

2020 Annual Implementation Plan

for improving student outcomes

Yarraville West Primary School (2832)



Submitted for review by Karen Rush (School Principal) on 20 December, 2019 at 01:25 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

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| Enter your reflective comments | All actions taken by the school are to support growth in all FISO model dimensions. |
| Considerations for 2020 | Continue work begun, with minimal new large projects. Continue to build teacher capacity. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | Utilize the FISO framework in all future initiatives. |
| Target 1.1 | Achieve the excelling status for building practice excellence. |
| Key Improvement Strategy 1.a Building practice excellence | Embed evidence-based high-impact teaching strategy-Differentiation |
| Key Improvement Strategy 1.b Building practice excellence | Advance opportunities for professional collaboration to enable a special focus on teaching and learning targeting the individual and collective needs of able learners. |
| Goal 2 | To build excellence in teaching and learning with particular emphasis on literacy and numeracy. |
| Target 2.1 | Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 5%variability). Outcomes to be at least 25% high growth in NAPLAN Writing each year of the Strategic Plan. |
| Target 2.2 | Use 2017 data as a baseline response for the School Climate section of the Staff Opinion Survey and maintain an overall score of at least 80% positive endorsement. At least 80% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Teaching practice for cognitive engagement, all dimensions. |
| Key Improvement Strategy 2.a Building practice excellence | Continue to build the mentoring and coaching to ensure a shared understanding and consistent application of the school's key teaching and learning processes and practices |

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| Key Improvement Strategy 2.b Building practice excellence | Continue to develop school-wide coaching and PLC processes |
| Goal 3 | To empower student agency in their learning. |
| Target 3.1 | Establish baseline data in Personal and Social Learning / Critical and Creative Thinking) and show improvement each year over the course of the Strategic Plan |
| Target 3.2 | 90% of grade 4 to 6 students respond positively to a YWPS survey on student agency in their learning. At least 75% of students respond positively on the SatSS Domain of Social Engagement, and the dimension relevant to Student voice and agency |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Introduce Respectful Relationships Initiative to enable a whole school approach to social and emotional learning |
| Key Improvement Strategy 3.b Empowering students and building school pride | Build teacher knowledge and capacity in the promotion of student agency |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|---|---------------------------------------|--|---|
| Utilize the FISO framework in all future initiatives. | Yes | Achieve the excelling status for building practice excellence. | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Achieve 70% embedding status for building practice excellence as identified by staff completing the FISO rubric. School Staff Survey Modules for Teaching and Learning will be at least 80% positive. 75% of Teachers self reflect and achieve the embedding level on HIT 10 - Differentiation Continuum of Practice</p> |
| To build excellence in teaching and learning with particular emphasis on literacy and numeracy. | Yes | <p>Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 5%variability).</p> <p>Outcomes to be at least 25% high growth in NAPLAN Writing each year of the Strategic Plan.</p> | <p>Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 8% variability)</p> |
| | | <p>Use 2017 data as a baseline response for the School Climate section of the Staff Opinion Survey and maintain an overall score of at least 80% positive endorsement.</p> | <p>School Staff Survey School Climate - Collaboration will be at least 75% positive (2019 65%) (Peer observation and practice in APT) At least 75% of students respond positively to the Students Attitude to</p> |

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| | | At least 80% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Teaching practice for cognitive engagement, all dimensions. | School Survey (SATSS) - Domain - Teaching practice for cognitive engagement, all dimensions (2019 73%) |
| To empower student agency in their learning. | Yes | Establish baseline data in Personal and Social Learning / Critical and Creative Thinking) and show improvement each year over the course of the Strategic Plan | Gather student feedback on Personal and Social Learning/Critical and Creative Thinking capabilities using a survey monkey with a representative group of students years 3-6 |
| | | <p>90% of grade 4 to 6 students respond positively to a YWPS survey on student agency in their learning.</p> <p>At least 75% of students respond positively on the SatSS Domain of Social Engagement, and the dimension relevant to Student voice and agency</p> | <p>At least 80% of a representative sample of Year 4 - 6 students respond positively to the YWPS survey on student agency(2019 65%)</p> <p>At least 65% of students respond positively to the Students Attitude to School Survey (SATSS) - Student Voice and Agency (2019 55%)</p> <p>At least 75% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Social engagement, excluding school stage transitions (2019 70%)</p> |

