

2018 Annual Implementation Plan

for improving student outcomes

Wyndham Park Primary School (5540)



Submitted for review by Laban Toose (School Principal) on 15 December, 2017 at 05:56 PM
Endorsed by Helen Hobley (Senior Education Improvement Leader) on 19 February, 2018 at 08:46 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Wyndham Park Primary School (5540)

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Embedding moving towards Excelling
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	
Enter your reflective comments	We have achieved the majority of our AIP Targets for 2017. This achievement has led to substantial growth in key areas of the FISO improvement dimensions as evidenced by the 2017 School Performance Report. We have placed a significant focus on the development of teacher capacity and knowledge of the curriculum, through Coaching, school based PL, BSEM, Action Research, consultancy services.	

	<p>We have experienced a significant increase in years 3-5 NAPLAN growth data (Reading and Numeracy) and increased significantly for positive responses in Stimulating Learning (Years 5-6)</p> <p>Our focus this year on improving Staff Climate & Culture has resulted in an increase in positive responses for Collective Efficacy, Trust in colleagues which exceeds our School Strategic Plan four year targets. We have embedded PLT structures and processes to support this. We have invested heavily in the development of leadership capacity throughout the school.</p>
Considerations for 2019	<p>All of our work at WPPS is based on evidence-based practices. We acknowledge that our ongoing work with the Berry Street Education Model has had a significant impact on staff skills and student outcomes, and believe that this underpins all future work. Our focus for 2018 is to continue to embed our learning in this field into our daily policies and practices, as we turn our attention to the key improvement strategies listed below.</p> <p>* We intend to focus on improving staff climate & culture through our emphasis on continued development of an effective PLC who is informed by data. Whilst there have been gains in staff professional knowledge, particularly in the area of Curriculum and Assessment, we recognise that there are still many areas to improve on, in particular the effective use of data to inform differentiated teaching.</p> <p>* Student Voice will also be a priority by giving students the opportunity to communicate ideas and opinions. Authentic student voice will provide opportunities for students to collaborate and make decisions around what and how they learn and how their learning is assessed.</p> <p>* We will continue to focus on improved reading outcomes by implementing ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core Teaching strategies.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Wyndham Park Primary School (5540)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To create a Professional Learning Community Culture	<p>Staff Opinion Data – Increased Scores</p> <ol style="list-style-type: none"> Increase the percentage of positive responses in the Collective Efficacy measure from 34% (2016) to 48% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 39% (2016) to 50% or Greater <p>Staff Opinion Survey - Decreased Scores</p> <p>Decrease the percentage of Not Positive responses in the Collective Efficacy measure from 16% (2016) to 5% (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Teacher Collaboration from 19% (2016) to 5% in (2019)</p> <p>Decrease the percentage of Not Positive responses in the measure Staff Trust in Colleagues from 11% (2016) to 5% in (2019)</p> <p>Increase the percentage of Positive responses in the measure Shielding & Buffering from 27% (2016) to 40% in (2019)</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Increase the percentage of positive responses in the Collective Efficacy measure from 53.57% (2017) to 60% or greater</p> <p>Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 53.5% (2017) to 60% or Greater</p>	Building practice excellence

To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.

NAPLAN Data - Increased Scores

To increase the percentage of students achieving in the top two bands in NAPLAN in Reading, Writing and Number

% of students in the top 2 bands of NAPLAN		
Year 3	2016	2019
Reading	20%	29%
Writing	21%	43%
Numeracy	13%	23%

% of students in the top 2 bands of NAPLAN		
Year 5	2016	2019
Reading	10%	19%
Writing	2%	15%
Numeracy	4%	16%

To Increase the percentage of students in the high relative growth of NAPLAN in Reading, Writing and Numeracy

% of students Achieving HIGH relative growth in NAPLAN		
Year 3 – Year 5	2016	2019
Reading	20%	25%
Writing	19%	24%
Numeracy	17%	24%

NAPLAN data – Decreased Scores

To decrease the percentage of students achieving in the bottom two bands in NAPLAN in Reading, Writing and Number

% of students in the bottom 2 bands of NAPLAN		
Year 3	2016	2019
Reading	36%	21%
Writing	24%	10%
Numeracy	51%	27%

% of students in the bottom 2 bands of NAPLAN		
Year 5	2016	2019
Reading	54%	32%
Writing	46%	20%
Numeracy	51%	30%

Victorian Curriculum Teacher Judgements

To increase the percentage of students F-6 achieving C or Above in English, Mathematics, and Science (yrs 3-6)

% of students Achieving C or above in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	80%	92%
Speaking & Listening	80%	95%
Writing	67%	98%

Yes

Increase the % of students in Top two bands (Year 5) Reading from 15% (2017) to 20% in 2018

Increase the % of students in Top two bands (year 5) Numeracy from 11% (2017) to 16% in 2018

Decrease the % of students in Bottom two bands (Year 5)* Reading from 33% (2017) to 28% in 2018

Decrease the % of students in Bottom two bands (year 5)* Numeracy from 28% (2107) to 23% in 2018

Increase the % of students with high or medium gains (Years 3 to 5) Reading from 77% (2017) to 80% in 2018

Increase the % of student agreement in (years 5-6) Stimulating Learning from 89% (2017) to 91%(2018) or better

Increase the % of students agreement in (years 5-6) Learning Confidence from 86% (2017) to 90%(2018) or higher

Curriculum planning and assessment

% of students Achieving C or above in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	71%	93%
Number & Algebra	73%	91%
Statistics & Probability	69%	91%

% of students Achieving C or above in Vic Curriculum F-10		
Science (yrs 3-6)	2015	2019
Science as a human endeavour	67%	96%
Science inquiry skills	67%	95%
Science understanding	73%	95%

To Increase the percentage of students F-10 achieving A&B in English, Mathematics and Science (yrs 3-6)

% of students Achieving A&B in Vic Curriculum F-10		
English	2015	2019
Reading & Viewing	24%	43%
Speaking & Listening	7%	22%
Writing	7%	27%

% of students Achieving A&B in Vic Curriculum F-10		
Mathematics	2015	2019
Measurement & Geometry	4%	25%
Number & Algebra	8%	33%
Statistics & Probability	2%	24%

% of students Achieving A&B in Vic Curriculum F-10		
Science (yrs 3-6)	2015	2019
Science as a human endeavour	1%	13%
Science inquiry skills	2%	15%
Science understanding	1%	15%

Student Attitudes to School Data – Increased Scores

1. Increase the measure of Stimulating Learning from 4.39 (2016) to 4.6 (2019) or better
2. Increase the measure of Teacher Effectiveness from 4.53 (2016) to 4.75 (2019) or better

To create a supportive learning community which nurtures the social and emotional development of all students.

