

# 2018 Annual Implementation Plan

## for improving student outcomes

Strathmore Primary School (4612)



**Strathmore**  
PRIMARY SCHOOL No.4612

*Strive to Achieve*

Submitted for review by Peter Olm (School Principal) on 19 December, 2017 at 10:43 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Strathmore Primary School (4612)

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

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

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

<b>Enter your reflective comments</b>	<p>From the recent School Review, considerations the following suggestions for school improvement were aligned to the Framework for Improving Student Outcomes (FISO) and the Victorian Curriculum.</p> <p>The panel suggested a student achievement goal to improve student learning growth across the curriculum, with a focus on Reading and Numeracy. Key strategies to support achievement of the goal include:</p> <ul style="list-style-type: none"> <li>* develop and implement an agreed teaching model, with mandatory elements</li> <li>* build teacher capacity in differentiated curriculum, in use of feedback and assessment, to challenge high achieving students and support lower achievers.</li> </ul> <p>The goal and strategies align with the FISO priority of Excellence in teaching and learning, and the focus upon high impact teaching strategies to improve student learning outcomes.</p> <p>The panel suggested a student engagement goal to enhance student capacity as curious, motivated and self-advocating learners. Key strategies to support achievement of the goal include:</p> <ul style="list-style-type: none"> <li>* increase student involvement in shaping and improving their learning</li> </ul>
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	<p>* build middle leadership capacity to effect and sustain change in teaching and learning practices. The goal and strategies align with the FISO priorities of a Positive climate for learning, the initiative of building leadership teams and the importance of students acting as partners in school improvement.</p> <p>The panel suggested a student wellbeing goal to increase student resilience, confidence and proclivity for positive behaviours. Key strategies to support achievement of the goal include:</p> <ul style="list-style-type: none"> <li>* enhance commitment to ensuring an environment in which effective social skills learning and positive behaviours flourish.</li> <li>* build student capacity to apply critical and creative thinking approaches to their learning.</li> </ul> <p>The goal and strategies align with the FISO priority of a Positive climate for learning and the initiative of setting expectations and promoting inclusion.</p>
<p><b>Considerations for 2019</b></p>	<p>As a result of the school's Peer Review in 2017, a new Strategic Plan will be implemented in 2018. The review report highlighted that the school has a strong understanding of its strengths and areas for further development. A solid platform is in place from which to further build the capacity of teachers, leaders and Professional Learning Teams in order to address the goal of improving the learning growth of students and also increasing the performance of high achieving students at the school. The recent Attitudes to School Survey data highlights a positive starting point with an average of over 80% positive responses across the survey. The school-wide Positive Behaviour Support framework also provides a solid platform upon which the capacity of teachers and leaders can be built in order to enhance commitment to the framework and ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.</p> <p>In line with the recommendations from the review report, the school has the following four-year goals for Achievement, Engagement and Wellbeing:</p> <p>Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics. Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners. Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.</p>
<p><b>Documents that support this plan</b></p>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Strathmore Primary School (4612)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.</p>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a minimum of 25% of students making high relative gain and a maximum of 25% of students making low relative gain on average over the Strategic Plan.</p> <p>The percent of students in the top two NAPLAN bands for Reading and Numeracy will be at least sustained for the matched cohort of students from Year 3 to Year 5 over the course of the Strategic Plan.</p> <p>The percent of students in the top two NAPLAN bands for Reading and Writing will demonstrate a positive trend as an average over the Strategic Plan.</p> <p>The School Staff Survey will demonstrate at least 75% Overall Percent Endorsement for <b>School Climate</b> module and the components of the <b>Teaching and Learning</b> module as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>	<p>Building practice excellence</p>

