

GOAL 1

To improve student achievement in Literacy and Numeracy

FISO – Building practice excellence

KIS - Develop and implement a pedagogical framework for rigorous and challenging learning for Writing and Spelling.

TARGETS – Relative growth measured against - Victorian Curriculum-Teacher Judgement, NAPLAN, PAT, 6+1

ACTIONS

- Teacher professional development – external and internal.
- Guaranteed and Viable Literacy implementation.
- Coaching – specialist to support writing, spelling and use of LEO to provide feedback to students.
- Development whole school spelling scope / sequence and pedagogical practice.
- Use of HITS. (High Impact Teaching Strategies)
- Leadership to develop collective efficacy with Writing and Spelling.

EVIDENCE OF IMPACT

STUDENTS

- Can articulate 'The Standard' and how they will know if they have successfully.
- Can articulate their individualised learning goals in Reading, Writing and Math.
- Can understand and self-assess their progress, and articulate what they need to learn next.
- Can explain writing and spelling strategies to peers and display their understandings in multiple ways.
- 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.

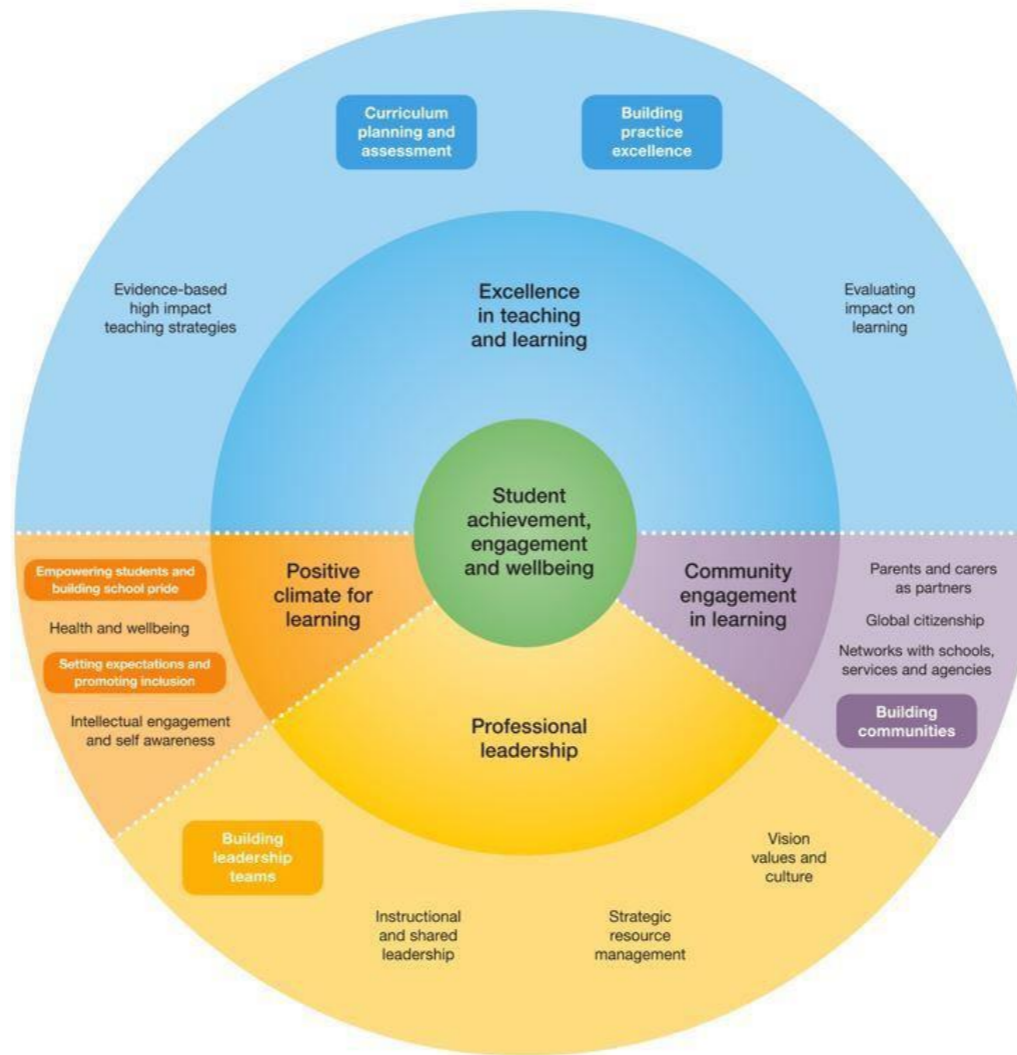
TEACHERS

- Demonstrate a deep knowledge of how writing and spelling skills and develop, plan and implement writing and spelling lessons that include 'multiple exposures' to new knowledge
- Provide opportunities for students to record and present their work to peers – LEO.
- Continue writing conferences to support students.
- Work collaboratively with colleagues to moderate common writing, spelling and assessment.
- Analyse student data to reflect and review the impact of pedagogical practices and adjust practices.

LEADERS- PCO's, Leading teacher, Learning specialists and PLT leaders.

- Provide regular feedback to teaching teams and individuals, based on 'Learning Walks'.
- Support professional learning and coaching conversations to deepen understanding of reading, writing and spelling skills.
- Model the use of the school's instructional model for the PL presented to staff
- Facilitate and support collaborative practices across the school.

2018 AIP



IMPROVEMENT CYCLE



GOAL 2

To ensure consistency and alignment of all aspects of school operations and resource allocations to achieving the school vision.

FISO – Building Leadership Teams

KIS - Implement an agreed and systematically delivered leadership framework to support whole school collaborations and drive curriculum planning and delivery.

TARGETS

Staff Opinion Survey – Climate Leadership, School Safety.
Attitudes to School Survey – Classroom Behaviour, Student Voice and Agency, Teacher Concern, Non-Experience of Bullying.

Parent Opinion Survey – Teacher Communication, General Satisfaction.

ACTIONS

- Professional Learning for all Leadership – PCO's, Learning Specialists, Leading Teacher and PLT leaders – Hawker Brownlow and REAL Schools – External.
- Scheduled meetings and PD.
- PCO coaching and mentoring of leadership.
- Strategic lens focus – Academic Data, Cultural Data.

EVIDENCE OF IMPACT

STUDENTS

- Attitudes to School Survey result increase.

TEACHERS

- Teacher Survey data increase with focus on collaboration.

LEADERS

- Feedback, Professional Learning, Development of Knowledge, Modelling Instructional Model.

