

2018 Annual Implementation Plan

for improving student outcomes

Kallista Primary School (3993)



Submitted for review by Christine Finighan (School Principal) on 20 December, 2017 at 01:54 PM
Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 21 February, 2018 at 09:08 PM
Endorsed by Richard Hecker (School Council President) on 20 March, 2018 at 02:41 PM

Self-evaluation Summary - 2018

Kallista Primary School (3993)

	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	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments

FISO Priority areas identified in 2017 AIP will continue for 2018:
 'Excellence in Teaching and Learning- Curriculum Planning and Assessment' And 'Positive Climate for learning-Empowering Students and Building School Pride'
 Actions we will undertake to target improvement in these:
 *Moderation of writing- continue in Level teams and whole staff meetings to continue to improve accuracy in teacher judgements and knowledge of the Victorian Curriculum;

	<p>*The explicit teaching of student goal setting and monitoring their own learning to continue, embedding use of tools and protocols in our teaching and learning programs and assessment documents;</p> <p>*Teachers to review test and assessment methodologies;</p> <p>*Further development of ILPs- explicitly SMART goals.</p> <p>*Data Literacy:</p> <p>1) Implementing COMPASS- We have the Data Module- to continue in 2018 with attendance module/staff calendar/newsfeed in Sem 1, and Student Management Module in Sem 2.</p> <p>2) Analysing data- Data Literacy Coordinator & Principal to continue lead PL/discussion at staff meetings. We have an assessment and data analysis schedule which we will use to structure robust and frequent discussions about student data. Including school level data, NAPLAN, ATTS, POS, SOS/ focus on student learning growth, and identify as a staff the story behind the data, and how to improve the outcomes.</p> <p>*Use the DET FISO Ten High Impact Teaching Strategies document for staff PL focused on Writing and Spelling. 2018 key strategies will be: 1) Explicit Teaching and 2) Structuring Lessons</p> <p>*PL: Writing and Spelling PL provided by Julie Shepherd</p> <p>*This year our school passed the Child Safety Standards and e-Smart schools audits.</p> <p>*Student Wellbeing Professional Learning- We have begun to build school-wide consistency in student management and wellbeing processes through our PL in Respectful Relationships, Berry Street and School Wide Positive Behaviours Professional Learning. Our SWB PLT leader, Hilary Morris, will continue to lead this in 2018.</p>
Considerations for 2019	<p>We will utilise the P.D.P. process to ensure that all staff are working towards AIP /FISO goals and priorities:</p> <p>*By the end of 2018, there will be whole school consistency in the teaching and assessment of Spelling and Writing, aligned with Victorian Curriculum standards, so that 90% of students show one year's learning growth.</p> <p>*We will build teacher capacity across the whole school to analyse our assessment data, tracking individual student growth, and including students in monitoring and planning their learning.</p> <p>*Teachers will identify individual students to be extended and to receive intervention through putting faces on data in Level meetings, and these students will have ILPs.</p> <p>*In Term 2, we will conduct PL to ensure all teachers have the correct methodology to implement a range of formal assessments</p> <p>*We will identify a whole school spelling program and assessment method for whole school consistency</p> <p>*We will adopt a consistent approach to teaching writing across the school.</p> <p>*Teaching staff will undergo the following PL-</p> <ul style="list-style-type: none"> ~ Bastow: SIT- Leading Literacy (Kate) and Curriculum and Assessment (Simone and Chris) ~ Bastow: Principal only - Performance and Development: Capacity Building Workshops for Reviewers of teachers ~ Julie Shepherd - Spelling and Writing ~ EIL - Masters of Literacy to mentor Kate Nadji and work with SIT on formative assessment <p>*Student Wellbeing Professional Learning- We will continue the work in Respectful Relationships and School Wide Positive Behaviours, to embed our school-wide consistency in student management, high expectations and routines/procedures across our school.</p> <p>*We will apply for a Middle Years Brokerage Grant, through Shoire of Yarra Ranges to enhance student voice and agency within our school.</p> <p>*Principal will lead 'It's not OK to be away' in 2018, starting with our Term 1 KPS theme- 'Make Everyday Count!'</p>