	<p><b>Student Cognitive Engagement</b> and at least 70% positive responses for domain of <b>Parent Community Engagement</b> as an average over the Strategic Plan.</p>			
<p>Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.</p>	<p>The Attitudes to School Survey will demonstrate positive trend data and at least 85% positive responses for the areas of <b>Stimulated Learning, Differentiated Learning Challenge and Motivation and Interest</b> and at least 75% positive responses for the area of <b>Student Agency and Voice</b> as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of <b>Student Development</b> as an average over the Strategic Plan.</p>	Yes	<p>The Attitudes to School Survey will demonstrate positive trend data and at least 70% positive responses for the area of Student Agency and Voice.</p>	<p>Empowering students and building school pride</p>
<p>Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.</p>	<p>The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of <b>Classroom Behaviour, Non-Experience of Bullying, Managing Bullying</b> and <b>Respect for Diversity</b> as an average over the Strategic Plan.</p> <p>The Parent Opinion Survey will demonstrate at least 75% positive responses for the domain of <b>School Ethos and Environment</b> as an</p>	Yes	<p>The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity.</p>	<p>Setting expectations and promoting inclusion</p>

	<p>average over the course of the Strategic Plan. School data will demonstrate a trend of reduction of behaviour incidents over the course of the Strategic Plan. The Attitudes to School Survey will demonstrate positive trend data and at least 90% positive responses for the areas of <b>Resilience</b>, <b>Sense of Inclusion</b> and <b>Advocate at School</b> and at least 80% positive responses <b>Teacher Concern</b> as an average over the course of the Strategic Plan.</p>			
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**Improvement Initiatives Rationale**

Strathmore Primary School aims to achieve improved learning growth across the curriculum, for all students, with a focus on Reading, Writing and Mathematics with particular emphasis on improved learning growth of high-achieving students. The school aims to enhance intellectual engagement and student empowerment in learning, the promotion of a positive climate for learning and the building of student resilience in learning and social contexts. Every student can be engaged in learning, including direct involvement to set goals and improve their achievement. As students develop greater self-awareness and agency in their learning, they are more able to capitalise on strengths, address areas for improvement, make connections in their learning and transfer successful learning strategies. Gains in achievement of higher-performing students establish a positive climate for learning that has a positive impact for all students. Effective instructional practice connects teaching to learning gain. When students are engaged in a challenging curriculum through an effective pedagogical model, they are more able to develop critical and creative thinking abilities that are transferable in their learning. As students develop greater resiliency and social awareness, they are more able to use interpersonal skills to maintain respectful relationships that contribute to an inclusive and positive climate for learning.

<b>Goal 1</b>	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
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<b>12 month target 1.1</b>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build leadership capacity to effect and sustain change in teaching and learning practices through effective restructuring and resourcing and PLTs engaging in a process of inquiry using the FISO improvement cycle.
KIS 2	Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLTs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).
KIS 3	Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.
KIS 4	Develop, document and implement an agreed cohesive, whole-school curriculum, covering key learning areas of Reading, Writing, Mathematics, Inquiry Learning and Specialist programs.
<b>Goal 2</b>	Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.
<b>12 month target 2.1</b>	The Attitudes to School Survey will demonstrate positive trend data and at least 70% positive responses for the area of Student Agency and Voice.
<b>FISO Initiative</b>	Empowering students and building school pride

<b>Key Improvement Strategies</b>	
KIS 1	Develop and embed effective pedagogical approaches, instructional practices (HITS) and a climate to build the capacity of students to apply critical and creative thinking in their learning.
KIS 2	Embed instructional practices (HITS) and develop a climate to increase student voice and involvement in shaping and improving their learning.

<b>Goal 3</b>	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.
<b>12 month target 3.1</b>	The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Build the capacity of staff and leaders to enhance commitment to school-wide Positive Behaviour Support framework to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.
KIS 2	Increase staff capacity to implement inclusive teaching strategies that respond to individual learning styles, interests and aspirations.
KIS 3	Enhance student resiliency in learning and social/emotional engagement.