Student Attitudes to School Data – Increased Scores

1. Increase the measure of Connectedness to Peers from 4.09 (2016) to 4.29 (2019) or better
2. Increase the measure of Classroom Behaviour from 3.31 (2016) to 3.67 (2019) or better
3. Increase the measure of Student Distress from 5.58 (2016) to 5.85 (2019) or better

Student Attendance Data – Decreased Scores

Decrease the Absence days for FTE from 17.0 (2016) to 12.0 (2019) or Better

Yes

%of students agreement in (years 5-6) School connectedness from 84% (2017) to 88%(2018) or better

%of students agreement in (years 5-6) Classroom Behaviour from 80% (2017) to 84%(2018) or better

%of students agreement in (years 5-6) student safety from 87% (2017) to 90%(2018) or better

Empowering students and building school pride

To Increase community involvement in achieving the schools vision	<p>Parent Opinion Survey – Increased Scores Increase the measure of General Satisfaction from 6 (2016) to 47 (2019) or better</p> <p>Staff Opinion Survey – Improve the Percentage Endorsement Increase the measure of Parent & Community Involvement from 62.86 (2016) to 67.15 (2019) or better</p>	No	<p>Maintain the measure of General Satisfaction at 95%(2017) or better</p> <p>Increase the measure of Parent & Community Involvement from 68.2% (2017) to 70% (2018) or better</p>	

Improvement Initiatives Rationale

Having reviewed the 2017 NAPLAN we recognise that we need to continue focusing on growing all students at point of need with a particular focus on students in the top two bands of Reading and Numeracy in 2018. NAPLAN outcomes for reading and numeracy, that are listed in the 2017 School Panorama Report, show that the percentage change result for reading in the top two bands of NAPLAN has only increased by 2 percent. Additionally, the percentage change result for Numeracy in the top two bands has only changed by 1 percent. In the year 5 bottom two bands for reading the percentage change result has only decreased by 2%. The change result for year 5 NAPLAN bottom two bands numeracy is 0% in 2017.

We realise that in order to achieve these increased change results that we need to continue to focus on building a sustained and effective Professional Learning Community Culture through embedding the work of Richard DuFour and the Helen Timperley action research model.
This will be supported by the school's ongoing commitment to the Bastow Coaching for Leadership Teams program (working with our coach Roger Dingle) and the University of Melbourne Science of Learning Community of Practice.(working with John Hattie and Andrew Jones)

To this end we also recognise the need to continue to access external consultancy experts including Jeni Wilson (Inquiry), Janelle Wills (curriculum development), Roger Dingle (school climate and Culture), Tom Brunzell (Berry Street) as well as the inclusion of a Reading Consultant in 2018 to improve the data as outlined above.

Goal 1	To create a Professional Learning Community Culture
12 month target 1.1	<p>Increase the percentage of positive responses in the Collective Efficacy measure from 53.57% (2017) to 60% or greater</p> <p>Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 53.5% (2017) to 60% or Greater</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build excellence in teaching and learning
KIS 2	Enhance the capacity of staff to collaborate and match teaching practice with data informed teaching and learning.

Goal 2	To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.
12 month target 2.1	<p>Increase the % of students in Top two bands (Year 5) Reading from 15% (2017) to 20% in 2018</p> <p>Increase the % of students in Top two bands (year 5) Numeracy from 11% (2017) to 16% in 2018</p> <p>Decrease the % of students in Bottom two bands (Year 5)* Reading from 33% (2017) to 28% in 2018</p> <p>Decrease the % of students in Bottom two bands (year 5)* Numeracy from 28% (2107) to 23% in 2018</p> <p>Increase the % of students with high or medium gains (Years 3 to 5) Reading from 77% (2017) to 80% in 2018</p>

	Increase the % of student agreement in (years 5-6) Stimulating Learning from 89% (2017) to 91%(2018) or better Increase the % of students agreement in (years 5-6) Learning Confidence from 86% (2017) to 90%(2018) or higher
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading
KIS 2	Build teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning
KIS 3	Implement ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.

Goal 3	To create a supportive learning community which nurtures the social and emotional development of all students.
12 month target 3.1	%of students agreement in (years 5-6) School connectedness from 84% (2017) to 88%(2018) or better %of students agreement in (years 5-6) Classroom Behaviour from 80% (2017) to 84%(2018) or better %of students agreement in (years 5-6) student safety from 87% (2017) to 90%(2018) or better
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Continue to embed evidence informed initiatives (VicCurric BSEM & SWPBS) into our daily policies and practices.
KIS 2	Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.
KIS 3	Develop authentic student voice opportunities to enhance the quality of relationships and to inform teacher practice.

Define Evidence of Impact and Activities and Milestones - 2018

Wyndham Park Primary School (5540)

Goal 1	To create a Professional Learning Community Culture
12 month target 1.1	Increase the percentage of positive responses in the Collective Efficacy measure from 53.57% (2017) to 60% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 53.5% (2017) to 60% or Greater
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build excellence in teaching and learning
Actions	Develop teachers and ES understanding of an effective professional learning culture and effective Professional Learning Teams. (PLT) Development of the capacity of PLT leaders (including ES PLT leaders) to lead an effective PLT Review and consolidate the WPPS Action Research cycle

