

Define Evidence of Impact and Activities and Milestones - 2018

Syndal South Primary School (4924)

Submitted for review by Helen Freeman (School Principal) on 15 February, 2018 at 10:00 AM
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 15 February, 2018 at 05:32 PM
Endorsed by Sandy Delaney (School Council President) on 19 February, 2018 at 02:47 PM



Define Evidence of Impact and Activities and Milestones - 2018

Syndal South Primary School (4924)

Goal 1	To meet the personalised learning needs of each student and ensure learning growth in literacy and numeracy.			
12 month target 1.1	95% of students achieving at or above the expected level in writing (2017 - 19.3% below expected level)			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Learning Intentions and Success Criteria			
Actions	<p>Learning Team - develops sessions to support staff to implement agreed plan for Learning Intention and Success Criteria implementation by the end of 2018.</p> <p>Development of teacher capacity to write learning intentions and to work with students to develop Success Criteria.</p> <p>Collegiate sharing and observation of the use of Learning Intentions and Success Criteria across the school - to build capacity and strength of agreed focus.</p> <p>Document whole school Mathematics program based on the Victorian Curriculum which includes student friendly Learning Intentions and Success Criteria.</p> <p>Teachers planning will illustrate the Learning Intentions and Success Criteria link to the teaching and learning activities and assessment tasks</p> <p>Teachers will continue to build their language, literacy and numeracy knowledge and practices through the use of the Literacy and Numeracy portals.</p>			
Evidence of impact	<p>By implementing Learning Intentions and Success Criteria throughout the school student learning will be more focused and teaching will be based on student need, will be clear and specific to avoid ambiguity.</p> <p>Teachers collaborating together in teams to determine the Learning Intentions and Success Criteria will ensure deeper learning and understanding of the specific curriculum being taught.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A common template for the visual display of the Learning Intentions and Success Criteria will be agreed upon and become a non	Teacher(s)	<input type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 × Equity funding will

<p>negotiable. Engage Isobel McLennan (EIL) to further support teachers professional learning in the writing of Learning Intentions and Success Criteria. PLC teams will collaborate together to formulate their Learning Intentions and Success Criteria based on Vic Curriculum and student data. The use of Learning Intentions and Success Criteria will be reflected in all teacher planning documents</p>				<p>be used</p>
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12 month target 1.1	95% of students achieving at or above the expected level in writing (2017 - 19.3% below expected level)			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Investigate how to structure increased opportunity for moderation to improve teacher judgement and discuss effective practice across levels - focus on mathematics and speaking and listening			
Actions	<p>Pedagogy team to continue implementation of writing moderation - planning whole school sessions using the 'Big Write Assessment Criteria'</p> <p>Develop plan for whole school moderation in areas - mathematics - number and statistics and probability - english - speaking and listening.</p> <p>Team to add to meeting calendar and implement staff learning - whole staff or team meetings.</p> <p>Respond to a student's point of learning by differentiating the curriculum</p>			
Evidence of impact	<p>Data and evidence will inform and drive the work of the PLT's. Teachers and leaders will be fully data literate and routinely analyse data at individual student , class and across cohort level. Multiple sources of evidence will be used to drive and inform the professional learning needs of the team.</p> <p>Teachers will feel empowered, knowledgeable and skilled in using a variety of relevant data on a regular basis to improve teaching and learning.</p> <p>Teachers will exhibit an inquiry mindset within the collaborative environment of the PLT.</p>			
Activities and Milestones	Who	Is this a Professional Learning	When	Budget

		Priority		
<p>The meeting schedule will be organised allocating time for teachers to collaborate and work in professional learning teams. Minutes of weekly collaborations and teacher planners will reflect the outcomes of the collaborative conversations. Professional Learning for the Leadership on the collaborative focus on the interrogation of data and the Cycle of Inquiry will be done. Teachers can articulate how they identified each student' point of learning based on the assessment data collected. Teachers provide evidence in their weekly planning and classroom practice of differentiation.</p> <p>Professional Learning Days will be utilised in this area.</p>	All Staff	<input type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 × Equity funding will be used