Documents that support this plan	<p>Kallista PS Priority ReviewTerm 4 Nov Report.docx (0.02 MB)</p> <p>SKM_C45817121714240.pdf (0.08 MB)</p> <p>SKM_C45817121714260.pdf (0.16 MB)</p> <p>SKM_C45817121714410.pdf (0.03 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Kallista Primary School (3993)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative						
Improve the learning growth of every student in English and Mathematics	<p>Teacher Judgement - % of students scoring A or B</p> <table border="1"> <thead> <tr> <th>Area</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>45%</td> </tr> </tbody> </table>	Area	2015	2019	Reading	42%	45%	Yes	Students: Improve student outcomes in Writing and Numeracy growth from Yr 3 to 5 , and Year 5 to 7.	Curriculum planning and assessment
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	<table border="1"> <tr><td>Speak & Listening</td><td>28%</td><td>35%</td></tr> <tr><td>Writing</td><td>33%</td><td>37%</td></tr> <tr><td>Measure & Geometry</td><td>32%</td><td>36%</td></tr> <tr><td>Number & Algebra</td><td>44%</td><td>45%</td></tr> <tr><td>Stats & Probability</td><td>34%</td><td>38%</td></tr> </table> <p>STAFF OPINION SURVEY</p> <table border="1"> <tr><td>Survey Item</td><td>2015</td><td>2019</td></tr> <tr><td>Academic Emphasis</td><td>65.4%</td><td>75%</td></tr> <tr><td>Collective Efficacy</td><td>74.1%</td><td>90%</td></tr> <tr><td>Collective focus on student learning</td><td>66.7%</td><td>80%</td></tr> <tr><td>Teacher Collaboration</td><td>72%</td><td>80%</td></tr> </table> <p>Writing: By the end of 2019, 90 % of all students will show at least one year's growth in Writing</p> <p>NAPLAN:</p> <table border="1"> <thead> <tr><th colspan="5">NAPLAN TREND DATA</th></tr> <tr><th colspan="5">Top Two Bands</th></tr> <tr><th>2015</th><th>2016</th><th>2017</th><th colspan="2">2019</th></tr> </thead> <tbody> <tr><td colspan="5">NAPLAN Year 3 Writing</td></tr> <tr><td>52%</td><td>61%</td><td>30%</td><td colspan="2">35%</td></tr> <tr><td colspan="5">NAPLAN Year 5 Writing</td></tr> <tr><td>10%</td><td>18%</td><td>20%</td><td colspan="2">35%</td></tr> <tr><td colspan="5">NAPLAN Year 3 Numeracy</td></tr> <tr><td>52%</td><td>39%</td><td>44%</td><td colspan="2">45%</td></tr> <tr><td colspan="5">NAPLAN Year 5 Numeracy</td></tr> <tr><td>38%</td><td>30%</td><td>36%</td><td colspan="2">40%</td></tr> </tbody> </table> <p>Students ATTS: Stimulating Learning maintained at 90%</p>	Speak & Listening	28%	35%	Writing	33%	37%	Measure & Geometry	32%	36%	Number & Algebra	44%	45%	Stats & Probability	34%	38%	Survey Item	2015	2019	Academic Emphasis	65.4%	75%	Collective Efficacy	74.1%	90%	Collective focus on student learning	66.7%	80%	Teacher Collaboration	72%	80%	NAPLAN TREND DATA					Top Two Bands					2015	2016	2017	2019		NAPLAN Year 3 Writing					52%	61%	30%	35%		NAPLAN Year 5 Writing					10%	18%	20%	35%		NAPLAN Year 3 Numeracy					52%	39%	44%	45%		NAPLAN Year 5 Numeracy					38%	30%	36%	40%			<p>Improve student performance in Top two bands of NAPLAN Year 3 Writing by 10% and Year 5 Writing by 30% 90% of all students to make at least one year growth in Writing Increase in ATTS in Learning Confidence by 5% and maintain Stimulating Learning at 90% Teachers: Improve Staff Survey % Endorsement Prin/Teacher in- Academic Emphasis, Collective Efficacy and Teacher Collaboration to increase by 5%</p>	
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Number of students with 20 days absence or more			
2016	Enrolment: 179 students		80 students 20 days absence or more
2017	Enrolment: 163 students		34 students with 20 days absence or more
2018	Predicted Enrolment: 160 students		25 students with 20 days absence or more
Parent Opinion Survey			
Survey Item	2017	2019	
My child feels safe at school	73%	80%	
School Connectedness	84%	90%	
Stimulating learning	72%	75%	
Effective teaching	78%	83%	
Staff Opinion Survey			
Parent and Community Involvement to increase from-- 2015: 73.1% to 2019: 80%			