	Develop knowledge and skills improve the staff climate and cultural capacity			
	Improve school climate and culture of all staff through the support of external consultants			
Evidence of impact	<p>Teachers will actively engage in action research cycle(s) following the WPPS model (based on the Evidenced Based Professional Learning Cycle (Helen Timperley) supported by the Du Fours key questions)</p> <p>Teachers and ES will actively participate in PLTs and will be able to articulate their role in these</p> <p>Teachers and ES will actively use data to inform student learning and progress</p> <p>Teachers will routinely using SPA and Pensive to record student progress</p> <p>Teachers PLT self evaluations will show understanding of norms and protocols.</p> <p>A high level of trust will be established within the teams</p> <p>Teachers are conducting regular self evaluations focused on PLTs</p> <p>All PLTs are collaborative</p> <p>All PLTs are conducted during the scheduled timetable and professional learning schedule</p> <p>Consultant(s) engaged and working within the school including Roger Dingle</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Establish a network of collaborative teams (PLTs) as the core of the WPPS PLC model</p> <p>6 month milestone-</p> <ul style="list-style-type: none"> * All PLTs are established and have an agreed set of norms . *Professional Learning and Action Research is planned and is facilitated by PLTs, * Common planning time is provided for PLTs to collaborate within the Specialist timetable and the Professional Learning Schedule *Collaborative online agenda have been created with staff routinely using *Collaborative creation of the WPPS PLT handbook, including a set of guidelines and self evaluation tools. * All members of the School Leadership Team have engaged in fortnightly professional reading and discussion of the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills <p>12 month milestone-</p> <ul style="list-style-type: none"> * PLTs have successfully completed at least 2 Action Research cycles * PLT handbook is created and used by teams routinely * PLTs routinely reflect on their effectiveness * PLTs use the PLT log and data to plan differentiated extension and support programs for students * PLTs use data to inform collaborative and shared learning opportunities of students across the cohort (a shift has been made from 'my students to our students') *All members of the School Leadership Team routinely apply and discuss their learning from the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Provide ongoing professional learning and leadership growth for all members of the School Leadership Team</p> <p>6 month milestone-</p> <ul style="list-style-type: none"> * Create an PLT leadership induction program * All PLT leaders have participated in a PLT leadership induction program * All members of the School Leadership Team actively participate in Bastow 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$31,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>'Coaching for Leadership Program'</p> <ul style="list-style-type: none"> * All members of the School Leadership Team have engaged in fortnightly professional reading and discussion of the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills * Opportunity to participate in the Bastow 'Create Middle Leaders' professional development program has been provide to PLT leaders <p>12 month milestone-</p> <ul style="list-style-type: none"> * All members of the School Leadership Team have successfully completed the Bastow 'Coaching for Leadership Program' * All members of the School Leadership Team routinely apply and discuss their learning from the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills * PLT leaders who participated in the Bastow 'Create Middle Leaders' professional development program have successfully completed the program. 				
<p>Continue the development of teacher and ES knowledge and understanding of the evidenced based professional learning cycle (Helen Timperley) supported by the Du Fours key questions.</p> <p>6 month milestones-</p> <ul style="list-style-type: none"> * All teachers and ES participate in the review of the WPPS Action Research cycle * As part of the WPPS Professional Learning Schedule staff will will share and celebrate their learning as part of Action Research <p>12 month milestones</p> <ul style="list-style-type: none"> * PLTs have successfully completed at least 2 Action Research cycles 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop teacher and ES knowledge and capacity to actively participate in School Improvement Team & Action Teams (Communication and Collaboration) focus to improve the School Climate & Culture.</p> <p>6 month milestones-</p> <ul style="list-style-type: none"> * All staff completed in the cultural audit and 360 surveys for members of the of the School Leadership team * Establish the 2018 School Improvement Team * Establish the 2018 Action Teams <p>12 month milestone-</p> <ul style="list-style-type: none"> * Measurable growth in the staff opinion survey * SIT and Action teams have planned and delivered professional learning opportunities for all staff <p>This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Leadership team Program.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Engage external consultant to support and enhance the ongoing development of school climate and climate</p> <p>6 month milestones-</p> <ul style="list-style-type: none"> * Continue to access external consultancy experts Roger Dingle (school climate and Culture) <p>12 month milestones-</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

* Review and measure the impact of the external consultancy to determine future direction				
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Goal 1	To create a Professional Learning Community Culture
12 month target 1.1	Increase the percentage of positive responses in the Collective Efficacy measure from 53.57% (2017) to 60% or greater Increase the percentage of positive responses in the area of Staff Trust in Colleagues from 53.5% (2017) to 60% or Greater
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Enhance the capacity of staff to collaborate and match teaching practice with data informed teaching and learning.
Actions	Improve the organisational culture of WPPS (4 pillars - engagement, clarity, empathy, learning) Build School Leadership Capacity
Evidence of impact	Develop teacher and ES understanding of the four pillars of culture and climate to improve the organisational culture of WPPS (engagement, learning, clarity and empathy) Continued participation in the BASTOW - Coaching for Leadership program, including completion of the cultural audit, personal leadership style assessment and 360o survey Establish key responsibility area for each leader, which are aligned with their personal PDP

