

2018 Annual Implementation Plan

for improving student outcomes

Gladstone Park Primary School (5007)



Submitted for review by Tony Malgioglio (School Principal) on 01 December, 2017 at 09:48 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 16 February, 2018 at 11:28 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Gladstone Park Primary School (5007)

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

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| 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 | Evolving moving towards Embedding |
| | Intellectual engagement and self-awareness | Evolving moving towards Embedding |

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

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| Enter your reflective comments | <p>The self-evaluation indicates that teachers are beginning to have a greater sense of collective responsibility for student learning. They are becoming increasingly data-literate and work collaboratively to interrogate and use data to identify the gaps in student learning. Teachers are becoming more collegiate, sharing perspectives and strategies, and requiring less direction from the leadership team. This cultural shift is most visible in PLT and SIT meetings. The school's investment in professional learning in numeracy has started to pay dividends, with teachers reporting greater confidence in the delivery of differentiated mathematics programs. Staff have noted that students are able to work more independently through worded maths problems. Students are relatively well-behaved and self-motivated – expectations for students have been set, and students set positive examples for younger students and new students. Teachers have high expectations of student behaviour and maintain consistent approaches. Staff support each other and deal with difficult cases together. The school is also creating a culture of celebrating success, so that students feel positively about performing well. Attendance has been a focus for the school in recent years and whilst average student absences are below State, room for improvement is still recognised. Equity funding has been used towards professional learning, facilitating collaborative planning, an accelerated learning program, provision of a play group (to improve AEDI) and additional point-of-need support for at risk students.</p> |
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| Considerations for 2019 | The focus for 2018 will continue to be on building teacher capacity to deliver highly effective differentiated teaching in Reading and Mathematics. The work will also include examining and embedding high impact teaching strategies across the whole school. This will be supported by continued investment in professional learning and the development of a more structured and formalised approach to peer observation and feedback. |
| Documents that support this plan | |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Gladstone Park Primary School (5007)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
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| To continually improve student achievement. | <ol style="list-style-type: none"> To increase the school mean in Teacher Judgements in all dimensions of English. NAPLAN matched cohort school mean for English to be at or above the state mean. Greater percentage of students achieving high growth in NAPLAN English domains. | Yes | <p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ol style="list-style-type: none"> Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands. The percentage of students with high growth in NAPLAN to increase to 20% in Reading, 25% in Writing, 25% in Spelling and 25% in Grammar & Punctuation. | Curriculum planning and assessment |
| | | | Yes | <ol style="list-style-type: none"> Teacher Judgement data to show 90% students |

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| | <ol style="list-style-type: none"> To increase the school mean in Teacher Judgements in all dimensions of Mathematics. NAPLAN matched cohort school mean for Numeracy to be at or above the state mean. Greater percentage of students achieving high growth in NAPLAN Numeracy. | | <p>achieving at or above expected level in Mathematics strands.</p> <p>2. The percentage of students with high growth in NAPLAN to increase to 20% in Numeracy.</p> | |
| To reduce student absenteeism. | <ol style="list-style-type: none"> Student absence rates reduced to an average of 12 days or less per student by 2019. Prep absence to decrease by an average of 3 days. Overall mean scores for all variables in the 'Student Relationships' and 'Teaching & Learning' dimensions of the Attitudes to School Survey will be consistently above State Means. Mean scores for all variables in the 'School Climate' and 'Student Engagement' dimensions of the Parent Opinion Survey will be consistently in the top quartile ranking against Primary School means. | Yes | <p>In 2018...</p> <ol style="list-style-type: none"> The mean P-6 absence rate will reduce by 1. In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018: <ul style="list-style-type: none"> *Attitudes to Attendance- from 92% to 95%. *School Connectedness- from 83% to 88%. *Sense of Inclusion- from 86% to 90%. In the Parent Opinion Survey, the percentage of positive endorsement in 'School Connectedness' to lift from 89% in 2017 to 94% in 2018. | Building practice excellence |