Improvement Initiatives Rationale

We will continue our work over 2018 in the same two FISO Improvement Initiatives in the KPS 2017 AIP, 'Empowering Students and Building School Pride' (ES&BSP) & 'Curriculum Planning and Assessment'(CP&A). In terms of ES&BSP, Health and Wellbeing, our annual self-evaluation shows significant improvement in all aspects of the Attitude to School Survey and the Parent Survey. School data shows student safety, motivation, school connectedness, teacher effectiveness and attitudes to attendance are much improved from the beginning of the SSP cycle, and actual attendance is also improved. We will continue to improve our whole school approach to student management and wellbeing by reviewing our policies and processes in light of School Wide Positive Behaviours and Respectful Relationships, and ensure we have mechanisms to receive and reflect on feedback from parents & students. In Student Learning, we have made modest growth in Numeracy NAPLAN, in top two bands, but less so in Writing. Therefore we will continue our focus in FISO CP&A, establishing from the beginning of 2018, a program of professional development in the area of Spelling and Writing. We will build our teachers' pedagogical knowledge in Writing and Spelling; build knowledge of tools and strategies in formative assessment in English and Mathematics; continue moderation of writing samples including documentation of annotated samples; & implement a whole school instructional model. We will provision high quality professional learning, shared PDP goals and utilise our EIL to support professional growth, collective efficacy, and whole school improvement. Members of the SIT will work closely with the EIL, building their leadership capacity to influence and shape teaching, learning and assessment across the school. Staff data has shown endorsement of Teacher Efficacy is high, however, we also aim to improve in the areas of collective focus on student learning, collaboration and academic emphasis by the end of 2018.

Goal 1	Improve the learning growth of every student in English and Mathematics
12 month target 1.1	Students: Improve student outcomes in Writing and Numeracy growth from Yr 3 to 5 , and Year 5 to 7. Improve student performance in Top two bands of NAPLAN Year 3 Writing by 10% and Year 5 Writing by 30% 90% of all students to make at least one year growth in Writing Increase in ATTS in Learning Confidence by 5% and maintain Stimulating Learning at 90% Teachers: Improve Staff Survey % Endorsement Prin/Teacher in- Academic Emphasis, Collective Efficacy and Teacher Collaboration to increase by 5%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop consistency of teacher knowledge and practice in relation to the pedagogy of teaching Writing and Spelling
KIS 2	Build teacher capacity to use strategies and tools that ensure ongoing assessment is used for learning
KIS 3	Develop and implement a whole school instructional model

Goal 2	Improve the wellbeing of all students in the school
12 month target 2.1	Students: Teacher Concern, School Connectedness and Attitude to Attendance to improve by 5% Our attendance data for 2018 will show no more than 25 students having 20 or more days absence Teachers: Parent and Community Involvement to reach 85% Parents: School Connectedness and My Child Feels Safe at School to improve by 5 %
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Employ an agreed whole school approach to student management and wellbeing, to ensure a safe and secure learning environment