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12 month target 1.1	95% of students achieving at or above the expected level in writing (2017 - 19.3% below expected level)
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Identify process used to collect and monitor student data and tracking of learning growth for every student.
Actions	<p>Review, develop and document school Literacy and Numeracy Assessment Schedule with timelines for the administration of the various assessments</p> <p>Identify process used to collect and monitor student data and tracking of learning growth for every student - within each team. Leadership team to work on data wall and putting faces to the data - by regularly reviewing team data, asking each other challenging questions and supporting the ongoing development of teacher capacity to use data.</p> <p>Further implement Essential Learning - support capacity of staff by identifying expert teachers - Implement peer observations and feedback model linked to the agreed teaching and learning practices.</p>
Evidence of impact	<p>Assessment Schedule updated and administered according to time line ensuring a range of assessments, feedback and data analysis mechanisms are embedded and utilised to inform explicit teaching.</p> <p>Improved student learning growth in literacy and numeracy.</p>

	<p>Established practice excellence across the school in the utilisation of the Essential Learnings for Mathematics Individuals and teams will be open to critically evaluating their practice in a culture of trust and with a growing sense of collective efficacy. The school will have a consistent approach to the implementation and review of the selected high impact teaching strategies.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Relevant assessment support and review provided. Semester analysis of data collected from Schedule and the outcomes/action from the use of the data. Monitor requirements are met in a timely manner and that action from the use of the schedule is linked to planning and teaching from the data collected. Making effective use of the Schedule to support teacher judgements identifying students point of learning and to provide supporting data to show student growth. All teachers complete a minimum of two peer to peer observations in each Term with documented evidence of reflection following observation sessions, including ideas for change to practice, change approaches and use of new strategies and evaluation.</p>	Leadership Team	× No	from: Term 1 to: Term 4	<p>\$0.00 × Equity funding will be used</p>

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12 month target 1.1	95% of students achieving at or above the expected level in writing (2017 - 19.3% below expected level)
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	To develop school wide protocols to ensure all students in need of Level 2 interventions are clearly identified and supported.
Actions	<p>The Principal class will develop a clear set of guidelines to ensure teachers appropriately identify those students in need of Wave 2 Literacy intervention, i.e. out of the classroom, and that these students are supported with the best and most relevant practice. Once students are identified teachers will then;</p>

	<ul style="list-style-type: none"> * use explicit and direct teaching strategies * monitor progress in one or more modes of English * gain additional diagnostic information about each students' learning strengths and challenges in English * plan for, and monitor the impact of, teaching and literacy interventions throughout the year. <p>Intervention will be seen as a pedagogical process, not a package of materials 'off the shelf'. These interventions will be:</p> <ul style="list-style-type: none"> • evidence-based • data driven • individually targeted • systematic • intensive. <p>* There will be an appropriate deployment of physical and human resources across the school to support the interventions.</p>			
Evidence of impact	<p>SSPS will have developed an intervention(s) designed to:</p> <ul style="list-style-type: none"> • take specific steps to allow access to a particularised curriculum for students who were experiencing difficulties with a program that focuses on a range of literacy components such as; phonemic awareness, phonics, fluency, comprehension, spelling, capitalisation, punctuation and grammar. • result in deliberate and direct actions by teachers and support staff in the interests of the nominated children • make adaptations and modifications to teaching strategies, resources and classroom learning environments to ensure that students can participate in the regular classroom curriculum. <p>* All participating students will become confident and competent readers and writers and therefore build on their existing skills by making connections to their future literacy learning.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The development of rigorous guidelines for the selection of students for Wave 2 literacy intervention and the subsequent implementation of an appropriate needs-based program.	Leadership Team	✗ No	from: Term 1 to: Term 4	\$0.00 ✗ Equity funding will be used
MacqLit Program to be implemented with group of Year 4 students to build their skills in reading and spelling to support their work towards meeting expected levels in English. Two groups of Year	Teacher(s)	✗ No	from: Term 1 to: Term 4	\$35,000.00 ☐ Equity funding will be used