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| <p>To continue whole school focus on high expectations and student care and safety.</p> | <ol style="list-style-type: none"> Overall mean scores for all variables in the 'Student Relationships' and 'Wellbeing dimensions of the Attitudes to School Survey will be consistently above State Means. Mean scores for all variables in the 'School Climate' and 'Student Behaviour' dimensions of the Parent Opinion Survey will be consistently in the top quartile ranking against Primary School means | <p>Yes</p> | <ol style="list-style-type: none"> In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018: <ul style="list-style-type: none"> *Classroom Behaviour- from 80% to 85%. *Learning Confidence- from 73% to 78%. *Student Voice & Agency- from 69% to 75% *Advocate at School- from 89% to 94% *Managing Bullying- from 81% to 86% In the Parent Opinion Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018: <ul style="list-style-type: none"> *High Expectation for Success- from 80% to 85% *Stimulating Learning Environment- from 79%to 84% *Confidence and Resiliency Skills- from 83% to 88%. *Managing Bullying- from 83% to 88%. *School Connectedness- from 89% to 94% | <p>Building practice excellence</p> |
| <p>To maximise the use of existing resources and funding to build teacher and school capacity.</p> | <ol style="list-style-type: none"> High performing teams are to be developed by providing time | <p>Yes</p> | <p>In the School Staff Survey, the percentage of positive endorsement in the following components to lift</p> | <p>Building practice excellence</p> |

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| | <p>to support teachers to plan, learn and assess together.</p> <p>2. The Professional Learning budget maintained to continue to build teacher capacity and support high quality instructional practice.</p> | | <p>from 2017 to 2018:</p> <ul style="list-style-type: none"> *Collective Efficacy- from 79% to 84%. *Collective Responsibility- from 87% to 92%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- from 90% to 95%. *Renewal of Knowledge and Skills- from 85% to 90%. *School Level Support- from 59% to 64%. | |
| | Improved student learning outcomes to reflect the investment in additional support programs | No | See 12 month targets for 'Student Achievement'. | |

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| Improvement Initiatives Rationale |
| <p>Gladstone Park Primary School's focus on Excellence in Teaching and Learning is based on the need to continue to build teacher knowledge of the curriculum and the capacity to use data to more accurately identify the next steps in each student's learning. Staff will continue to examine best practice and build their understanding and use of high impact teaching strategies.</p> <p>The school's Self-Evaluation and Review that was conducted in 2015 identified strong growth in the early years, but a significant slump in growth between years 3 and 5- particularly in Maths. The NAPLAN Relative Growth data for the 2015/2017 Cohort has shown a continued low percentage of students making high growth (14.8% for Reading, 21.7% for Writing, 16.7% for Spelling, 13.1% for Numeracy). Addressing low growth is highlighted as a priority in our Strategic Plan. Our key improvement strategies and actions include building teacher capacity to deliver challenging and point-of-need / differentiated curriculum.</p> <p>Data drawn from the School Staff Survey, the GPPS School Improvement Survey and the FISO Continua of Practice Self Evaluation shows that whilst teachers work collaboratively to improve their practice, more formalised processes need to be developed in order to facilitate teacher observation and discussion of best practice and giving and receiving feedback.</p> |

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| Goal 1 | To continually improve student achievement. |
| 12 month target 1.1 | 1. Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands. 2. The percentage of students with high growth in NAPLAN to increase to 20% in Reading, 25% in Writing, 25% in Spelling and 25% in Grammar & Punctuation. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategies | |
| KIS 1 | Build teacher capacity to effectively differentiate teaching for all students in Reading. |
| 12 month target 1.2 | 1. Teacher Judgement data to show 90% students achieving at or above expected level in Mathematics strands. 2. The percentage of students with high growth in NAPLAN to increase to 20% in Numeracy. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategies | |
| KIS 1 | Build teacher capacity to effectively differentiate teaching for all students in numeracy. |

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| Goal 2 | To reduce student absenteeism. |
| 12 month target 2.1 | In 2018... 1. The mean P-6 absence rate will reduce by 1. 2. In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018: *Attitudes to Attendance- from 92% to 95%. *School Connectedness- from 83% to 88%. *Sense of Inclusion- from 86% to 90%. |

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| | 3. In the Parent Opinion Survey, the percentage of positive endorsement in 'School Connectedness' to lift from 89% in 2017 to 94% in 2018. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Strengthen the message that 'It's not ok to be away'. |

