

Define Evidence of Impact and Activities and Milestones – 2018 Amended COPY (April 2018)

Roberts McCubbin Primary School (5419)



Submitted for review by Margaret Pickburn (School Principal) on 21 November, 2017 at 09:07 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 14 December, 2017 at 01:25 PM
Awaiting endorsement by School Council President

Roberts McCubbin Primary School (5419)

Goal 1	To improve the achievements of all students in literacy- ensuring all students achieve a minimum of 12 months growth in all areas of Literacy from 2017 to 2018.			
12 month target 1.1	To increase the number of students who above the expected levels in literacy. To shift the bulge in the middle bands and push more students in to the higher bands in NAPLAN To increase the percentage of students achieving in the top 2 bands Increase the learning growth between Years 3 and 5 in all areas of the curriculum. Increase the number of students in the three higher bands in all areas and decrease the number in the low and middle growth bands.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Strengthen teacher data literacy including data collection and analysis to deliver differentiated and challenging learning for all students.			
Actions	Develop teacher capacity to analyse data in a variety of contexts Develop team capacity to effectively use PLC designated time to analyse and discuss student progress with team leaders Develop teacher and ES Staff capacity to link their P&D Plan goals to the schools AIP. Develop teacher knowledge of effective use of Peer Observation and Feedback processes			
Evidence of impact	Staff effectively using data to create a differentiated teaching program. PLC meeting agendas and minutes to show evidence of quality deep professional discussions with the use of data a focus to differentiate the curriculum to improve student learning. All staff P&D Plans to indicate links to the school AIP improvement strategies and use of data Documents to demonstrate the embedding of Peer Observation and Feedback, the purpose, feedback received and the impact on teaching as a result			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Assessment and Reporting leader to provide professional learning to staff on the analysis of data in a variety of contexts	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teams to more effectively use their allocated PLC data meetings	PLC Leaders & a teachers	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff P&D Plans to reflect effective use of data to improve student outcomes	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Walkthroughs to discuss with teachers evidence of differentiation	School Leadership Team & staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School to maintain its participation in the FISO network	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.1	<p>To increase the number of students who achieve a result in the top 2 bands in all areas of literacy NAPLAN. To shift the bulge in the middle bands and push more students in to the higher bands. Increase the learning growth between Years 3 and 5 in all areas of the curriculum.</p> <p>**BELOW: Stretch targets that are reasonably difficult, but achievable.</p> <table border="1"> <tr> <td>2016 Student Relative Growth Year 3-5</td> <td>High</td> <td>Medium</td> <td>Low</td> </tr> <tr> <td>Reading</td> <td>22%</td> <td>57%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>2017 Student Relative Growth Year 3-5</td> <td>High</td> <td>Medium</td> <td>Low</td> </tr> <tr> <td>Reading</td> <td>28%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>54%</td> <td>28%</td> </tr> <tr> <td>2018 Student Relative Growth Year 3-5</td> <td>High</td> <td>Medium</td> <td>Low</td> </tr> <tr> <td>Reading</td> <td>30% or above</td> <td>(50%)</td> <td>20% or below</td> </tr> <tr> <td>Writing</td> <td>30% or above</td> <td>(50%)</td> <td>20% or below</td> </tr> </table>				2016 Student Relative Growth Year 3-5	High	Medium	Low	Reading	22%	57%	22%	Writing	29%	45%	22%	2017 Student Relative Growth Year 3-5	High	Medium	Low	Reading	28%	45%	28%	Writing	18%	54%	28%	2018 Student Relative Growth Year 3-5	High	Medium	Low	Reading	30% or above	(50%)	20% or below	Writing	30% or above	(50%)	20% or below
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FISO Initiative	Curriculum planning and assessment																																							
Key Improvement Strategy 2	Strengthen and ensure consistency of the implementation of the school's instructional model (GANAG) by all staff.																																							
Actions	Develop teacher capacity and knowledge of the GANAG Instructional Model – during PLCs, staff workshops Develop teacher capacity and knowledge of the High Impact Strategies.																																							