<p>5/6 students to also be involved in the program. This program is funded by central staffing budget for two staff part time (Teacher, ES) and with Equity funding for program materials and teaching and learning supplies - including reading texts, stationary and MacqLit Kits</p>				
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FISO Initiative	Building practice excellence
Key Improvement Strategy 5	Whole school writing framework VCOP and Big Write, Words Their Way as spelling program
Actions	<p>Review the Writing Program across the school to ensure consistency of practice (P-6) in the explicit teaching of the process of writing, structural and grammatical features of genres and spelling.</p> <p>All teachers will attend Day One - Introduction to VCOP and the Big Write' to strengthen the whole school approach to the teaching of writing with a focus on vocabulary development, punctuation, grammar and spelling.</p> <p>Learning Leaders to undertake Day Two - 'VCOP and Big Write- Focusing on the Assessment Criterion.</p> <p>Investigate research based spelling programs and practices.</p>
Evidence of impact	<p>The explicit teaching of the writing process of planning, drafting or composing, revising or editing and publishing actively involves students in purposeful writing around which both their authorial and secretarial skills and understandings will develop.</p> <p>By undertaking this learning all teaching staff will have an understanding of VCOP and the Big Write and be equipped to implement the program in their classrooms. The development of a whole school approach to writing will support ongoing student outcome data. The use by all staff of the Assessment Criterion will enable a more rigorous, consistent approach to writing moderation across the school leading to student learning growth.</p> <p>The use of the Assessment Criterion will enable student learning goals to be developed and discussed with students to ensure that they are challenged relative to their current mastery of the level of writing they are achieving.</p> <p>Scaffolding the learning of the VCOP and Big Write strategies, writing process structural features of genres documented in the whole school writing program framework.</p> <p>Minutes of weekly collaborations/ teacher planners will reflect the outcomes of the professional learning in VCOP/Big Write.</p> <p>All classrooms will have non negotiable displays necessary for the successful implementation of VCOP.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>VCOP and Big Write- development of whole school documented framework across the school- recommendation from the Pedagogy Strategic Team in 2017 after undertaking research on the best approach for the school. Professional learning in the writing process, VCOP and the Big Write as per the Professional Learning Schedule, with particular emphasis on the Writing Assessment Criteria.</p> <p>Professional Learning for the parent community via the newsletter and parent information evening on VCOP and the Big Write.</p> <p>Talking Homework set for all students P-6 in preparation for a 'Big Write'. Writing data collected, analysed and discussed as a whole school, a particular cohort and individually. A consistent approach to the moderation of writing developed across the school.</p>	All Staff	<input type="checkbox"/> Yes	from: Term 2 to: Term 4	\$4,950.00 ✕ Equity funding will be used

Goal 2	To develop student interest and motivation in a rich, relevant and challenging learning environment.
12 month target 2.1	Attitude to School Excellence in Teaching and Learning Teacher Concern - 75% positive response (64% 2017) Stimulated Learning - 85% positive response (75% 2017) Learning Confidence - 85% positive response (77% 2017) Positive Climate for Learning Student Voice and Advocacy - 75% positive response (65% 2017)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Build teacher capacity in use of Digital Technologies curriculum
Actions	All staff to undertaken learning on Google Applications - Curriculum Day - June PDP goals linked to continued building of individual and team capacity to provide innovative learning program.

Evidence of impact	By undertaking professional learning as a whole staff the school will build the capacity of teachers to implement the Digital Technologies curriculum and effectively use Google applications, this will build the engagement of all students, ensure the school can effectively implement the Victorian Curriculum and impact positively on student learning outcomes.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
EdTech Team - undertaking Digital Literacy day with staff - building capacity of all staff to better use Google apps across the school and embedding them within the learning programs.	All Staff	<input type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,150.00 ✗ Equity funding will be used
Techie Breakie events - for whole school - focus on Digital Technology - linked to Essential Assessment program, use of Excel for data wall development and use of Digital Technology strategies in the classroom program - also use of mobile devices across the school.	All Staff	✗ No	from: Term 1 to: Term 4	\$0.00 ✗ Equity funding will be used