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| Goal 3 | To continue whole school focus on high expectations and student care and safety. |
| 12 month target 3.1 | <p>1. In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018:</p> <ul style="list-style-type: none"> *Classroom Behaviour- from 80% to 85%. *Learning Confidence- from 73% to 78%. *Student Voice & Agency- from 69% to 75% *Advocate at School- from 89% to 94% *Managing Bullying- from 81% to 86% <p>2. In the Parent Opinion Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018:</p> <ul style="list-style-type: none"> *High Expectation for Success- from 80% to 85% *Stimulating Learning Environment- from 79%to 84% *Confidence and Resiliency Skills- from 83% to 88%. *Managing Bullying- from 83% to 88%. *School Connectedness- from 89% to 94% |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Strengthen and improve practices that engage students in their learning and foster an inclusive learning environment that is based on high expectations for all. |

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| Goal 4 | To maximise the use of existing resources and funding to build teacher and school capacity. |
| 12 month target 4.1 | In the School Staff Survey, the percentage of positive endorsement in the following components to lift from 2017 to 2018: *Collective Efficacy- from 79% to 84%. *Collective Responsibility- from 87% to 92%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- from 90% to 95%. *Renewal of Knowledge and Skills- from 85% to 90%. *School Level Support- from 59% to 64%. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Strengthen the capacity of the Professional Learning Teams to foster professional learning for staff and deliver improved student outcomes. |

Define Evidence of Impact and Activities and Milestones - 2018

Gladstone Park Primary School (5007)

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| Goal 1 | To continually improve student achievement. |
| 12 month target 1.1 | 1. Teacher Judgement data to show 95% of students achieving at or above expected level in all English strands. 2. The percentage of students with high growth in NAPLAN to increase to 20% in Reading, 25% in Writing, 25% in Spelling and 25% in Grammar & Punctuation. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategy 1 | Build teacher capacity to effectively differentiate teaching for all students in Reading. |

| Actions | <p>*Develop teacher knowledge of the key aspects of reading and core teaching practices for the explicit teaching of literacy skills. *Develop a shared understanding of what excellence in practice looks like for the teaching of literacy. *Continue to build teacher capacity to use multiple sources of data to pinpoint students' progress and deliver differentiated teaching.</p> | | | |
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| Evidence of impact | <p>Students will: -demonstrate an enjoyment of reading; -experience success, understand where improvement has occurred in their learning and skill development and explain the strategies they use; -understand what they need to do next to continue to improve. -provide feedback to their teachers about their learning.</p> <p>Teachers will: -understand and consistently use and apply a range of core teaching practices and strategies to explicitly teach the skills each student needs to improve their learning; -consistently adhere to the school's 'non-negotiables' for Reading; -use summative assessment data in Reading & Viewing to identify each student's ZPD and inform teaching and planning;</p> <p>Leaders will: -maintain an 'instructional' leadership role; -draw on their understanding of school data and context, as well as their understanding of each teacher's development needs, to facilitate targeted professional learning in Reading.</p> | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Teachers to collaboratively examine the evidence based high impact strategies and teaching practices for Reading described in the DET Guide to the Literacy Teaching Toolkit: Foundation to Level 6 and High Impact Teaching Strategies- Excellence in Teaching and Learning. This will be supported by demonstration videos and a range of other resources available through the Literacy Portal. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |