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| Goal 1 | Utilize the FISO framework in all future initiatives. | |
| 12 Month Target 1.1 | Achieve 70% embedding status for building practice excellence as identified by staff completing the FISO rubric. School Staff Survey Modules for Teaching and Learning will be at least 80% positive. 75% of Teachers self reflect and achieve the embedding level on HIT 10 - Differentiation Continuum of Practice | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | Embed evidence-based high-impact teaching strategy-Differentiation | Yes |
| KIS 2 Building practice excellence | Advance opportunities for professional collaboration to enable a special focus on teaching and learning targeting the individual and collective needs of able learners. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | We are maintaining our focus on using the High Impact Teaching Strategies to improve teacher practice and student outcomes. Professional collaboration will be highlighted for all staff, particularly through PLTs, whole staff professional learning opportunities, and observations of practice (feedback). 2019 School Staff Survey results indicate that collaboration needs improving. Identifying authentic collaborative behaviour will be investigated. | |
| Goal 2 | To build excellence in teaching and learning with particular emphasis on literacy and numeracy. | |
| 12 Month Target 2.1 | Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 8% variability) | |
| 12 Month Target 2.2 | School Staff Survey School Climate - Collaboration will be at least 75% positive (2019 65%) (Peer observation and practice in APT) At least 75% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Teaching practice for cognitive engagement, all dimensions (2019 73%) | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 1 Building practice excellence | Continue to build the mentoring and coaching to ensure a shared understanding and consistent application of the school's key teaching and learning processes and practices | Yes |
| KIS 2 Building practice excellence | Continue to develop school-wide coaching and PLC processes | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>Building on the work begun in 2019, the emphasis of a shared understanding and consistent application of the schools teaching and learning processes is essential.</p> <p>Our pedagogical model for writing and PLC processes will continue to be embedded in the school-wide coaching model so that all staff are familiar with the shared understanding and consistent application of the schools teaching and learning processes.</p> | |
| Goal 3 | To empower student agency in their learning. | |
| 12 Month Target 3.1 | Gather student feedback on Personal and Social Learning/Critical and Creative Thinking capabilities using a survey monkey with a representative group of students years 3-6 | |
| 12 Month Target 3.2 | <p>At least 80% of a representative sample of Year 4 - 6 students respond positively to the YWPS survey on student agency(2019 65%)</p> <p>At least 65% of students respond positively to the Students Attitude to School Survey (SATSS) - Student Voice and Agency (2019 55%)</p> <p>At least 75% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Social engagement, excluding school stage transitions (2019 70%)</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 | Introduce Respectful Relationships Initiative to enable a whole school approach to social and emotional learning | Yes |

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| Setting expectations and promoting inclusion | | |
| KIS 2 Empowering students and building school pride | Build teacher knowledge and capacity in the promotion of student agency | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>Respectful Relationships supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.</p> <p>Data indicates that staff knowledge has increased, and capacity needs to be further developed to improve student agency, voice and leadership. Data also indicated that students do not perceive themselves as having a high level of agency.</p> <p>Student Learning portfolios - all students self-select work samples that reflect progress towards achieving goals Use strategies gained through CC capability</p> | |

Define Actions, Outcomes and Activities

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| Goal 1 | Utilize the FISO framework in all future initiatives. | | | |
| 12 Month Target 1.1 | Achieve 70% embedding status for building practice excellence as identified by staff completing the FISO rubric. School Staff Survey Modules for Teaching and Learning will be at least 80% positive. 75% of Teachers self reflect and achieve the embedding level on HIT 10 - Differentiation Continuum of Practice | | | |
| KIS 1 Building practice excellence | Embed evidence-based high-impact teaching strategy-Differentiation | | | |
| Actions | <ul style="list-style-type: none"> •Focus on High Impact Teaching strategy of 'Differentiation' •Support collaborative, high impact professional learning through Learning Cycles •Peer Observations to focus on differentiation •Develop a whole-school professional learning plan to support Key Improvement Strategies | | | |
| Outcomes | Teachers will have a shared understanding across the team of the HIT strategy and it will be evident in their teaching practice. | | | |
| Success Indicators | Teachers will self evaluate against the HITs rubric and this will be further evaluated at the PLT leaders' meeting. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •Coaches to model and observe effective teaching practices •Use of PLC model within planning meetings to discuss and embed effective teaching practice •Use of continuum of practice rubric for self-analysis against High Impact Teaching Strategy (Differentiation), to identify priority areas of development •Teachers to collaborate on professional learning needs through cycles of learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Building practice excellence | Advance opportunities for professional collaboration to enable a special focus on teaching and learning targeting the individual and collective needs of able learners. | | | |