## Define Evidence of Impact and Activities and Milestones - 2018

Strathmore Primary School (4612)

<b>Goal 1</b>	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
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<b>12 month target 1.1</b>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build leadership capacity to effect and sustain change in teaching and learning practices through effective restructuring and resourcing and PLTs engaging in a process of inquiry using the FISO improvement cycle.
Actions	<p>Restructuring the School Leadership model to incorporate sub-school leadership (F-2 and 3-6) and to build capacity of middle leadership (i.e. increased opportunities for roles as Teaching and Learning Leaders and School Improvement Community Leaders).</p> <p>Leadership restructure to a model of School Improvement Communities who are led by members of the School Improvement Team, with one community specifically focused on Instructional Practice.</p> <p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist will lead the School Improvement Community for Instructional Practice with a focus on using DETs High Impact Teaching Strategies as a mentor text in all PLTs as part of planning for effective teaching and learning</p>
Evidence of impact	<p>Every student can expect to be engaged in their learning, including working with their teachers to set their own immediate and longer-term literacy and numeracy goals, and have their voice heard in designing their own learning. (Literacy and Numeracy Strategy, Version 1)</p> <p>Evidence suggests that gains in achievement of higher performing students positively impact the achievement of lower performing students. The focus upon educational achievement in the classroom also has a positive impact for all students. (Learning for Life)</p>

When teachers pool their knowledge of effective teaching and learning into a collaborative approach to planning, implementing and monitoring teacher interventions then student outcomes are improved.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Restructuring the School Leadership model to incorporate sub-school leadership (F-2 and 3-6) and to build capacity of middle leadership (i.e. increased opportunities for roles as Teaching and Learning Leaders and School Improvement Community Leaders).</p> <p>Leadership restructure to a model of School Improvement Communities who are led by members of the School Improvement Team, with one community specifically focused on Instructional Practice.</p> <p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist will lead the School Improvement Community for Instructional Practice with a focus on using DETs High Impact Teaching Strategies as a mentor text in all PLTs as part of planning for effective teaching and learning</p>	<p>School Leadership Team</p>	<p><input type="checkbox"/> No</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<b>Goal 1</b>	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
<b>12 month target 1.1</b>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Build teacher capacity to differentiate learning to meet the needs of all students, through the work of PLTs in effective use of student achievement data to provide targeted teaching and learning, extension and intervention and the embedding of High Impact Teaching Strategies (HITS).
<b>Actions</b>	<p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist and the Instructional Practice School Improvement Community will lead the implementation of DETs High Impact Teaching Strategies and link the initiative with the Peer Observation program and collegiate feedback.</p> <p>Participating in the Victorian PLC Initiative professional learning for PLC instructional leaders and school leaders.</p> <p>A Literacy Intervention consultant will be employed on a fortnightly basis to work with F-2 teachers and the Learning Specialist to improve classroom-based strategies for intervention in literacy.</p>
<b>Evidence of impact</b>	Every student can expect to be engaged in their learning, including working with their teachers to set their own immediate and longer-term literacy and numeracy goals, and have their voice heard in designing their own learning.

	<p>(Literacy and Numeracy Strategy, Version 1)</p> <p>Evidence suggests that gains in achievement of higher performing students positively impact the achievement of lower performing students. The focus upon educational achievement in the classroom also has a positive impact for all students. (Learning for Life)</p> <p>When teachers pool their knowledge of effective teaching and learning into a collaborative approach to planning, implementing and monitoring teacher interventions then student outcomes are improved.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
<p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist and the Instructional Practice School Improvement Community will lead the implementation of DETs High Impact Teaching Strategies and link the initiative with the Peer Observation program and collegiate feedback.</p> <p>Participating in the Victorian PLC Initiative professional learning for PLC instructional leaders and school leaders.</p> <p>A Literacy Intervention consultant will be employed on a fortnightly</p>	<p>School Improvement Team</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

basis to work with F-2 teachers and the Learning Specialist to improve classroom-based strategies for intervention in literacy.				
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<b>Goal 1</b>	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
<b>12 month target 1.1</b>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	Develop and embed an agreed model of instructional practice, with non-negotiable elements, that reflects High Impact Teaching Strategies (HITS) and FISO initiatives.
Actions	<p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist and the Instructional Practice School Improvement Community will lead the implementation of DETs High Impact Teaching Strategies and link the initiative with the Peer Observation program and collegiate feedback.</p>
Evidence of impact	<p>Every student can expect to be engaged in their learning, including working with their teachers to set their own immediate and longer-term literacy and numeracy goals, and have their voice heard in designing their own learning. (Literacy and Numeracy Strategy, Version 1)</p> <p>Evidence suggests that gains in achievement of higher performing students positively impact the achievement of lower performing</p>

students. The focus upon educational achievement in the classroom also has a positive impact for all students. (Learning for Life)