	Develop team capacity to use the HITS when planning.			
Evidence of impact	GANAG Instructional Model consistently visible on PLC planning documents Staff articulating the model and evident in work programs Instructional Model clearly visible around the school			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Allocate a staff PL session on the GANAG Instructional Model and HITS in Terms 1&2	Leadership Team & Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend Regional PL on HITS (if available)	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor teacher planning for the use of HITS	PLC Leaders & Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the achievements of all students in all areas of literacy- - ensuring all students achieve a minimum of 12 months growth in all areas of Literacy from 2017 to 2018.
12 month target 1.1	To increase the number of students who above the expected levels in literacy. To shift the bulge in the middle bands and push more students in to the higher bands. Increase the learning growth between Years 3 and 5 in all areas of the curriculum. Increase the number of students in the three higher bands in all areas and decrease the number in the low and middle growth bands.
FISO Initiative	Curriculum planning and assessment

Key Improvement Strategy 3	Audit the literacy curriculum and ensure staff are consistent in the teaching of reading, writing and spelling.			
Actions	<p>Audit current teaching practices in literacy Literacy leader to work with Principal to:</p> <ul style="list-style-type: none"> • Facilitate Literacy workshops, Curriculum Days & staff professional learning • Lead literacy curriculum committee meetings and develop agenda and focus around KIS of AIP. • Develop teacher knowledge and capacity to improve pedagogy in the teaching of literacy using the High Impact Teaching Strategies • Develop teacher knowledge and capacity around student developmental stages of reading, writing and spelling • Develop teacher knowledge and capacity of teaching writing with consultant Deb Sukarna- with Curriculum Day, PLC workshops and coaching. <p>Literacy leader and Assessment & Reporting leader for facilitate use of data sessions during staff PL and PLCs. Students to articulate literacy learning goal, task and where to next with their learning</p>			
Evidence of impact	<p>All staff to have greater understanding and knowledge about children's developmental stages in acquiring literacy skills and the explicit teaching of literacy Teachers identify most effective pedagogical practices to suit the purpose of student learning Teachers identifying Student developmental stages when planning learning tasks Teams using literacy data to plan for differentiated literacy tasks Use of Peer Observation to strengthen pedagogical knowledge Evidence of improved student growth within classrooms Students can articulate literacy learning goal, what they are learning and where to next with their learning.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lead working party to audit current teaching practices in literacy and research in to best practice.	Principal/ Literacy Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLCs to work with consultant Deb Sukarna	Literacy Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Provide PL for staff on the High Instructional Teaching Strategies	Assistant Principal/ Literacy Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	To improve the achievements of all students in literacy- ensuring all students achieve a minimum of 12 months growth in all areas of Literacy from 2017 to 2018.			
12 month target 1.1	To increase the number of students who above the expected levels in literacy. To shift the bulge in the middle bands and push more students in to the higher bands. Increase the learning growth between Years 3 and 5 in all areas of the curriculum. Increase the number of students in the three higher bands in all areas and decrease the number in the low and middle growth bands.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 4	Moderate on planning for and analyse results of students' assessments to ensure they are based on consistent professional judgement.			
Actions	Develop the capacity of PLCs to ensure their weekly timetabled meetings focus on analyse data, moderate on assessment pieces and plan effectively for improved student outcomes Develop the ability of PLC leaders to recognise specific effective meeting content to report back to the Leadership Team Develop the knowledge and capacity of PLCs to explicitly share the impact the data focused meetings are having on their planning and practice with the other PLCs and leadership			
Evidence of impact	Teachers will be using the data and assessment pieces discussed at PLCs to inform their teaching. Student learning outcomes improve so that all students achieve 12 months growth by the end of the year. Teachers are more confident in the effective analysis of their student data. Data walls are evident within the school and used in PLCs to plan for explicit teaching and improve student learning. PLCs are explicitly reporting back the effectiveness of their meetings and the impact they are having on student outcomes			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Timetabled, non-negotiable weekly PLC meeting with a focus on data, assessment and effective planning to improve learning outcomes.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLCs begin the process of creating data walls	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate a staff PL session for PLCs to share the impact that the data focused meetings are having on their planning and practice in Terms 1 and 3	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC leaders to explicitly report back to leadership the impact of their data analysis and planning	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community.
12 month target 2.1	Maintain the strong results in our ATS Survey which are all in the fourth quartile. Improve the Parent Opinion Survey results in Approachability and Communication.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Embed innovative and effective use of technology based on the SAMR Model (Substitution, Augmentation, Modification and Redefinition)
Actions	Develop teacher knowledge and capacity to effectively use the SAMR Model when planning learning tasks using technology. Continue to support TT team so they can lead innovative implementation of technology through the school Develop teacher knowledge and capacity of specific requested apps by the TT team
Evidence of impact	For staff to be embedding the use of the SAMR Model when planning activities using technology. Staff to feeling more competent in the use of the SAMR model as evidenced in the sharing of exemplar use. Student digital tasks being uploaded on to Showbie/COMPASS for parents to view and comment on, demonstrating higher levels ICT tasks