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop teacher and ES understanding of the four pillars of culture and climate 6 month milestones: * School Improvement Team has be reformed * Action Teams have been created to focus on communication and collaboration * Staff have participated in a number of professional learning activities school climate and culture * All staff completed in the cultural audit and 360 surveys for members of the of the School Leadership team * Establish the 2018 School Improvement Team * Establish the 2018 Action Teams* Staff have common understanding of the 4 pillars and what contributes to a flourishing 12 month milestones: * Action Teams lead the development of the WPPS norm focusing on agreed cultural behaviours (communication and collaboration) * Measurable growth in the staff opinion survey * SIT and Action teams have planned and delivered professional learning opportunities for all staff This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Lead	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop the capacity of the school leadership team 6 month milestones: * Continued participation in the BASTOW coaching for leadership course by the School Leadership team	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>* Completion of the cultural audit, personal leadership style assessment and 360o survey for all members of the School Leadership Team</p> <p>* Establish Internal Advisers for all members of School Leadership Team</p> <p>* Establish key responsibility area for each leader, which are aligned with their personal PDP</p> <p>* School Leaders access various leadership professional learning opportunities</p> <p>12 month milestones:</p> <p>* Measurable growth in the staff opinion survey data (Leadership module and trust in colleagues- school climate module)</p> <p>* Completion of the Coaching for Leadership program</p> <p>* Review and measure the impact of the external consultancy to determine future direction</p> <p>This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Lead</p>				
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Goal 2	To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.			
12 month target 2.1	<p>Increase the % of students in Top two bands (Year 5) Reading from 15% (2017) to 20% in 2018</p> <p>Increase the % of students in Top two bands (year 5) Numeracy from 11% (2017) to 16% in 2018</p> <p>Decrease the % of students in Bottom two bands (Year 5)* Reading from 33% (2017) to 28% in 2018</p> <p>Decrease the % of students in Bottom two bands (year 5)* Numeracy from 28% (2107) to 23% in 2018</p> <p>Increase the % of students with high or medium gains (Years 3 to 5) Reading from 77% (2017) to 80% in 2018</p> <p>Increase the % of student agreement in (years 5-6) Stimulating Learning from 89% (2017) to 91%(2018) or better</p> <p>Increase the % of students agreement in (years 5-6) Learning Confidence from 86% (2017) to 90%(2018) or higher</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading			
Actions	<p>Build teacher capacity through implementation of DET key literacy strategies and High Impact Teaching Strategies</p> <p>Strategic resource allocation to prioritise literacy (reading)</p>			
Evidence of impact	<p>All students have individual learning goals for reading that students can articulate and describe.</p> <p>The CAFE Model is embedded in all classrooms F-6 including the use of Levelled Literacy Intervention resources to support guided reading daily. Teachers will be accessing and using the resources provided to schools through the Literacy Toolkit and insight platform. An MEA timetable has been established and students/families are accessing this resource as needed.</p> <p>A Reading Consultant has been employed and is supporting the school leadership team to review and enhance the reading programs in all classrooms. All staff are actively engaging in the WPPS Coaching program supported by Leading Teachers</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Build teacher capacity and understanding of best practice teaching strategies in reading F-6</p> <p>6 month milestones:</p> <p>* Employment of a consultant to focus on Literacy (TBC)</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$190,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> * Employment of EAL and two MEA staff members to support the growth of EAL students * Staff actively participate in professional learning opportunities including coaching * Staff understand and can use the PLT log to target the individual student needs * Establish leasing arrangements to ensure all students have access to digital resources (ipads and netbooks) <p>12 month milestones:</p> <ul style="list-style-type: none"> * Embed the CAFE Model throughout the school; including the use of LLI resources for guided reading * Personalised goal setting for all students including student voice * Staff understand and can use the PLT log to target the individual student needs and use data to inform decision making 				
<p>Purchase additional LLI resources to support the reading program throughout the school</p>	<p>Leading Teacher(s)</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$41,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Utilise the Department of Education Literacy Toolkit and the insight platform</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * Professional learning provide to staff to understand and use insight platform form * Foundation to Year 2 teachers have completed the English Online testing with all Foundation to Year 2 students <p>12 month milestones:</p> <ul style="list-style-type: none"> * Staff using data created in the insight platform to target individual learning needs of students 	<p>School Leadership Team</p>	<p><input type="checkbox"/> No</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Continue to build teacher capacity through active participation coaching</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * Learning Specialist employed * Teaching staff have identified personal learning goal/s for participation in coaching * Evidence of active participation in coaching opportunities * Some staff have listed coaching as part of their PDP * Some staff accessed coaching via professional practice days <p>12 month milestones:</p> <ul style="list-style-type: none"> * Evidence of scheduled observations and learning opportunities provided by the Learning Specialist * Evidence of active participation in coaching opportunities * Staff reflect on impact of coaching as part of their PDP * Some staff accessed coaching via professional practice days 	<p>Leading Teacher(s)</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$220,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Goal 2</p>	<p>To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.</p>
<p>12 month target 2.1</p>	<p>Increase the % of students in Top two bands (Year 5) Reading from 15% (2017) to 20% in 2018</p> <p>Increase the % of students in Top two bands (year 5) Numeracy from 11% (2017) to 16% in 2018</p> <p>Decrease the % of students in Bottom two bands (Year 5)* Reading from 33% (2017) to 28% in 2018</p>