When teachers pool their knowledge of effective teaching and learning into a collaborative approach to planning, implementing and monitoring teacher interventions then student outcomes are improved.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives:</p> <ul style="list-style-type: none"> <li>* Implementing a process of inquiry using the FISO Improvement Cycle to improve student achievement</li> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist and the Instructional Practice School Improvement Community will lead the implementation of DETs High Impact Teaching Strategies and link the initiative with the Peer Observation program and collegiate feedback.</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Student Achievement: To improve student learning growth across the curriculum, with a focus on Reading, Writing and Mathematics.
<b>12 month target 1.1</b>	<p>The NAPLAN Relative Growth for Year 3 to Year 5 Reading and Numeracy outcomes to show a maximum of 25% of students making low relative gain.</p> <p>The School Staff Survey will demonstrate at least 70% Overall Percent Endorsement for School Climate module and the components</p>

	<p>of the Teaching and Learning module.</p> <p>The Parent Opinion Survey will demonstrate at least 70% positive responses for the domain of Student Cognitive Engagement.</p>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 4</b>	Develop, document and implement an agreed cohesive, whole-school curriculum, covering key learning areas of Reading, Writing, Mathematics, Inquiry Learning and Specialist programs.			
Actions	<p>The Curriculum Mapping School Improvement Community will lead the development of a documented and agreed whole-school</p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Inquiry Learning</li> <li>* Specialist programs</li> </ul> <p>The Learning Specialist and the Instructional Practice School Improvement Team will lead the implementation of the following</p> <ul style="list-style-type: none"> <li>* Get Reading Right F-2 Phonics program</li> <li>* VCOP whole-school writing model</li> </ul>			
Evidence of impact	<p>Every student can expect to be engaged in their learning, including working with their teachers to set their own immediate and longer-term literacy and numeracy goals, and have their voice heard in designing their own learning. (Literacy and Numeracy Strategy, Version 1)</p> <p>Evidence suggests that gains in achievement of higher performing students positively impact the achievement of lower performing students. The focus upon educational achievement in the classroom also has a positive impact for all students. (Learning for Life)</p> <p>When teachers pool their knowledge of effective teaching and learning into a collaborative approach to planning, implementing and monitoring teacher interventions then student outcomes are improved.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
The Curriculum Mapping School Improvement Community will lead the development of a documented and agreed whole-school * Mathematics	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>* Inquiry Learning * Specialist programs</p> <p>The Learning Specialist and the Instructional Practice School Improvement Team will lead the implementation of the following</p> <p>* Get Reading Right F-2 Phonics program * VCOP whole-school writing model</p>				
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<b>Goal 2</b>	Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.
<b>12 month target 2.1</b>	The Attitudes to School Survey will demonstrate positive trend data and at least 70% positive responses for the area of Student Agency and Voice.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Develop and embed effective pedagogical approaches, instructional practices (HITS) and a climate to build the capacity of students to apply critical and creative thinking in their learning.
Actions	<p>Extend approaches that enable student feedback about their learning, through goal setting, monitoring of progress (self and peer assessment), student built rubrics, and reporting on achievements (three-way conferencing, presentations, digital portfolios).</p> <p>Orient students to future through real-life experiences in Science, Technology, Engineering, Arts and Maths (STEAM) learning.</p>
Evidence of impact	<p>The STEM aspiration is that 'every student is excited, challenged and supported to achieve high standards in science and mathematics, and also understands the relevance of science and mathematics to their lives and futures in local, national and global contexts.'</p> <p>This accords with the school vision 'to prepare young people to become active, engaged and responsible citizens of the local and global community'.</p> <p>The Critical and Creative Thinking capability aims to ensure that students develop:</p> <ul style="list-style-type: none"> <li>• understanding of thinking processes and an ability to manage and apply these intentionally</li> <li>• skills and learning dispositions that support logical, strategic, flexible and adventurous thinking</li> </ul>