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| PLTs to audit their literacy teaching practice to ensure inclusion of the Key Aspects of Reading & Viewing and the application of core practices (See Lit Teaching Toolkit). PLTs to select and trial agreed new strategies. | PLT Leaders | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |
| English Curriculum team to develop Reading Planners which specifically reference high impact strategies. | Curriculum Co-ordinator (s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| The use of agreed strategies to be referenced in Teacher Performance Plans. | Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Teachers will participate in classroom observations with a focus on best literacy practice. Formalised processes for giving and receiving feedback will be developed and implemented. Teachers will be encouraged to use some of their professional practice days for this purpose. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Formalised meeting times will be allocated for PLTs to focus on triangulation of data in order to more consistently pinpoint students' ZPD and provide more accurate differentiation in reading instruction. PLTs will utilise the DET English Developmental Continuum F-10 in their assessment for learning. | PLT Leaders | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| PLTs will collaborate to develop one learning log per term for Reading. Classroom teachers will develop ILPs for targeted students. | PLT Leaders | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| A school based School Improvement Survey will be conducted in semester one and two to provide baseline data on the impact of the AIP goals and strategies on teaching practice in Reading. | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 1 | To continually improve student achievement. |
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| 12 month target 1.2 | <p>1. Teacher Judgement data to show 90% students achieving at or above expected level in Mathematics strands.</p> <p>2. The percentage of students with high growth in NAPLAN to increase to 20% in Numeracy.</p> | | | |
| FISO Initiative | Curriculum planning and assessment | | | |
| Key Improvement Strategy 1 | Build teacher capacity to effectively differentiate teaching for all students in numeracy. | | | |
| Actions | <p>*Continue to develop teacher knowledge of the Mathematics Curriculum and a shared understanding of the development of numeracy skills..</p> <p>*Develop a shared understanding of what practice excellence looks like for the teaching of Mathematics.</p> <p>*Continue to build teacher capacity to use multiple sources of data to pinpoint students' progress and deliver differentiated teaching.</p> | | | |
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> -demonstrate a greater level of engagement in their learning; -experience success, understand where improvement has occurred in the development of their numeracy skills and explain the strategies they use; -understand what they need to do next to continue to improve. -provide feedback to their teachers about their learning. <p>Teachers will:</p> <ul style="list-style-type: none"> -understand and consistently use and apply a range of agreed practices and strategies to explicitly teach the skills each student needs to improve their learning; -consistently adhere to the school's 'non-negotiables' for Mathematics; -use summative assessment data for Numeracy to identify each student's ZPD and inform teaching and planning; <p>Leaders will:</p> <ul style="list-style-type: none"> -maintain an 'instructional' leadership role; -draw on their understanding of school data and context, as well as their understanding of each teacher's development needs, to facilitate targeted professional learning in Mathematics. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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| All teachers will be expected to reference the Booker text as well as the Victorian curriculum when planning mathematics units. Teachers will also draw on a range content support materials provided by Michael Ymer. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Michael will be employed to work as a critical friend with PLTs in order to ensure content is delivered developmentally and that open ended strategies are used. | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Teachers will access the Victorian Numeracy Portal to examine and trial resources that are referenced in the DET Literacy and Numeracy Strategy. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Michael Ymer will work one-on-one with all teachers- coaching and modeling effective practice. | Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Maths Curriculum Team will trial a common Mathematics unit planner which specifically references best expected lesson structure. | Curriculum Co-ordinator (s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| PLTs will examine and reflect on relevant videos of practice on the AITSL website and the Numeracy Portal. | PLT Leaders | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Teacher will participate in classroom observations with a focus on best numeracy practice. Formalised processes for giving and receiving feedback will be developed and implemented. Staff will be encouraged to use some of their professional practice days for this purpose. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Formalised meeting times will be allocated for PLTs to focus on triangulation of data in order to more consistently pinpoint students' ZPD and provide more accurate differentiation in maths instruction. PLTs will utilise the Mathematics Developmental Continuum F-10 in their assessment for learning. | PLT Leaders | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| PLTs will collaborate to develop one learning log per term for Numeracy. Classroom teachers will develop ILPs for targeted students. | PLT Leaders | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| A school based School Improvement Survey will be conducted in semester one and two to provide baseline data on the impact of the AIP goals and strategies on teaching practice in Reading. | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | To reduce student absenteeism. |
| 12 month target 2.1 | <p>In 2018...</p> <p>1. The mean P-6 absence rate will reduce by 1.</p> <p>2. In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018: *Attitudes to Attendance- from 92% to 95%. *School Connectedness- from 83% to 88%. *Sense of Inclusion- from 86% to 90%.</p> <p>3. In the Parent Opinion Survey, the percentage of positive endorsement in 'School Connectedness' to lift from 89% in 2017 to 94% in 2018.</p> |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Strengthen the message that 'It's not ok to be away'. |
| Actions | *Develop a shared understanding amongst students and parents of the importance of regular school attendance. *Develop and implement processes to monitor and follow up student absenteeism. |
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> -attend school regularly and display improved punctuality. -display strong connectedness and pride in the school. <p>Parents will:</p> <ul style="list-style-type: none"> -display a positive and supportive attitude to school attendance. -see themselves as active partners. |

| | <p>Teachers will: -be able to maximise student learning.</p> <p>Leaders will: -draw on their understanding of the school context to implement processes, structures and programs aimed at addressing student absenteeism.</p> | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Continue to promote school attendance through positive reward programs and strategies, including 'Prep First 100 days' and 'Attendance Stars'. | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Continue to closely monitor student attendance and allocate an ES staff member to follow-up absences on a daily basis. | Education Support | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Ensure information about positive attendance is included in promotional materials, newsletters and on the school website. | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |

