guaranteed and viable curriculum.
---------------	---

<p>12 month target 2.1</p>	<p>the percentage of students assessed at high growth in NAPLAN NUMERACY from 3-5 to increase from 14% in 2017 to 18% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 3 to increase from 26% in 2017 to 30% in 2018</p> <p>The number of students in top two bands for NUMERACY in Year 5 to increase from 9% in 2017 to 13% in 2018</p> <p>2017: Mathematics Online Interview 12 month targets:</p> <ul style="list-style-type: none"> •85% of Foundation will have mastered the mathematical concept of 'Trusting the Count' based on the Assessment for Common Misunderstandings. •85% of Year 2 will have mastered the mathematical concept of 'Place Value' based on the Assessment for Common Misunderstandings. •85% of Year 4 will have mastered the mathematical concept of 'Multiplicative Thinking' based on the Assessment for Common Misunderstandings. •85% of Year 6 will have mastered the mathematical concept of 'Partitioning' based on the Assessment for Common Misunderstanding
<p>FISO Initiative</p>	<p>Curriculum planning and assessment</p>
<p>Key Improvement Strategy 2</p>	<p>Build teacher capacity to target teaching and learning for all students in Mathematics.</p>
<p>Actions</p>	<p>Our final year of TALR Project, (ACU & Jill Brown) will see teachers, release their control of providing solutions to student; confidently choose open end mathematics tasks, to investigate, that allow students to think critically, reflect and record their understandings and work collaboratively, in order to see there are many ways to solutions in mathematics, not just the teacher's one.</p>
<p>Evidence of impact</p>	<p>students will:</p> <ul style="list-style-type: none"> -begin lesson developing fluency skills through game of 'Flip' - follow same structure of lesson plan across the school - demonstrate understanding of proficiency strands and AiZ Maths Competencies Level 1,2,3,4,5,6 as transition through school - record learning on 'Show me' app - predict, investigate, reflect and record learnings - show growth reflected on the data wall <p>teachers will</p> <ul style="list-style-type: none"> - assess using MOI and dip into detour groups - listen, wait, watch students learn, discover and ask students to convince them of their learning - write explicit learning intentions for each lesson and success criteria explaining them and referring to them in class regularly - use a range of High Impact Teaching Strategies such as multiple exposures, setting goals, structured lessons, questioning and feedback in their lesson deliver for maximum impact on student learning.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend school based PL for TALR: 4 Demonstration Days, 4 Professional Learning 2 hrs lessons, Peer observations and complete teacher diaries, reflection notes and observation notes each time	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teach using a consistent lesson structure, beginning with fluency warm up, explanation, collaborative group or pair work, and findings and discoveries, F-6	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve student attendance in all students F-6
12 month target 3.1	<p>Attitudes to School Survey Improve below variables to at or above state mean Historical: 2017 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation - stimulating learning - teacher empathy <p>Target 2018 State mean/Average (Years 4-6):</p> <ul style="list-style-type: none"> - classroom behaviour - student safety - connectedness to peers - motivation - stimulating learning - teacher empathy

FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	embed a whole school approach, to social and emotional wellbeing of students F-6, that is consistently implemented.			
Actions	continue to embed PATHS, Components 1-4 of Kids Matter framework, and introduce our 'Respectful Relationships' Framework, to compliment our social, emotional and mental health approach.			
Evidence of impact	<p>students will:</p> <ul style="list-style-type: none"> - be more self regulating and less impulsive - be more in touch with their feelings and emotions and how they act on these, or controlling them - be able to effectively participate in restorative practices, circle time, No blame Conferences, class meetings - be actively demonstrating the school Values through word and action, in playground, classroom, excursion <p>teachers will</p> <ul style="list-style-type: none"> - collect pre/post assessment for PATHS program -explicitly model how to act/behave/regulate emotions and feelings - conduct restorative practice sessions, circle time, class meetings on a regular basis - set goals with students -develop a culture within the classroom that gives every student the Right to learn, Right to be safe and right to be Respected - explicitly teach Personal and Communal responsibility amongst students, establishing goals with students -introduce a feedback within classroom teacher /teacher, teacher/ student, student /student, student /teacher i.e. exit card, -introduce termly principal and student/female focus groups to develop student voice -develop and set explicit expectations, rights and responsibilities of all learners in the learning process -continue whole school community events that promote and develop positive school experiences for students 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
attend school based PL on Respectful Relationships, Component 4 training in Kids Matter and complete all tasks and reading	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
explicitly model how to participate in restorative practice sessions, circle time, No Blame conferences, and what our school values look like if we live by them	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Appointment of Student Counsellor to support social/emotional/mental wellbeing	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
--	--------------------------------	---	----------------------------	--

Professional Learning and Development Plan - 2018

Findon Primary School (5244)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Attend school based professional learning on F n P BUNT Goals, Guided Reading sessions, First Steps Writing Framework, W2R Bootcamp, completing all tasks and homework set	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide rubrics, feedback tools, (WALT, WALF, BIL, WAGOL) assessments and explicitly teach how to use them to assess learning growth	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Appointment of EAL/Literacy Intervention teacher	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	
Explicitly teach codes and spelling rules, handwriting consistently across the school, in order, building on a sequence of learning, using a scope and sequence, through our W2R daily boot camp.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Focus on using literary devices in writing to engage the audience and use peer conferencing and feedback tools, to determine learning growth	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Ann Angelopoulos TEPS	<input checked="" type="checkbox"/> On-site
Employ a range of High Impact Teaching Strategies including multiple exposures, setting goals, structured lessons, questioning and feedback in their lesson deliver for maximum impact on student learning	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Explicitly teach using proficiency strands and AiZ Maths Competencies Level 1-6 consistently across the school	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Jill Brown ACU	<input checked="" type="checkbox"/> On-site
Teach students using 'Show me' app as a feedback tool for reflection and discussion, to investigate and record learnings, in the TALR project	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Jill Brown ACU	<input checked="" type="checkbox"/> On-site
Attend school based PL for TALR: 4 Demonstration Days, 4 Professional Learning 2 hrs lessons, Peer observations and complete teacher diaries, reflection notes and observation notes each time	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Jill Brown ACU	<input checked="" type="checkbox"/> On-site
Teach using a consistent lesson structure, beginning with fluency warm up, explanation, collaborative	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

group or pair work, and findings and discoveries, F-6			<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Jill Brown ACU	
attend school based PL on Respectful Relationships, Component 4 training in Kids Matter and complete all tasks and reading	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
explicitly model how to participate in restorative practice sessions, circle time, No Blame conferences, and what our school values look like if we live by them	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appointment of Student Counsellor to support social/emotional/mental wellbeing	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
--	--	--	--	---	--	--

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[2017 Annual Implementation Plan FINAL 2017.docx \(0.33 MB\)](#)

[Pre-review Self-evaluation Tool.docx \(1.23 MB\)](#)

Dimension 3

[FISO Continuum for AIP 2016.docx \(0.03 MB\)](#)

[Pre-review Self-evaluation Tool.docx \(1.23 MB\)](#)

Self-evaluation Summary

[2017 Annual Implementation Plan FINAL 2017.docx \(0.33 MB\)](#)

[Pre-review Self-evaluation Tool.docx \(1.23 MB\)](#)

2018 Annual Implementation Plan

[2017 Annual Implementation Plan FINAL 2017.docx \(0.33 MB\)](#)

[Pre-review Self-evaluation Tool.docx \(1.23 MB\)](#)