	<ul style="list-style-type: none"> <li>confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts. (Victorian Curriculum)</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Extend approaches that enable student feedback about their learning, through goal setting, monitoring of progress (self and peer assessment), student built rubrics, and reporting on achievements (three-way conferencing, presentations, digital portfolios).</p> <p>Orient students to future through real-life experiences in Science, Technology, Engineering, Arts and Maths (STEAM) learning.</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Student Engagement: To enhance the capacity of students as curious, motivated and self-advocating learners.
<b>12 month target 2.1</b>	The Attitudes to School Survey will demonstrate positive trend data and at least 70% positive responses for the area of Student Agency and Voice.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 2</b>	Embed instructional practices (HITS) and develop a climate to increase student voice and involvement in shaping and improving their learning.
Actions	<p>Focus middle level leadership professional learning to increase ability to give positive feedback which improves teacher practice.</p> <p>Review middle level leadership accountabilities to ensure an emphasis upon instructional coaching, in accordance with the agreed pedagogical model.</p> <p>Assess the current practice of critical and creative skills and knowledge development across the curriculum.</p> <p>Continue developing students as efficient, effective thinkers, who employ patterns of intellectual behaviour (Habits of Mind).</p>

Evidence of impact	<p>School middle leadership will have a key instructional role based upon deep content knowledge of curriculum, formative, summative and diagnostic assessment, moderation and pedagogy. (Literacy and Numeracy Strategy Version 1)</p> <p>If teachers and students work together and student voice is heard and respected, then this contributes to building students' confidence, sense of self-efficacy, connectedness and engages them as educational decision-makers.</p> <p>When students are supported in developing and managing self-awareness, then they will have a realistic sense of their strengths, their achievements and build their skills to work independently, be creative, and show initiative.</p> <p>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Focus middle level leadership professional learning to increase ability to give positive feedback which improves teacher practice.</p> <p>Review middle level leadership accountabilities to ensure an emphasis upon instructional coaching, in accordance with the agreed pedagogical model.</p> <p>Assess the current practice of critical and creative skills and knowledge development across the curriculum.</p> <p>Continue developing students as efficient, effective thinkers, who employ patterns of intellectual behaviour (Habits of Mind).</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<b>Goal 3</b>	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.			