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide an enabling timetable to allow the release of the members of the TT team each week.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide staff with two PL sessions as a part of the whole school meeting schedule in Terms one and three.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
ICT leader to offer staff tutorials during selected lunchtimes with a focus that is needs based	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to upload learning tasks that have used technology on to Showbie/COMPASS for parents to view and comment on	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community.
12 month target 2.1	Maintain the strong results in our ATS Survey which are all in the fourth quartile. Improve the Parent Opinion Survey results in Approachability and Communication.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Continue to build on developing high expectations of ourselves, our students and our PLC's
Actions	Develop the knowledge and capacity of staff of what constitutes high expectations to establish consistency across the school in relation to; themselves as teachers and their students as learners Develop the knowledge and capacity of teachers to support students to understand and share the high expectations set for them and the steps they need to take to achieve them

Evidence of impact	<p>The use of child-friendly explicit high expectations to be visible across all year levels</p> <p>Teachers regularly providing explicit feedback to students about their high expectations- and receiving feedback from students in order to improve their teaching</p> <p>In walkthroughs students able to explain what high expectations their teachers have of them</p> <p>Teachers differentiating their practice to match the high expectations for individual students</p> <p>Teachers working with their peers to ensure high expectations are a part of their professional practice</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review the concept of what having high expectations of themselves as professionals and for their students will look like. What will the impact look like?	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to be explicit with students and provide feedback about the high expectations they have for them and receive student feedback and modify teaching as appropriate.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teams to re-visit the expectations of having high expectations during planning and moderation of student work including learning intentions and success criteria, as a result of reflection and feedback.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a learning environment that focuses on high expectations, positive relationships and engagement within the community.
12 month target 2.1	Maintain the strong results in our ATS Survey which are all in the fourth quartile. Improve the Parent Opinion Survey results in Approachability and Communication.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Continue to focus on building positive relationships throughout the school.

Actions	Continue to develop teacher knowledge and capacity of Student Well- being including : Restorative Practices, Respectful Relationships, Triple R, Kids Matter and Better Buddies to strengthen the building of positive relationships			
Evidence of impact	The use of Restorative Practices and Respectful Relationships throughout the school including the use of a variety of circle times evident across the school Continuation of Kids Matter PL sessions for staff Staff incorporating Well-being strategies within their teaching programs including: Respectful Relationships Restorative Practices, Triple R, Kids Matter and Better Buddies Continuation of regular Buddy Time across the school			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers to ensure that the use of Circle Time is embedded within their classroom practice	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate staff PL sessions as required by the Kids Matter Action Team	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to ensure that the Respectful Relationships curriculum is taught explicitly and embedded within classroom practice. To report against the Respectful Relationships curriculum once every 12 months in Personal, Social, & Ethical Capabilities				
Kids Matter leader to plan for regular Buddy Time sessions across the school	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used