Define Evidence of Impact and Activities and Milestones - 2018

Kallista Primary School (3993)

Goal 1	Improve the learning growth of every student in English and Mathematics			
12 month target 1.1	Students: Improve student outcomes in Writing and Numeracy growth from Yr 3 to 5 , and Year 5 to 7. Improve student performance in Top two bands of NAPLAN Year 3 Writing by 10% and Year 5 Writing by 30% 90% of all students to make at least one year growth in Writing Increase in ATTS in Learning Confidence by 5% and maintain Stimulating Learning at 90% Teachers: Improve Staff Survey % Endorsement Prin/Teacher in- Academic Emphasis, Collective Efficacy and Teacher Collaboration to increase by 5%			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Develop consistency of teacher knowledge and practice in relation to the pedagogy of teaching Writing and Spelling			
Actions	Provide quality Professional Learning in the pedagogy of Writing and Spelling SIT will work with EIL to support improved practice in formative assessment and HITS Utilise the PDP process to ensure all teachers transfer their developing knowledge and understanding of Literacy pedagogy and assessment to teaching practice Utilise the meeting schedules and Literacy PLT to support PL, curriculum planning, and teacher documentation & practice aligned to KIS 1			
Evidence of impact	Principal and PLT: Improved staff survey in Teacher Collaboration, Academic Emphasis and Collective Efficacy Teachers: 90% of students in each class will make at least one year growth in Writing and Spelling Planning documentation, instruction and classroom artefacts demonstrate transference of PL in pedagogy to classroom teaching practice Students: Student learning data reflects improvement targets have been reached or excelled Students understand the lesson routine and confidently negotiate the sequence of steps/activities Students receive feedback as needed, and can discuss their conferencing and explain how it has supported their learning			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Christine Finighan, Principal to : Provision quality evidence based PL on Writing & Spelling- two days in Term 1 and coaching sessions (Julie Shepherd) Ensure Curriculum/Staff Meeting schedule incorporates Writing and Spelling pedagogy Support staff in Roles & Responsibilities to achieve goals of AIP Provision Literacy Coordinator and SIT member with Bastow Leading Literacy and Leading Curriculum courses 2018	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Kate Nadji, Literacy PLT Leader to: Work with EIL on formative assessment and HITS Organise PLT meetings and project work to achieve AIP Literacy goals and targets Review KPS Literacy Curriculum with PLT (Item Analysis review after NAPLAN)	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,110.00 <input type="checkbox"/> Equity funding will be used
Marg Brooks, Literacy PL Coordinator to: Coordinate Literacy Resources to support the teaching of Spelling and Writing Facilitate staff professional learning in administering formal tests Provide hand-over/induction to Literacy Coordinator, Kate Nadji Train and coordinate parents in Parenting Partnerships in Prep to Year 2.	Staff Development Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to: Attend PL on Spelling and Writing pedagogy- through Julie Shepherd (accounted above), DRN FISO network, and THRASS Attend PL on correct method of administration of formal tests (Marg Brooks) Incorporate Writing and Spelling goals into PDP	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Simone Patterson (SIT): Undertake Curriculum Leadership PD through Bastow	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
SIT: Work with EIL to build leadership capacity in formative assessment and HITS	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Improve the learning growth of every student in English and Mathematics
12 month target 1.1	Students: Improve student outcomes in Writing and Numeracy growth from Yr 3 to 5 , and Year 5 to 7. Improve student performance in Top two bands of NAPLAN Year 3 Writing by 10% and Year 5 Writing by 30% 90% of all students to make at least one year growth in Writing Increase in ATTS in Learning Confidence by 5% and maintain Stimulating Learning at 90% Teachers: Improve Staff Survey % Endorsement Prin/Teacher in- Academic Emphasis, Collective Efficacy and Teacher Collaboration to increase by 5%
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Build teacher capacity to use strategies and tools that ensure ongoing assessment is used for learning
Actions	Principal: Provides scheduled time dedicated to whole school moderation Provisions PL, Roles and responsibilities and meeting schedule that supports capacity building in effective formative assessment across every classroom in KPS Utilise Teaching staff PDP process to ensure formative assessment is a whole school goal Literacy PLT: Lead Writing Moderation and create a KPS collection of standardised notated writing samples Identify tools and strategies for formative assessment in Spelling and Writing Develop planning documentation that makes explicit reference to how student learning data is being used to teach to a students' point of need