<b>12 month target 3.1</b>	The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity.			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>	Build the capacity of staff and leaders to enhance commitment to school-wide Positive Behaviour Support framework to ensure a calm and supportive environment, in which effective social skills, learning and positive behaviours are embedded.			
Actions	<p>Monitor the impact of the Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships learning, by alignment to the student outcomes of the Personal and Social Capability.</p> <p>Improve data collection and analysis practices in relation to behaviour incidents, by using a digital method (e.g. Accelerus or Compass).</p> <p>Increase the staff knowledge of inclusive teaching strategies that respond to individual student learning styles, interests and aspirations.</p> <p>Continue to enhance teacher capacity in classroom management and high student engagement to maximise learning time and achievement.</p>			
Evidence of impact	<p>When students are supported in developing and managing social awareness, then they will use interpersonal skills to establish and sustain respectful relationships, and build collective skills of negotiation, conflict resolution and problem solving.</p> <p>The Personal and Social Capability involves students learning to recognise and regulate emotions, develop empathy for others, build positive relationships, work effectively in teams, develop leadership skills, and handle challenging situations constructively. (Victorian Curriculum)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Monitor the impact of the Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships learning, by alignment to the student outcomes of the Personal and Social Capability.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<p>Improve data collection and analysis practices in relation to behaviour incidents, by using a digital method (e.g. Accelerus or Compass).</p> <p>Increase the staff knowledge of inclusive teaching strategies that respond to individual student learning styles, interests and aspirations.</p> <p>Continue to enhance teacher capacity in classroom management and high student engagement to maximise learning time and achievement.</p>				
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<b>Goal 3</b>	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.			
<b>12 month target 3.1</b>	The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity.			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 2</b>	Increase staff capacity to implement inclusive teaching strategies that respond to individual learning styles, interests and aspirations.			
Actions	<p>Focus middle level leadership professional learning to increase ability to give positive feedback which improves teacher practice.</p> <p>Review middle level leadership accountabilities to ensure an emphasis upon instructional coaching, in accordance with the agreed pedagogical model.</p>			
Evidence of impact	<p>School middle leadership has a key instructional role based upon deep content knowledge of curriculum, formative, summative and diagnostic assessment, moderation and pedagogy. (Literacy and Numeracy Strategy Version 1)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		<b>Learning Priority</b>		
<p>Focus middle level leadership professional learning to increase ability to give positive feedback which improves teacher practice.</p> <p>Review middle level leadership accountabilities to ensure an emphasis upon instructional coaching, in accordance with the agreed pedagogical model.</p>	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Student Wellbeing: To increase student resilience, confidence and engagement in positive behaviours.
<b>12 month target 3.1</b>	The Attitudes to School Survey will demonstrate at least 85% positive responses for the areas of Classroom Behaviour, Non-Experience of Bullying, Managing Bullying and Respect for Diversity.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 3</b>	Enhance student resiliency in learning and social/emotional engagement.
Actions	<p>Monitor the impact of the Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships learning, by alignment to the student outcomes of the Personal and Social Capability.</p> <p>Increase the staff knowledge of inclusive teaching strategies that respond to individual student learning styles, interests and aspirations.</p> <p>Continue to enhance teacher capacity in classroom management and high student engagement to maximise learning time and achievement.</p>
Evidence of impact	<p>When students' thinking and learning is made visible to themselves and to one another, then they can identify next steps for improvement.</p> <p>The Personal and Social Capability involves students learning to recognise and regulate emotions, develop empathy for others, build positive relationships, work effectively in teams, develop leadership skills, and handle challenging situations constructively. (Victorian Curriculum)</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Monitor the impact of the Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships learning, by alignment to the student outcomes of the Personal and Social Capability.</p> <p>Increase the staff knowledge of inclusive teaching strategies that respond to individual student learning styles, interests and aspirations.</p> <p>Continue to enhance teacher capacity in classroom management and high student engagement to maximise learning time and achievement.</p>	School Improvement Team	<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

Strathmore Primary School (4612)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>A Leading Teacher out of the classroom full-time in 2018 who will lead and support all PLTs with the following initiatives: * Implementing a process of inquiry using the FISO Improvement Cycle to</p>	School Improvement Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> <li>Victorian PLC Initiative</li> </ul>

<p>improve student achievement</p> <ul style="list-style-type: none"> <li>* DETs High Impact Teaching Strategies will be used as a mentor text in all PLTs as part of planning for effective teaching and learning</li> <li>* Triangulated data will be used to accurately determine the learning needs of students to enable effective differentiation</li> <li>* Effective digital tracking of student achievement to determine the learning growth of all students, with particular focus on students performing above the expected level</li> </ul> <p>A Learning Specialist and the Instructional Practice School Improvement Community will lead the implementation of DETs High Impact Teaching Strategies and link the initiative with the Peer Observation program and collegiate feedback.</p> <p>Participating in the Victorian PLC Initiative professional learning for PLC instructional leaders and school leaders.</p> <p>A Literacy Intervention consultant will be employed on a fortnightly basis to work</p>						
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with F-2 teachers and the Learning Specialist to improve classroom-based strategies for intervention in literacy.						
<p>The Curriculum Mapping School Improvement Community will lead the development of a documented and agreed whole-school</p> <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Inquiry Learning</li> <li>* Specialist programs</li> </ul> <p>The Learning Specialist and the Instructional Practice School Improvement Team will lead the implementation of the following</p> <ul style="list-style-type: none"> <li>* Get Reading Right F-2 Phonics program</li> <li>* VCOP whole-school writing model</li> </ul>	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

### Documents that support the plan

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