| Goal 3 | To continue whole school focus on high expectations and student care and safety. |
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| 12 month target 3.1 | <p>1. In the Attitudes to School Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018:</p> <ul style="list-style-type: none"> *Classroom Behaviour- from 80% to 85%. *Learning Confidence- from 73% to 78%. *Student Voice & Agency- from 69% to 75% *Advocate at School- from 89% to 94% *Managing Bullying- from 81% to 86% <p>2. In the Parent Opinion Survey, the percentage of positive endorsement in the following factors to lift from 2017 to 2018:</p> |

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| | <p>*High Expectation for Success- from 80% to 85%</p> <p>*Stimulating Learning Environment- from 79%to 84%</p> <p>*Confidence and Resiliency Skills- from 83% to 88%.</p> <p>*Managing Bullying- from 83% to 88%.</p> <p>*School Connectedness- from 89% to 94%</p> |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Strengthen and improve practices that engage students in their learning and foster an inclusive learning environment that is based on high expectations for all. |
| Actions | <p>*Reflect on the school vision, mantra and values to promote and build on the high expectations that define the Gladstone Park PS culture.</p> <p>*Strengthen GPPS student leadership programs and promote feedback between students and staff in order to build student voice and agency.</p> |
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> -collaborate with their teachers to set their own goals, -provide feedback to their teachers -have more ownership of their learning -experience success in their learning -have access to a range of student leadership roles -develop resilience and conflict resolution skills and actively engage in pro-social behaviours <p>Teachers will:</p> <ul style="list-style-type: none"> -place student needs at the centre of planning and delivery -purposely focus on building positive and mutually respectful relationships with students -engage students in setting and monitoring their learning goals -actively seek feedback from their students -reflect on student feedback to modify their approaches or practice. <p>Leaders will:</p> <ul style="list-style-type: none"> -promote the school vision and values within the local and wider school community -regularly share and celebrate school achievements within and beyond the school using a broad range of opportunities -facilitate formalised student feedback across the school -engage with SIT and PLTs to investigate student agency and best practice for implementing this |

| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
|---|-------------|--|----------------------------|---|
| Conduct the school based Prep - 6 student surveys in terms 1 and 3 and critically reflect on the student feedback to modify practice. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 3 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Implement the You Can Do It program and celebrate pro-social behaviour through term awards. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Sensitively share achievement data with students, celebrating learning growth. | Teacher(s) | <input type="checkbox"/> No | from: Term 4 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| PLTs to audit how student voice and agency is promoted within classrooms. Examine best practice. | PLT Leaders | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 4 | To maximise the use of existing resources and funding to build teacher and school capacity. |
| 12 month target 4.1 | In the School Staff Survey, the percentage of positive endorsement in the following components to lift from 2017 to 2018: *Collective Efficacy- from 79% to 84%. *Collective Responsibility- from 87% to 92%. *Teacher Collaboration- from 79% to 84%. *Collective Focus on Student Learning- from 90% to 95%. *Renewal of Knowledge and Skills- from 85% to 90%. *School Level Support- from 59% to 64%. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Strengthen the capacity of the Professional Learning Teams to foster professional learning for staff and deliver improved student outcomes. |