	<p>Numeracy PLT and Data Lit Coord: Lead discussions about formative assessment in Numeracy Lead discussions about tools and strategies for formative assessment and student goal setting to teach to a student's point of need Identify students requiring intervention and extension, including students requiring Quicksmart Maths intervention</p> <p>Teachers: Undertake Moderation of Writing at least twice per term across school Planning documentation shows explicit reference to how student learning data is being used to teach to a students' point of need Attend PLT meetings Incorporate tools for student self-assessment and goal setting into Spelling and Writing lessons Display anchor charts, spelling lists, and learning intentions in classrooms to scaffold current learning Develop and use tools for student self- assessment and goal setting Identify students who require Maths intervention, either within the differentiated learning program in the classroom, or in Quicksmart intervention Identify students who require extension or intervention, and provision with an Individual Learning Plan</p>
Evidence of impact	<p>Teachers: 90% of students in each class will make at least one year growth in Writing and Spelling Improved consistency in Teacher Judgements of Writing both with NAPLAN and between each others' reporting Planning documentation demonstrates use of ongoing formative assessments for Writing and Spelling to differentiate instruction Level and Staff Meetings show evidence of collaborative planning of teaching and assessment NAPLAN Numeracy Results Yr 3 and Yr 5, show increased growth in Top Two bands in 2018</p> <p>Literacy and Numeracy PLT: Documented KPS annotated Writing samples collated against the Victorian Curriculum Standards Teacher planning documentation in each classroom reflects the use of assessment information to move individual student to next stage of learning Teacher planning and assessment documentation in each classroom reflects the use of conferencing, and strategies and tools for student goal setting</p> <p>Students: Stimulating learning maintained at 90% and increased Teacher Empathy Students show increased high and decreased low relative growth in NAPLAN Student learning data reflects improvement targets have been reached or excelled Students understand the learning goals and success criteria Students understand connections between the learning goals, activities and assessment tasks</p> <p>Quicksmart Maths: Students identified as requiring Quicksmart maths will show learning growth in speed and accuracy of number calculations. Pre and post-data to confirm student learning growth</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal to: Monitor whole school moderation occurs at least twice per term on staff meeting schedule Organise the Quicksmart numeracy intervention- including provision of ESS to administer, and the collection and review of student learning data: \$3,800	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Kate Nadji (Literacy Cord) and Sonja Winkler (Numeracy/Data Lit Coord) to: Organise moderation of Writing task (Sonja) Use whole school moderation process to create notated writing samples against Victorian Curriculum- Writing (Kate) Discuss effective tools, strategies and documentation for formative assessment in Spelling, Writing and Maths lessons	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers: Moderate writing with colleagues as per meeting schedule Conference with students regarding their Writing (3 or 4 times per term) and	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>incorporate student goal setting into this process</p> <p>Implement effective tools, strategies and documentation for formative assessment in Spelling, Writing and Maths lessons</p> <p>Use learning intentions within Literacy lessons</p> <p>Create predictable, transparent and purposeful routines for students to understand their learning goals: make clear connections between the learning goals, activities and assessment tasks</p>				
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Goal 1	Improve the learning growth of every student in English and Mathematics			
12 month target 1.1	<p>Students:</p> <p>Improve student outcomes in Writing and Numeracy growth from Yr 3 to 5 , and Year 5 to 7.</p> <p>Improve student performance in Top two bands of NAPLAN Year 3 Writing by 10% and Year 5 Writing by 30%</p> <p>90% of all students to make at least one year growth in Writing</p> <p>Increase in ATTS in Learning Confidence by 5% and maintain Stimulating Learning at 90%</p> <p>Teachers:</p> <p>Improve Staff Survey % Endorsement Prin/Teacher in- Academic Emphasis, Collective Efficacy and Teacher Collaboration to increase by 5%</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Develop and implement a whole school instructional model			