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| Actions | <ul style="list-style-type: none"> •Appoint Learning Specialists P-2, 3-6 Student Engagement and Agency, to lead exemplary practice, particularly Differentiation. •Learning Specialists to focus on providing opportunities through planning for highly able students. •Learning Specialist to lead and develop practice in relation to the explicit teaching and learning of critical and creative thinking, differentiation and agency •Continue with student goal setting in English, and Maths reflecting student feedback •Investigate the High Ability Practice Leader position, and High Ability Program and Challenge and Enrichment Series for students | | | |
| Outcomes | <p>Increased range of structured learning programs meeting the needs of highly able students in classrooms - in planners, classrooms, and the links to the community Student goal-setting evident in English and Maths.</p> | | | |
| Success Indicators | <p>Increased range of outcomes as measured by all teachers in Teacher Judgments against the Victorian Curriculum. Student Attitude to School data indicates increased stimulating learning.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •Coaches and Learning Specialists to promote collaboration and the use of data to identify and provide learning opportunities for highly able students. •Use of professional practice days for planning •PLTs in place to support coaching and teachers •Across school activities such as TOM days / Academic and non-academic challenge days | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | To build excellence in teaching and learning with particular emphasis on literacy and numeracy. | | | |
| 12 Month Target 2.1 | Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 8% variability) | | | |

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| 12 Month Target 2.2 | School Staff Survey School Climate - Collaboration will be at least 75% positive (2019 65%) (Peer observation and practice in APT) At least 75% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Teaching practice for cognitive engagement, all dimensions (2019 73%) | | | |
| KIS 1 Building practice excellence | Continue to build the mentoring and coaching to ensure a shared understanding and consistent application of the school's key teaching and learning processes and practices | | | |
| Actions | <ul style="list-style-type: none"> •Review, Revise and Re-commit to agreed literacy and numeracy practices and to ensure all new staff are inducted into the agreed practices. •Consolidate understanding and implementation of writing moderation document •Improve moderation processes including timely check-ins •Observations of practice focused on writing. •Curriculum Day for professional learning. •Celebration of student writing-increase audience | | | |
| Outcomes | An agreed and consistent approach to YWPS literacy practices across all classrooms Increased use of student writing goals, feedback and conferencing to boost growth and student agency in learning. | | | |
| Success Indicators | Student data reflecting the target Literacy observation walks by the leadership team and coaches, using the YWPS principles of practice rubric (building excellence) Celebration of student work, eg at school assemblies, and term displays of student work samples. Student Learning portfolios have student selected writing samples. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •Observations of practice undertaken by all staff •Literacy and Numeracy Week community celebration of Writing •Literacy walks by the Leadership team •PLC meetings to focus on agreed YWPS Literacy practices | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$54,596.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2 Building practice excellence | Continue to develop school-wide coaching and PLC processes | | | |

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| Actions | <ul style="list-style-type: none"> •All staff to commit to using the PLC model •Develop teacher knowledge and capacity to use HIT strategies in their practice •Establish new priority teams (eg: Initiative groups) •Continue to collaborate through Learning Cycles •Peer Observations-differentiation | | | |
| Outcomes | <p>A consistent approach to implementation of the pedagogical model for writing across all classrooms and a consistent approach to PLC process</p> <p>Increased teacher collaboration through learning cycles, PLTs, peer observation</p> | | | |
| Success Indicators | <p>Improved outcomes post cycles of learning</p> <p>Evidence of HIT strategy in teacher PDP</p> <p>Improved data in Staff Opinion Survey as per the Target</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •PDP meetings to show evidence of HIT •Learning cycles collaborated on during PLT meetings •Professional Practice Days to focus on collaboration around planning •Curriculum Day focus on writing •Peer Observations with differentiation focus | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$40,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| Goal 3 | To empower student agency in their learning. | | | |
| 12 Month Target 3.1 | Gather student feedback on Personal and Social Learning/Critical and Creative Thinking capabilities using a survey monkey with a representative group of students years 3-6 | | | |
| 12 Month Target 3.2 | <p>At least 80% of a representative sample of Year 4 - 6 students respond positively to the YWPS survey on student agency(2019 65%)</p> <p>At least 65% of students respond positively to the Students Attitude to School Survey (SATSS) - Student Voice and Agency (2019 55%)</p> <p>At least 75% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain - Social engagement, excluding school stage transitions (2019 70%)</p> | | | |