	<p>Decrease the % of students in Bottom two bands (year 5)* Numeracy from 28% (2107) to 23% in 2018</p> <p>Increase the % of students with high or medium gains (Years 3 to 5) Reading from 77% (2017) to 80% in 2018</p> <p>Increase the % of student agreement in (years 5-6) Stimulating Learning from 89% (2017) to 91%(2018) or better</p> <p>Increase the % of students agreement in (years 5-6) Learning Confidence from 86% (2017) to 90%(2018) or higher</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Build teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning			
Actions	<p>Increase staff data literacy</p> <p>Increase teacher understanding of the Victorian Curriculum to create WPPS proficiency scales</p> <p>Continued focus on development of the WPPS guaranteed and viable curriculum</p>			
Evidence of impact	All staff will be able to use data to inform teaching and learning and target student needs at their ZPD. Staff will be involved in writing proficiency scales and using them to differentiate and target teaching and learning. Consultant has worked with staff to support the writing of proficiency scales. All staff are actively engaging in the WPPS Coaching program supported by Leading Teachers. Review of assessment practices and the analysis of data underpinning these. The student support timetable in reviewed format is being lead by Learning Community Leaders and are using the PLT log to record actions.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Increase the data literacy of staff to be able to use data to inform teaching and learning.</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * Continued implementation of the WPPS Coaching model * Investigate assessment tools and practices to ensure they are being used effectively to differentiate teaching * Reestablish SPA tracker and SPA Markbook * Investigate Literacy Data PL (Bastow- Literacy Data Assessment Practices) * Investigate SPA/Proficiency Scales PL opportunities <p>12 month milestones:</p> <ul style="list-style-type: none"> * All teaching staff will be proficient at administering and collecting data (as per the Assessment Schedule) * All staff will be using the WPPS data analysis tools effectively * All data is used to inform teaching practices to ensure learning is targeted to individual need 	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Development of the WPPS proficiency scales</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * Formed a Proficiency Scales Working Party * Employment of a consultant to support the work of proficiency scale development at WPPS (Janelle Wills) * Develop a WPPS Proficiency Scale template <p>12 month milestones:</p> <ul style="list-style-type: none"> * All teaching staff will have participated in a Proficiency Scales Curriculum Day * Proficiency Scales will have been created and trialed in Reading 	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Implementation of the Student Support timetable in its reviewed format, with an emphasis on ensuring extension and support of identified students who are working at or above their expected level.</p> <p>6 month milestones: * PLT log will be used regularly in PLTs * Student Support Timetable will be Learning Community based, co-ordinated by the LCL based on data * All ES staff understand the new support format and have started a variety of PL on various support programs</p> <p>12 month milestones: * Ongoing review opportunities to ensure students needs are being met * Track student growth (data) * Improved communication and collaboration between ES & teaching staff * Evidence of extension in the Student Support Timetables including Specialist interventions/extension and Support Hour</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.			
12 month target 2.1	<p>Increase the % of students in Top two bands (Year 5) Reading from 15% (2017) to 20% in 2018</p> <p>Increase the % of students in Top two bands (year 5) Numeracy from 11% (2017) to 16% in 2018</p> <p>Decrease the % of students in Bottom two bands (Year 5)* Reading from 33% (2017) to 28% in 2018</p> <p>Decrease the % of students in Bottom two bands (year 5)* Numeracy from 28% (2107) to 23% in 2018</p> <p>Increase the % of students with high or medium gains (Years 3 to 5) Reading from 77% (2017) to 80% in 2018</p> <p>Increase the % of student agreement in (years 5-6) Stimulating Learning from 89% (2017) to 91%(2018) or better</p> <p>Increase the % of students agreement in (years 5-6) Learning Confidence from 86% (2017) to 90%(2018) or higher</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Implement ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.			
Actions	Build staff capacity in teaching and learning			
Evidence of impact	Staff will know the High Impact Teaching strategies and be able to discuss how and why and the impact the use of particular strategies have had on student outcomes. All staff are actively engaging in the WPPS Coaching program supported by Leading Teachers. Staff are accessing the supports of the Learning Specialist to improve teaching and learning outcomes.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Continued implementation of the WPPS Coaching model</p> <p>6 month milestones: * Employment of Learning Specialist * Regularly scheduled classroom observations * All staff to engage with coaching as evidenced in their PDPs (eg. Professional Practice Days, PL schedule, 1:1 coaching, PLT, Action Research)</p>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$120,000.00 <input type="checkbox"/> Equity funding will be used

<p>12 month milestones:</p> <ul style="list-style-type: none"> * Ongoing feedback and review opportunities to ensure staff learning needs are being met (evidence of improved practice) * PDPs will show successful goal attainment with support by coaching * Coaching program data is analysed for evidence of impact and program adjusted accordingly 				
<p>Build teacher capacity to use the DET High Impact Teaching Strategies (HITS) & Literacy Learning Toolkit (LLT), to ensure high reliable instructional practices are being used consistently and effectively by staff</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * HITS & LTK resources are included in the PL schedule * PL opportunities include HITS & LTK for all staff * <p>12 month milestones:</p> <ul style="list-style-type: none"> * All teachers staff will share a common language for discussing professional practice (HITS) and have a deeper knowledge on how to effectively implement these strategies * Staff are accessing the resources on the LLT 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To create a supportive learning community which nurtures the social and emotional development of all students.			
12 month target 3.1	%of students agreement in (years 5-6) School connectedness from 84% (2017) to 88%(2018) or better %of students agreement in (years 5-6) Classroom Behaviour from 80% (2017) to 84%(2018) or better %of students agreement in (years 5-6) student safety from 87% (2017) to 90%(2018) or better			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Continue to embed evidence informed initiatives (VicCurric BSEM & SWPBS) into our daily policies and practices.			
Actions	To embed a Positive Climate for Learning			
Evidence of impact	Staff will be able to articulate the pathway for BSEM in classroom and learning communities. Via consultation with all staff, a 3 year plan will have been created. Staff will have unpacked the Respectful Relationships documentation and identified natural links to the BSEM curriculum. There will be a Behavioural and Social Intervention teacher established into the specialist timetable. Staff will use the PLT log to identify those who need additional Behaviour and Social Intervention support via the Student Support Timetable. Students who have received targeted support will have had improved behaviour data (XUNO). Outcomes on the student opinion survey data will have learning confidence improved. SEW data will show growth and improvement.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>WPPS Vic Curriculum (Health and Personal & Social capabilities) overview is developed and documented</p> <p>6 month milestones:</p> <ul style="list-style-type: none"> * Merge Respectful Relationships with BSEM curriculum * Continue to develop the BSEM Working party * Ongoing PL and planning opportunities (including BSEM Working Party & 	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$17,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>PCLC)</p> <p>12 month milestones: * Curriculum audit to identify gaps * Develop a 3 year overview for BSEM implementation at WPPS * Completed BSEM Consult days and top up PL</p> <p>This work will include ongoing coaching and support from consultant Tom Brunzell from Berry Street.</p> <p>Ongoing- Anti-bullying strategies to enhance positive relationships (eg: Buddy program, National Day Against Bullying and Violence, embedding anti-bullying lessons)</p>				
<p>Staff are able to collect and analyse data effectively to accommodate student needs</p> <p>6 month milestones: * Investigate the Attitudes to school data and implement strategies to improve student confidence * Staff will be able to use data (XUNO, SEW & Attitudes to school) to inform curriculum planning at PLT level * PLT log professional learning opportunities</p> <p>12 month milestones: * Improved Student confidence data from 2017-18 * Investigate the Attitudes to school data and implement strategies to improve the newly identified areas of need * Staff will routinely use data (XUNO, SEW & Attitudes to school) to inform curriculum planning at PLT level * Routinely using the PLT log to identify those who need additional Behaviour and Social Intervention support via the Student Support Timetable</p>	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Continue to develop Behavioural and Social Interventions for red tier students (Behaviour and Social Intervention supports)</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$86,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Continue to build teacher capacity by incorporating further BSEM professional learning in PLTs</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To create a supportive learning community which nurtures the social and emotional development of all students.
12 month target 3.1	<p>%of students agreement in (years 5-6) School connectedness from 84% (2017) to 88%(2018) or better</p> <p>%of students agreement in (years 5-6) Classroom Behaviour from 80% (2017) to 84%(2018) or better</p> <p>%of students agreement in (years 5-6) student safety from 87% (2017) to 90%(2018) or better</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.
Actions	Embed the practice of targeted and specific feedback through student goal setting and reflection