Actions	<p>Incorporate a whole school instructional model: Whole-Part-Whole</p> <p>Utilise Literacy and Numeracy PLTs to examine how the whole school instructional model will support Maths, Writing and Spelling lesson structure and student learning</p> <p>Utilise meeting schedule to plan for whole school instructional model to be used in every classroom across school</p> <p>Utilise HITS- Lesson Structure and Explicit Teaching- to enrich our discussions and skills in developing a whole school instructional approach</p> <p>Use Lemov text, where appropriate and helpful, to support strategic conversations about Lesson Structure and Explicit Teaching</p>			
Evidence of impact	<p>Numeracy and Literacy PLTs:</p> <p>Meeting schedule demonstrates discussion and planning for whole school instructional model in Writing, Spelling and Maths</p> <p>Teachers:</p> <p>Staff survey shows improvements in 12 month targets</p> <p>Student learning data will improve as per 2018 AIP targets</p> <p>Whole-part-whole as a PDP Goal</p> <p>Planning documentation and classroom teaching show use of whole-part-whole instructional model</p> <p>Will create predictable and purposeful routines for students that support learning at their point of need</p> <p>Flexible groupings are used to differentiate teaching</p> <p>Students:</p> <p>ATTS survey data shows improvement in 12 month targets</p> <p>Students understand the learning goals and success criteria</p> <p>Students have access to multiple examples and modelling before undertaking the learning task</p> <p>Students understand the lesson routine and confidently negotiate the sequence of steps/activities</p> <p>Students have time to apply learning and practise skills</p> <p>Students have time to ask questions, and to reflect on their learning as individuals and as a class</p> <p>Principal:</p> <p>In classroom walkthroughs, whole-part-whole will be clearly demonstrated</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Numeracy & Literacy PLT: Organise PLT meetings to examine whole - part - whole in Maths, Spelling and Writing lesson structure	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Use HITS- Lesson Structure and Explicit Teaching- to support the implementation of the KPS whole school instructional model				
Principal: Undertake walk-throughs to observe whole school instructional model Utilise PDP to ensure the whole school instructional model is used across the school	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers: Participate in Numeracy and Literacy PLT discussions of the whole school instructional model Include whole school instructional model as a PDP goal	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve the wellbeing of all students in the school			
12 month target 2.1	<p>Students: Teacher Concern, School Connectedness and Attitude to Attendance to improve by 5% Our attendance data for 2018 will show no more than 25 students having 20 or more days absence</p> <p>Teachers: Parent and Community Involvement to reach 85%</p> <p>Parents: School Connectedness and My Child Feels Safe at School to improve by 5 %</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Employ an agreed whole school approach to student management and wellbeing, to ensure a safe and secure learning environment			
Actions	<p>The Student Wellbeing PLT will review all policies related to student management and wellbeing Staff will undergo PL in SWPB, and Respectful Relationships Ensure that there are processes for student and parent feedback on learning, wellbeing and general school management, and that there are mechanisms for involvement in decision-making Students have input into leadership roles and forums, actively contributing ideas to school activities Active SRC meetings - at least eight over the year and SRC present to School Council at each SC meeting</p>			
Evidence of impact	<p>Students: We aim to continue our excellent results in student safety and other aspects of the ATTS, as demonstrated in 2017, however, we would like to make a 5% improvement in Teacher Concern, School Connectedness and Attitude to Attendance Yard Duty and First Aid data shows similarly few incidents of injury, as per 2017. KPS SRC feeding back to School Council about student ideas, concerns and improvements Student forums provide a mechanism for feedback to teachers, SWB PLT leader and principal about school related matters, eg, student learning, OOSHC, safety, facilities, etc.</p> <p>Parents: Surveys provide parent feedback on areas related to student safety, learning and wellbeing, school management and OOSHC</p> <p>Teachers: Participating in PL Conferencing with students about learning and using this information to improve student - teacher relationships and teaching practice, student perception of instructional relevancy, student confidence Participate in staff meetings to discuss survey feedback and adjustments to areas of relevancy in curriculum delivery, school management and activities, etc</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Wellbeing Coordinator, Hilary Morris: Consult with Principal in matters of Student Wellbeing (SWB) Lead the SWB PLT Review Policies in Student Management and Student Wellbeing with Principal,	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