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| KIS 1 Setting expectations and promoting inclusion | Introduce Respectful Relationships Initiative to enable a whole school approach to social and emotional learning | | | |
| Actions | <ul style="list-style-type: none"> •Appointment of Learning Specialist-Social Engagement •Collection of baseline data in personal and social learning •Collection of baseline data in critical and creative thinking •Learning Specialist to lead and facilitate professional learning for staff in personal and social learning (Respectful Relationships) | | | |
| Outcomes | Increased teacher and student knowledge around Respectful Relationship curriculum | | | |
| Success Indicators | Baseline data gathered to inform future work Establishment of Respectful Relationships team Implementation of initial stages and plan for future work in Respectful Relationships | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •Learning Specialist to gather baseline data •Establish a working party to support the implementation of Respectful Relationships | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Empowering students and building school pride | Build teacher knowledge and capacity in the promotion of student agency | | | |
| Actions | <ul style="list-style-type: none"> •Appointment of 2 Learning Specialists -'Student Engagement and Agency' •School Improvement Team to lead and support student agency •Review and reboot of student leadership across the school. •Investigate inclusion of Agency in Student reports •Establish student forums to hear feedback and gain input into school decision-making | | | |

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| Outcomes | Increased student reporting of agency, leadership and voice. Planners show increased learning opportunities that facilitate and build Student Agency. | | | |
| Success Indicators | SATSS and YWPS surveys show improvement in student agency. Student Goal-setting & Feedback - Hattie - where am I, where do I go next, how do I know I have been successful? | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <ul style="list-style-type: none"> •Reviewed Student leadership program in operation •Utilise baseline data in critical and creative thinking to inform planning •Student forums in operation and contributing to school decisions •Professional learning and classroom programs developed | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$54,596.00 | \$34,596.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$54,596.00 | \$34,596.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|---|----------------------------|--------------------|
| <ul style="list-style-type: none"> •Observations of practice undertaken by all staff •Literacy and Numeracy Week community celebration of Writing •Literacy walks by the Leadership team •PLC meetings to focus on agreed YWPS Literacy practices | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$54,596.00 | \$34,596.00 |
| Totals | | | \$54,596.00 | \$34,596.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|---|---|---|---|
| <ul style="list-style-type: none"> •Coaches to model and observe effective teaching practices •Use of PLC model within planning meetings to discuss and embed effective teaching practice •Use of continuum of practice rubric for self-analysis against High Impact Teaching Strategy (Differentiation), to identify priority areas of development •Teachers to collaborate on professional learning needs through cycles of learning | <ul style="list-style-type: none"> ✓ All Staff ✓ Leading Teacher(s) ✓ Learning Specialist(s) ✓ PLT Leaders | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs | <ul style="list-style-type: none"> ✓ Professional Practice Day ✓ PLC/PLT Meeting | <ul style="list-style-type: none"> ✓ Learning Specialist ✓ High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> ✓ On-site |
| <ul style="list-style-type: none"> •Coaches and Learning Specialists to promote collaboration and the use of data to identify and provide learning opportunities for highly able students. •Use of professional practice days for planning •PLTs in place to support coaching and teachers •Across school activities such as TOM days / Academic and non-academic challenge days | <ul style="list-style-type: none"> ✓ All Staff ✓ Learning Specialist(s) ✓ PLT Leaders | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs | <ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting | <ul style="list-style-type: none"> ✓ Internal staff ✓ Learning Specialist ✓ Literacy Leaders ✓ High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> ✓ On-site |

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| <ul style="list-style-type: none"> •Observations of practice undertaken by all staff •Literacy and Numeracy Week community celebration of Writing •Literacy walks by the Leadership team •PLC meetings to focus on agreed YWPS Literacy practices | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| <ul style="list-style-type: none"> •PDP meetings to show evidence of HIT •Learning cycles collaborated on during PLT meetings •Professional Practice Days to focus on collaboration around planning •Curriculum Day focus on writing •Peer Observations with differentiation focus | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| <ul style="list-style-type: none"> •Learning Specialist to gather baseline data •Establish a working party to support the implementation of Respectful Relationships | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Respectful relationships Initiative <input checked="" type="checkbox"/> Departmental resources Amplify Respectful relationships | <input checked="" type="checkbox"/> On-site |

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| <ul style="list-style-type: none"> •Reviewed Student leadership program in operation •Utilise baseline data in critical and creative thinking to inform planning •Student forums in operation and contributing to school decisions •Professional learning and classroom programs developed | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) | <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"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources <p>Amplify</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
|--|---|--|---|--|--|---|