Evidence of impact	Students routinely receive feedback targeted towards their personalised learning goals. Goals are routinely reviewed, revised and adjusted with in collaboration with students. We will observe a shift in mindset for teachers, moving from teacher led and directed goal setting, to a more authentic goal setting experience. Students will be supported to take risks with their learning and have ownership of their learning pathway (self confidence and sense of connectedness). Staff will have a greater confidence with their curriculum knowledge and understanding resulting in teacher judgments being more accurate.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Embed the process of effective SMART goal setting for all students 6 month milestones: * Involve students in setting their own learning goals * Continue to introduce CAFE reading goals F-6, using CC Digital Pensieve to record goals and conferences * Continued professional learning for all staff on effective conferencing, particularly how to give effective feedback * Introduce the PLT log which focuses on targeted learning needs of a cohort students. *Develop teacher capacity to write and implement SMART goals to improve student outcomes 12 month milestones: * All students have CAFE reading goals F-6, using CC Digital Pensieve to record goals and conferences. Students can articulate their goal * Routine use of the PLT log to focus on targeted learning needs of cohort students, * All staff with understand how to use PLT log to inform ILP goal setting and the correlation	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Establish new processes for reporting to parents 6 month milestones: * Review the current reporting to parent process * Investigate alternative methods for publishing personalised learning goals (eg: SeeSaw, Dojo, XUNO) 12 months milestones: * Continued professional learning for all staff on reporting to parents * Establish alternative methods for publishing personalised learning goals (eg: SeeSaw, Dojo, XUNO) * Review changes to the reporting process established in 2018.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To create a supportive learning community which nurtures the social and emotional development of all students.
12 month target 3.1	%of students agreement in (years 5-6) School connectedness from 84% (2017) to 88%(2018) or better %of students agreement in (years 5-6) Classroom Behaviour from 80% (2017) to 84%(2018) or better %of students agreement in (years 5-6) student safety from 87% (2017) to 90%(2018) or better
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	Develop authentic student voice opportunities to enhance the quality of relationships and to inform teacher practice.
Actions	Establish processes to ensure that student voice is valued throughout the school

Evidence of impact	A shift in mindset and teacher practice, teachers will value the authentic voice of the students at WPPS, including the development of curriculum and improved student climate. Junior School Council representatives elected by peers, and represent their peers in forums such as School Council, meeting with Principals and School Leadership. School Connectedness data showing improvement. Documentation of an Anti-bullying Scope and Sequence F-6.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Establish a Junior School Council and further develop the role of student leadership at WPPS (including Peer Mediators)</p> <p>6 month milestone: * review the school leadership process * Establish a Junior School Council (SRC) * Ongoing training and support for student leaders</p> <p>12 month milestone: * Junior School Council consulted in regards to initiatives run at WPPS * Junior School Council consulted in regards to improving school data (student perspective) * Authentic opportunities for the Junior School Council to liaise with the School Council established</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$7,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop the WPPS student induction program</p> <p>6 month milestone: * Student Leaders are running regular welcome morning teas for new students * Student Leaders are learning to conduct tours of the school * Buddies program launched between Foundation and Year 5/6 students</p> <p>12 month milestone: * Student feedback on the student induction program * Improved SEW data and Attitudes to school data in relation to school and peer connectedness</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Wyndham Park Primary School (5540)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Establish a network of collaborative teams (PLTs) as the core of the WPPS PLC model</p> <p>6 month milestone- * All PLTs are established and have an agreed set of norms . *Professional Learning and Action Research is planned and is facilitated by PLTs, * Common planning time is provided for PLTs to collaborate within the Specialist timetable and the Professional Learning Schedule *Collaborative online agenda have been created</p>	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Roger Dingle	<input checked="" type="checkbox"/> On-site