and facilitate discussions with staff at staff meetings Provide PL in Respectful Relationships and School Wide Positive Behaviours Lead staff discussion to embed SWPB across whole school, supported by the implementation of the KPS 2018 Establishing a Learning Community document Support student leadership structures through conducting student leadership meetings, activities and forums Yr 4 to 6 over 2018				
Principal: Review Policies in Student Management and Student Wellbeing with SWB PLT Leader Hilary Morris Ensure parents have mechanisms for feedback on school related matters through activating channels of communication, for example, School Council, committees, and surveys Ensure that whole school is implementing the Establishing a Learning Community document Work with SWB Coordinator to plan for student forums and surveys that enhance student feedback and goal setting mechanisms Ensure staff meetings include reflection on parent and student feedback	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Kallista Primary School (3993)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Christine Finighan, Principal to : Provision quality evidence based PL on Writing & Spelling- two days in Term 1 and coaching sessions (Julie Shepherd) Ensure Curriculum/Staff Meeting schedule incorporates Writing and Spelling pedagogy Support staff in Roles & Responsibilities to achieve goals of AIP Provision Literacy Coordinator and SIT member with Bastow Leading Literacy and Leading Curriculum courses 2018	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Julie Shepherd- Writing and Spelling PL	<input checked="" type="checkbox"/> Off-site Leading Curriculum and Assessment / and Giving and and Receiving Constructive Feedback- Bastow
Kate Nadji, Literacy PLT Leader to: Work with EIL on formative assessment and HITS Organise PLT meetings and project work to achieve AIP Literacy goals and targets Review KPS Literacy Curriculum with PLT (Item Analysis review after NAPLAN)	PLT Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants * Two student free days- Spelling and Writing PL with Julie Shepherd (shared with Sassafras and Monbulk PS)	<input checked="" type="checkbox"/> On-site
Simone Patterson (SIT): Undertake Curriculum Leadership PD through Bastow	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW LEADING CURRICULUM course (This course has been over-subscribed and

