

Define Evidence of Impact and Activities and Milestones - 2018

Mckinnon Primary School (4366)



Submitted for review by Benjamin Moncrieff (School Principal) on 14 December, 2017 at 09:37 AM

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Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To optimise student learning outcomes across the school particularly in English and Mathematics.
12 month target 1.1	<p>35% high growth in Reading (NAPLAN)</p> <p>35% high growth in Writing (NAPLAN)</p> <p>35% high growth in Numeracy (NAPLAN)</p> <p>To increase students by 5% who are operating above the expected level in Reading. E.g. 2017 40% above the expected level in Reading, your target for 2018 would be 45%</p> <p>To increase students by 5% who are operating above the expected level in Writing. E.g. 2017 40% above the expected level in Writing, your target for 2018 would be 45%</p> <p>To increase students by 5% who are operating above the expected level in Number. E.g. 2017 40% above the expected level in Number, your target for 2018 would be 45%</p> <p>Specialist Team target - To have 30% of all students operating above the expected level.</p>
FISO Initiative	Evaluating impact on learning
Key Improvement Strategy 1	To improve the differentiation practice to meet the needs of all students through the cycle of documented assessment, curriculum planning, and shared pedagogical practices.
Actions	<p>Develop a shared understanding of the teaching and learning model and evidence based pedagogy to support student learning.</p> <p>Develop assessment strategies to monitor and measure effective teaching and learning.</p>
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways

	<ul style="list-style-type: none"> • discuss their progress during conferencing and explain how this supports their learning • provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep knowledge of how skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to record and present concepts to peers • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes • identify and adopt differentiated pedagogical practices that meet the learning needs of their students. <p>LEADERS</p> <ul style="list-style-type: none"> • provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during observations • support staff through professional learning and coaching conversations to deepen their understanding of the development of skills in students • model the use of the school's instructional model for the Professional Learning presented to staff • facilitate and support collaborative practices across the school.
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Activities and Milestones	Who	Is this a Professional Learning Priority	When
Ensure appropriate leadership structures are put in place, incorporating two learning specialists	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1
Support staff to incorporate a school-wide literacy/numeracy goal and specialists to form their own goal specific to their area into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against this literacy/numeracy or specialist area goal	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1
Facilitate the development and implementation of PL on the development of reading skills in students and effective practices. E.g. CAFE reading, David Hornsby.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

Develop PL program for staff on HITS Develop and implement peer observation strategy based upon targeted aspects of HITS	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4
Attend PL on HITS Prepare and model lessons to demonstrate selected aspects of HITS	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4
Attend Leading Mathematics PL at BASTOW to support the development of effective teaching practices across the school	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
PL to target spelling and 6 traits + 1	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3

Goal 2	To improve student engagement levels in all areas of the curriculum.
12 month target 2.1	Increase Student Voice and Agency in the Students Attitude to School Survey compared to 2017 of 83% Increase Learning Confidence in the Students Attitude to School Survey compared to 2017 of 85% Increase Stimulating Learning in the Students Attitude to School Survey compared to 2017 of 87% To decrease absent school mean below 13.33 (2016)
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.
Actions	Develop teacher capacity and understanding to plan and implement engaging units to encompass STEM and highly able students in a safe and supportive environment

Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate what they need to do build a safe and supportive learning community and know what their responsibilities are • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can use technology to design, create and communicate • can explain their thinking process and the strategies they used • can challenge stereotypes presented in media and understand impact they may have • can identify and model ways to maintain their own wellbeing • attend school regularly. <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate a deep knowledge of STEM and strategies for implementation by incorporating Science, Mathematics, Design and Technologies and Digital Technologies into their planning • plan and implement lessons that include 'multiple exposures' to new knowledge • provide opportunities for students to engage with digital systems, creating digital solutions using digital technologies and analysing data and information • use a range of questioning strategies and thinking tools to promote cognitive challenge • work collaboratively with colleagues to identify high performing students and to plan units to meet their needs • identify and adopt differentiated pedagogical practices that meet the learning needs of their students and are authentic • explicitly teach and assess trans-disciplinary skills and engaging students in the process • create a structure of wellbeing strategies for students to use • monitor absence date and late arrivals and contact families regarding impact on learning. <p>LEADERS</p> <ul style="list-style-type: none"> • provide feedback through observation and feedback • support staff through professional learning and coaching conversations to deepen their understanding of building rich challenging learning environments • facilitate and support collaborative practices across the school • provide clear process for absence and late arrival monitoring and promote the importance of being at school.
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Activities and Milestones	Who	Is this a Professional Learning Priority	When
Ensure appropriate leadership structures are put in place, incorporating the PLT Leaders and learning specialists.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4

Support staff to incorporate a school-wide STEM/Social Emotional Learning goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the goal	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1
Facilitate the development and implementation of PL on the development of STEM and effective practices	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4
Facilitate the development and implementation of effective practices for wellbeing and engagement	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4
Attend regional PL on HITS Lead working group to develop strategy to implement aspects of HITS in practice. Develop and implement peer observation strategy based upon aspects of HITS.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4
Oversee development of planning of Science, Maths, Design and Technology and Digital Literacies to incorporate STEM	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4
Scope and Sequence to incorporate STEM areas	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4
Scope and Sequence to incorporate SEL areas	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4
Promote importance of school attendance and process for absence and late arrivals	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4