Goal 3	To foster a cohesive school learning community that supports and enhances the wellbeing of every student.
12 month target 3.1	<p>Attitude to School Excellence in Teaching and Learning Motivation and Interest - 85% positive response (79% 2017) Effort - 90% positive response (81% 2017) Positive Climate for learning School Connectedness - 90% positive response (82% 2017)</p> <p>School Staff Survey Parent and Community Involvement - 85% endorsement (79.9% 2017) Staff Trust in colleagues - 80% endorsement (69% 2017)</p> <p>Parent Opinion Survey Community Engagement in Learning Teacher Communication - 85% positive response (77% 2017) School Improvement - 80% positive response (70% 2017)</p>

	<p>Excellence in Teaching and Learning Effective Teaching 85% (80% 2017) Student motivation and support - 80% (75% 2017)</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Implement Positive School Wide Behaviour Framework across the school			
Actions	<p>Brief staff on SWPBS Create a behaviour purpose statement in consultation with the whole staff Expectations Matrix - Staff and students to brainstorm ideas in class at the beginning of term. Staff to create expectations matrix for whole school Create timeline for covering the values/ expectations through the whole school in 2018.</p>			
Evidence of impact	<p>By working together to develop a whole school approach to School Wide Positive Behaviour the staff will be able to build positive climate with students and the community across the school - this climate will support the learning outcomes for all students. A positive, effective and orderly learning environment for the whole school community</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>All members of staff model and teach positive behaviours in line with SWPBS agreed expectations, processes and procedures as evidenced in planning documents Common language is used across the school in line with the SWPBS. A consistent, orderly environment can be observed during classroom observation. Students can articulate characteristics of a consistent and positive learning environment. Newsletter and information sessions to promote and engage parents in the SWPBS home/ school partnership keep parents abreast of the initiative and their role in supporting it.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00 ✖ Equity funding will be used</p>

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FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Transitions - into, through and out of school developed based on feedback from 2017 program.			
Actions	<p>Build on relationships with Kindergartens and childcare centres within the local and wider community - through visits, communication and invitations to attend Open Nights and transition sessions.</p> <p>Review 2017 whole school transition sessions, develop and undertake a survey and build 2018 transition program based on feedback from students, parents and staff.</p> <p>Undertake staff 1:3:6 around improvements to Transition program.</p>			
Evidence of impact	By building the transition program within the school students will feel more connected as they move through the school, thereby reducing the impact of transitions on their learning, emotional and social wellbeing.			
Activities and Milestones	Who	Is this a Professional Learning	When	Budget

		Priority		
A revised documented Transition Program with key roles and responsibilities identified within the program. Transition points include: pre school to school, primary to secondary school, between one school year and the next, school to school with special consideration to Students with Disabilities, EAL and OHC students.	Leadership Team	× No	from: Term 2 to: Term 4	\$0.00 × Equity funding will be used

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FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 3	Induction - New staff and new families			
Actions	Develop an induction program for new families and implement by the start of Term 3. Explore the use of translators and translated documents to support the induction program. Undertake revised Induction program for new staff, review and change based on feedback for 2017.			
Evidence of impact	By undertaking an effective induction program with both new staff and new families the school will build connections. By developing the relationships at the start of the year trust is built and this will therefore enable support to be offered immediately it is required.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Meet and Greet Conferences completed mid February for all parents.</p> <p>A new family documented induction checklist developed to cover:</p> <p>Contact with individual students to inquire about how they are feeling about their experience so far. Parent contact made to ensure that they are comfortable about their child's transition into the school and to ask whether they are able to access the school /family communication electronic channels - COMPASS, Newsletter, Class Dojo, School Website.</p> <p>Investigate and implement discussion outcomes with the Parent's Association on other ways to support new families to Syndal South Primary School.</p> <p>Engage interpreters to support the induction process.</p> <p>New staff induction program to be revised and implemented and feedback sought on it's value for purpose.</p>	Principal	× No	from: Term 1 to: Term 4	<p>\$0.00</p> <p>× Equity funding will be used</p>