						our school was not chosen to be part of the first intake so we are hoping for another intake later in 2018)
Principal to: Monitor whole school moderation occurs at least twice per term on staff meeting schedule Organise the Quicksmart numeracy intervention-including provision of ESS to administer, and the collection and review of student learning data: \$3,800	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants University of New England trainers	<input checked="" type="checkbox"/> Off-site Provided at regional areas through University of New England

Documents that support the plan

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

Dimension 1

[Kallista PS Staff Meeting Schedule.pdf \(0.3 MB\)](#)

[PDP 2017 Teacher Goals.docx \(0.01 MB\)](#)

Dimension 2

[Kallista Maths Scope and Sequence 2016.doc \(0.69 MB\)](#)

[Kallista PS 3993 Assessment Schedule.pdf \(0.27 MB\)](#)

[Kallista PS 3993 I Can assessment checklist with notations.pdf \(0.27 MB\)](#)

[Kallista PS 3993 I Can numeracy checklist for assessment.pdf \(0.13 MB\)](#)

[Kallista PS 3993 Moderation sample.pdf \(1.07 MB\)](#)

[Kallista Yearly Overview F-6 Nov 2016.docx \(6.58 MB\)](#)

[Numeracy Checklist Level 5.docx \(0.04 MB\)](#)

[Numeracy Checklist Level 7.docx \(0.04 MB\)](#)

[Oral Language At Kallista PS June 2016.docx \(0.04 MB\)](#)

[Reading at Kallista Intro.docx \(0.04 MB\)](#)

[SKM_C45817121414520.pdf \(0.12 MB\)](#)

[SKM_C45817121414521.pdf \(0.16 MB\)](#)

[Spelling at Kallista PS June 2016 Final.docx \(0.08 MB\)](#)

[Vocabulary At Kallista Overview.docx \(0.03 MB\)](#)

[Writing At Kallista overview.docx \(0.03 MB\)](#)

Dimension 3

[SKM_C45817121512520.pdf \(0.19 MB\)](#)

[SKM_C45817121713570.pdf \(0.12 MB\)](#)

[writing goals.docx \(0.53 MB\)](#)

Dimension 4

[KPS rubric Individual research project.pdf \(0.23 MB\)](#)

[KPS rubric.pdf \(0.23 MB\)](#)

[SKM_C45817121512090.pdf \(0.52 MB\)](#)

[writing goals.docx \(0.53 MB\)](#)

Dimension 5

[2017 Roles and Responsibilities.doc \(0.16 MB\)](#)

[AAA Establishing a learning community 18.docx \(0.03 MB\)](#)

[Establishing a learning community 17.docx \(0.04 MB\)](#)

[Induction Manual 2017.doc \(0.38 MB\)](#)

[SKM_C45817121709110.pdf \(0.21 MB\)](#)

[SKM_C45817121709140.pdf \(0.36 MB\)](#)

[SKM_C45817121709141.pdf \(0.08 MB\)](#)

[StaffOperationsManual 17.doc \(0.47 MB\)](#)

Dimension 8

[SPOTTP CERTIFICATE.docx \(0.04 MB\)](#)
[This Weeks value is crativity.docx \(0.02 MB\)](#)
[VALUES CARNIVAL write up.docx \(1.05 MB\)](#)
[We show compassion by.docx \(0.01 MB\)](#)

Dimension 9

[KPS Student leadership and voice.docx \(0.02 MB\)](#)

Dimension 10

[Group 3.jpg \(0.66 MB\)](#)
[Harper letter.docx \(0.01 MB\)](#)
[Itinerary20-28Oct.docx \(0.01 MB\)](#)
[Molly.jpg \(0.39 MB\)](#)
[SKM_C45817121711330.pdf \(0.09 MB\)](#)
[SKM_C45817121712020.pdf \(0.38 MB\)](#)
[SKM_C45817121712030.pdf \(0.24 MB\)](#)
[SKM_C45817121712031.pdf \(0.15 MB\)](#)
[SKM_C45817121712032.pdf \(0.09 MB\)](#)
[SKM_C45817121712060.pdf \(0.41 MB\)](#)
[Yarralin Transition class.JPG \(6.21 MB\)](#)

Dimension 15

[Dande Ranges Student Leadership Day 8 may.doc \(0.04 MB\)](#)
[STUDENT LEADERSHIP EMAIL FOR DRN DAYS.docx \(0.01 MB\)](#)

Dimension 16

[SKM_C45817121713510.pdf \(0.18 MB\)](#)
[SKM_C45817121713520.pdf \(0.17 MB\)](#)
[SKM_C45817121713550.pdf \(0.42 MB\)](#)

Self-evaluation Summary

[Kallista PS Priority ReviewTerm 4 Nov Report.docx \(0.02 MB\)](#)
[SKM_C45817121714240.pdf \(0.08 MB\)](#)
[SKM_C45817121714260.pdf \(0.16 MB\)](#)
[SKM_C45817121714410.pdf \(0.03 MB\)](#)