<p>with staff routinely using</p> <p>*Collaborative creation of the WPPS PLT handbook, including a set of guidelines and self evaluation tools.</p> <p>* All members of the School Leadership Team have engaged in fortnightly professional reading and discussion of the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills</p> <p>12 month milestone-</p> <p>* PLTs have successfully completed at least 2 Action Research cycles</p> <p>* PLT handbook is created and used by teams routinely</p> <p>* PLTs routinely reflect on their effectiveness</p> <p>* PLTs use the PLT log and data to plan differentiated extension and support programs for students</p> <p>* PLTs use data to inform collaborative and shared learning opportunities of students across the cohort (a shift has been made from 'my students to our students')</p> <p>*All members of the School Leadership Team routinely apply and discuss their learning from the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills</p>						
<p>Provide ongoing professional learning and leadership growth for all members of the School Leadership Team</p> <p>6 month milestone-</p> <p>* Create an PLT leadership induction program</p> <p>* All PLT leaders have participated in a PLT leadership induction program</p> <p>* All members of the School Leadership Team actively participate in Bastow 'Coaching for Leadership Program'</p> <p>* All members of the School Leadership Team have engaged in fortnightly professional reading and discussion of the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills</p> <p>* Opportunity to participate in the Bastow 'Create Middle Leaders' professional development program has been provide to PLT leaders</p> <p>12 month milestone-</p> <p>* All members of the School Leadership Team have successfully completed the Bastow 'Coaching for Leadership Program'</p> <p>* All members of the School Leadership Team routinely apply and discuss their learning from the book 'Collaborative Teams that Transform Schools' by Laurel Hecker and Janelle Wills</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>Roger Dingle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>* PLT leaders who participated in the Bastow 'Create Middle Leaders' professional development program have successfully completed the program.</p>						
<p>Continue the development of teacher and ES knowledge and understanding of the evidenced based professional learning cycle (Helen Timperley) supported by the Du Fours key questions.</p> <p>6 month milestones- * All teachers and ES participate in the review of the WPPS Action Research cycle * As part of the WPPS Professional Learning Schedule staff will will share and celebrate their learning as part of Action Research</p> <p>12 month milestones * PLTs have successfully completed at least 2 Action Research cycles</p>	<p>School Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop teacher and ES knowledge and capacity to actively participate in School Improvement Team & Action Teams (Communication and Collaboration) focus to improve the School Climate & Culture.</p> <p>6 month milestones- * All staff completed in the cultural audit and 360 surveys for members of the of the School Leadership team * Establish the 2018 School Improvement Team * Establish the 2018 Action Teams</p> <p>12 month milestone- * Measurable growth in the staff opinion survey * SIT and Action teams have planned and delivered professional learning opportunities for all staff</p> <p>This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Leadership team Program.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>Roger Dingle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Engage external consultant to support and enhance the ongoing development of school climate and climate</p> <p>6 month milestones- * Continue to access external consultancy experts Roger Dingle (school climate and Culture)</p> <p>12 month milestones-</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Janelle Wills, Roger Dingle, Tom Brunzell, Jeni Wilson</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>* Review and measure the impact of the external consultancy to determine future direction</p>						
<p>Develop teacher and ES understanding of the four pillars of culture and climate</p> <p>6 month milestones: * School Improvement Team has be reformed * Action Teams have been created to focus on communication and collaboration * Staff have participated in a number of professional learning activities school climate and culture * All staff completed in the cultural audit and 360 surveys for members of the of the School Leadership team * Establish the 2018 School Improvement Team * Establish the 2018 Action Teams* Staff have common understanding of the 4 pillars and what contributes to a flourishing</p> <p>12 month milestones: * Action Teams lead the development of the WPPS norm focusing on agreed cultural behaviours (communication and collaboration) * Measurable growth in the staff opinion survey * SIT and Action teams have planned and delivered professional learning opportunities for all staff</p> <p>This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Lead</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised 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"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>Roger Dingle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop the capacity of the school leadership team</p> <p>6 month milestones: * Continued participation in the BASTOW coaching for leadership course by the School Leadership team * Completion of the cultural audit, personal leadership style assessment and 360o survey for all members of the School Leadership Team * Establish Internal Advisers for all members of School Leadership Team * Establish key responsibility area for each leader, which are aligned with their personal PDP * School Leaders access various leadership professional learning opportunities</p> <p>12 month milestones: * Measurable growth in the staff opinion survey data (Leadership module and trust in colleagues-school climate module) * Completion of the Coaching for Leadership</p>	<p>School Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised 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"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>Roger Dingle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>program * Review and measure the impact of the external consultancy to determine future direction</p> <p>This work will include ongoing coaching and support from Roger Dingle the external consultant provided as part of the Bastow Coaching for Lead</p>						
<p>Build teacher capacity and understanding of best practice teaching strategies in reading F-6</p> <p>6 month milestones: * Employment of a consultant to focus on Literacy (TBC) * Employment of EAL and two MEA staff members to support the growth of EAL students * Staff actively participate in professional learning opportunities including coaching * Staff understand and can use the PLT log to target the individual student needs * Establish leasing arrangements to ensure all students have access to digital resources (ipads and netbooks)</p> <p>12 month milestones: * Embed the CAFE Model throughout the school; including the use of LLI resources for guided reading * Personalised goal setting for all students including student voice * Staff understand and can use the PLT log to target the individual student needs and use data to inform decision making</p>	Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Consultant to be confirmed</p>	<input checked="" type="checkbox"/> On-site
<p>Purchase additional LLI resources to support the reading program throughout the school</p>	Leading Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Consultant to be confirmed</p>	<input checked="" type="checkbox"/> On-site
<p>Continue to build teacher capacity through active participation coaching</p> <p>6 month milestones: * Learning Specialist employed * Teaching staff have identified personal learning goal/s for participation in coaching * Evidence of active participation in coaching opportunities * Some staff have listed coaching as part of their PDP * Some staff accessed coaching via professional practice days</p>	Leading Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

<p>12 month milestones: * Evidence of scheduled observations and learning opportunities provided by the Learning Specialist * Evidence of active participation in coaching opportunities * Staff reflect on impact of coaching as part of their PDP * Some staff accessed coaching via professional practice days</p>						
<p>Increase the data literacy of staff to be able to use data to inform teaching and learning.</p> <p>6 month milestones: * Continued implementation of the WPPS Coaching model * Investigate assessment tools and practices to ensure they are being used effectively to differentiate teaching * Reestablish SPA tracker and SPA Markbook * Investigate Literacy Data PL (Bastow- Literacy Data Assessment Practices) * Investigate SPA/Proficiency Scales PL opportunities</p> <p>12 month milestones: * All teaching staff will be proficient at administering and collecting data (as per the Assessment Schedule) * All staff will be using the WPPS data analysis tools effectively * All data is used to inform teaching practices to ensure learning is targeted to individual need</p>	<p>School Improvement Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Development of the WPPS proficiency scales</p> <p>6 month milestones: * Formed a Proficiency Scales Working Party * Employment of a consultant to support the work of proficiency scale development at WPPS (Janelle Wills) * Develop a WPPS Proficiency Scale template</p> <p>12 month milestones: * All teaching staff will have participated in a Proficiency Scales Curriculum Day * Proficiency Scales will have been created and trialed in Reading</p>	<p>KLA Leader</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Janelle Wills (Solution Tree) Dianne Clare</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implementation of the Student Support timetable in its reviewed format, with an emphasis on ensuring extension and support of identified students who are working at or above their expected level.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>6 month milestones: * PLT log will be used regularly in PLTs * Student Support Timetable will be Learning Community based, co-ordinated by the LCL based on data * All ES staff understand the new support format and have started a variety of PL on various support programs</p> <p>12 month milestones: * Ongoing review opportunities to ensure students needs are being met * Track student growth (data) * Improved communication and collaboration between ES & teaching staff * Evidence of extension in the Student Support Timetables including Specialist interventions/extension and Support Hour</p>						
<p>Continued implementation of the WPPS Coaching model</p> <p>6 month milestones: * Employment of Learning Specialist * Regularly scheduled classroom observations * All staff to engage with coaching as evidenced in their PDPs (eg. Professional Practice Days, PL schedule, 1:1 coaching, PLT, Action Research)</p> <p>12 month milestones: * Ongoing feedback and review opportunities to ensure staff learning needs are being met (evidence of improved practice) * PDPs will show successful goal attainment with support by coaching * Coaching program data is analysed for evidence of impact and program adjusted accordingly</p>	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Build teacher capacity to use the DET High Impact Teaching Strategies (HITS) & Literacy Learning Toolkit (LLT), to ensure high reliable instructional practices are being used consistently and effectively by staff</p> <p>6 month milestones: * HITS & LTK resources are included in the PL schedule * PL opportunities include HITS & LTK for all staff *</p> <p>12 month milestones: * All teachers staff will share a common language for discussing professional practice (HITS) and have a deeper knowledge on how to effectively implement these strategies * Staff are accessing the resources on the LLT</p>	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<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"/> Formalised PLC/PLTs 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Continue to build teacher capacity by incorporating further BSEM professional learning in PLTs	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> External consultants Tom Brunzell	<input checked="" type="checkbox"/> On-site
Establish new processes for reporting to parents 6 month milestones: * Review the current reporting to parent process * Investigate alternative methods for publishing personalised learning goals (eg: SeeSaw, Dojo, XUNO) 12 months milestones: * Continued professional learning for all staff on reporting to parents * Establish alternative methods for publishing personalised learning goals (eg: SeeSaw, Dojo, XUNO) * Review changes to the reporting process established in 2018.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dianne Clare	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Dimension 1

- [Action Research record sheet 2017.docx \(0.02 MB\)](#)
- [Assessment Schedule 2017.docx \(0.05 MB\)](#)
- [Coaching Handbook.docx \(0.65 MB\)](#)
- [WPPS Specialist Timetable 2017 Term 4 version 5.pdf \(0.1 MB\)](#)
- [WPPSPLScheduleTerm42017.pdf \(0.47 MB\)](#)
- [Wyndham Park Primary School PLT and Data hour.docx \(0.78 MB\)](#)

Dimension 2

- [Assessment Schedule 2017.pdf \(0.18 MB\)](#)
- [Coaching Handbook.docx \(0.65 MB\)](#)
- [Conferencing PL.pptx \(1.18 MB\)](#)
- [Individual Learning Plans- flowchart 2016 update \(1\).pdf \(0.25 MB\)](#)
- [Presentation.pptx \(0.09 MB\)](#)
- [WPPS Specialist Timetable 2017 Term 4 version 5.pdf \(0.1 MB\)](#)
- [WPPSPLScheduleTerm42017.pdf \(0.47 MB\)](#)
- [Wyndham Park Primary School Assessment tools overview.docx \(1.44 MB\)](#)
- [Wyndham Park Primary School English Overview.docx \(2.7 MB\)](#)
- [wyndham park primary school inquiry \(003\).docx \(0.27 MB\)](#)
- [Wyndham Park Primary School Instructional Model GANAG.DOCX \(2.31 MB\)](#)
- [Wyndham Park Primary School Mathematics Overview.docx \(0.3 MB\)](#)
- [Wyndham Park Primary School PLT and Data hour.docx \(0.78 MB\)](#)
- [Wyndham Park Primary School SSTT \(002\).docx \(2.67 MB\)](#)

Dimension 5

- [2017 Instructional Observations.docx \(0.01 MB\)](#)
- [CLT Coaching Outcomes - LT 15th August.docx \(0.04 MB\)](#)
- [Coaching Handbook.docx \(1.03 MB\)](#)
- [Inspire Local Leaders.pdf \(0.09 MB\)](#)
- [Learning Community Leader role description.jpg \(0.47 MB\)](#)
- [Science of Learning.pptx \(3.55 MB\)](#)

[SIT meeting minutes.docx \(0.58 MB\)](#)
[WPPSPLScheduleTerm32017.pdf \(0.11 MB\)](#)

Dimension 9

[2017 Matrix.png \(10.72 MB\)](#)
[ASSEMBLY STUDENT LEADERS 2017.docx \(0.15 MB\)](#)
[Attitudes to School Survey Support 2017.pptx \(0.29 MB\)](#)
[Imagination - Student Leadership 1.JPG \(1.55 MB\)](#)
[Imagination - Student Leadership 2.JPG \(1.52 MB\)](#)
[Imagination - Student Leadership 3.JPG \(1.5 MB\)](#)
[Line Up #1.docx \(0.01 MB\)](#)
[PEER MEDIATORS TIMETABLE 2017 Week 4.docx \(0.09 MB\)](#)
[STUDENT LEADERSHIP REFLECTIONS Feedback August 2017.docx \(0.1 MB\)](#)
[SWPBS Rewards.docx \(0.01 MB\)](#)

Dimension 10

[2017 Matrix.png \(10.72 MB\)](#)
[Parent Learning Walk Feedback.docx \(0.01 MB\)](#)
[PARTNERS IN LEARNING WORKSHOPS TERM THREE.pdf \(0.05 MB\)](#)
[PCLC Minutes.docx \(0.64 MB\)](#)
[Proactive Process Flowchart Activity.docx \(0.08 MB\)](#)
[SSTT 2017 \(Monday\).pdf \(0.28 MB\)](#)
[SWPBS Data Term 2 week 5-8.xlsx \(0.06 MB\)](#)
[Term 2 SWPBS Unit Planner.docx \(0.1 MB\)](#)
[Wellbeing Team Meeting Minutes.docx \(0.59 MB\)](#)
[WPPS Attendance Flow Chart 2017.pdf \(0.6 MB\)](#)
[WPPS Hub Timetable Term THREE 2017.pdf \(0.59 MB\)](#)

Dimension 13

[Parent Learning Walk Feedback.docx \(0.01 MB\)](#)
[PARTNERS IN LEARNING WORKSHOPS TERM THREE.pdf \(0.05 MB\)](#)
[Spanish Night \(1\).JPG \(0.14 MB\)](#)
[Spanish Night \(2\).JPG \(0.12 MB\)](#)
[Spanish Night \(3\).JPG \(0.12 MB\)](#)
[WPPS Hub Timetable Term THREE 2017.pdf \(0.59 MB\)](#)

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