| Actions | <p>*Build teachers' capacity to work in highly effective Professional Learning Teams to improve student learning outcomes through collaborative professional learning, planning and assessment.</p> <p>*Develop a shared understanding of the High Impact Teaching Strategies and the Practice Principles for Excellence in Teaching and Learning.</p> <p>*Develop structures, protocols and schedules for PLTs to observe and provide feedback on teaching practice.</p> <p>*Continue to build teacher capacity to use multiple sources of data to reflect on the impact of teaching practice on student learning.</p> | | | |
|--|--|--|----------------------------|---|
| Evidence of impact | <p>Students will:</p> <ul style="list-style-type: none"> -provide regular feedback to their teachers -experience consistent, high level teaching across the school <p>Teachers will:</p> <ul style="list-style-type: none"> -identify how their practice has changed through the support of professional learning and/or leadership development. -develop a deep knowledge of the curriculum and students' progress and achievement, through use of high-quality Common Assessment Tasks, targeted feedback and rigorous moderation processes -support their colleagues' professional growth by engaging in rigorous discussions about effective teaching and learning and challenging one another to justify/explain their practice, based on evidence. <p>Leaders will:</p> <ul style="list-style-type: none"> -Ensure that timetables and meeting schedules prioritise collaboration for improvement across all teams -Model effective feedback processes and facilitate multiple opportunities for regular feedback -Facilitate regular evaluation of the impact of PLTs in relation to improving student learning and the quality of teaching. -Facilitate reciprocal visits for staff within neighbouring schools. -Participate in the Network 'Feedback' COP, sharing expertise and effective strategies. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| In their PLTs, teachers will continue to systematically and collaboratively interrogate student achievement data and reflect on student feedback and engage in rigorous/challenging professional conversations about the effectiveness and impact of their practice on student outcomes. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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|---|-------------------------|---|----------------------------|---|
| Conduct the school based Prep - 6 student surveys in terms 1 and 3 and critically reflect on the student feedback to modify practice. | Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Engage staff with DET's Practice Principles and review/audit current teaching practice against the Principles, using the diagnostic tools (available in 2018). | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Align the school's current Instructional Model with the key pedagogies and principles identified in the HITs and Practice Principles. | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Teachers will observe and be observed by colleagues teaching Reading and Mathematics. Whilst there will be a minimum of 2 formal peer observation visits per year, staff will be encouraged to use one or more of their Professional Practice days to participate in further observations within the school or at a neighbouring school. Teachers will provide feedback to their peers in relation to their observations. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop formal guidelines, protocols and schedules for peer observations and giving/receiving. | School Improvement Team | <input type="checkbox"/> No | from: Term 1 to: Term 1 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| PLTs leaders will visit exemplar schools to observe PLT meetings. | School Improvement Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Gladstone Park Primary School (5007)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|-----------------------------|----------------------------|---|--|---|---|
| Teachers to collaboratively examine the evidence based high impact strategies and teaching practices for Reading described in the DET Guide to the Literacy Teaching Toolkit: Foundation to Level 6 and High Impact Teaching Strategies- Excellence in Teaching and Learning. This will be supported by demonstration videos and a range of other resources available through the Literacy Portal. | Teacher(s) | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| PLTs to audit their literacy teaching practice to ensure inclusion of the Key Aspects of Reading & Viewing and the application of core practices (See Lit Teaching Toolkit). PLTs to select and trial agreed new strategies. | PLT Leaders | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| English Curriculum team to develop Reading Planners which specifically reference high impact strategies. | Curriculum Co-ordinator (s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |

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|---|-------------------------|----------------------------|---|---|---|---|
| Teachers will participate in classroom observations with a focus on best literacy practice. Formalised processes for giving and receiving feedback will be developed and implemented. Teachers will be encouraged to use some of their professional practice days for this purpose. | Leadership Team | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |
| All teachers will be expected to reference the Booker text as well as the Victorian curriculum when planning mathematics units. Teachers will also draw on a range content support materials provided by Michael Ymer. | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Michael will be employed to work as a critical friend with PLTs in order to ensure content is delivered developmentally and that open ended strategies are used. | School Improvement Team | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Micael Ymer | <input checked="" type="checkbox"/> On-site |
| Teachers will access the Victorian Numeracy Portal to examine and trial resources that are referenced in the DET Literacy and Numeracy Strategy. | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |

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|---|-----------------------------|----------------------------|---|--|--|---|
| Michael Ymer will work one-on-one with all teachers-coaching and modeling effective practice. | Principal | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Micael Ymer | <input checked="" type="checkbox"/> On-site |
| Maths Curriculum Team will trial a common Mathematics unit planner which specifically references best expected lesson structure. | Curriculum Co-ordinator (s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| PLTs will examine and reflect on relevant videos of practice on the AITSL website and the Numeracy Portal. | PLT Leaders | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |
| Teacher will participate in classroom observations with a focus on best numeracy practice. Formalised processes for giving and receiving feedback will be developed and implemented. Staff will be encouraged to use some of their professional practice days for this purpose. | Teacher(s) | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |
| PLTs to audit how student voice and agency is promoted within classrooms. Examine best practice. | PLT Leaders | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |

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|--|-------------------------|----------------------------|---|---|---|---|
| In their PLTs, teachers will continue to systematically and collaboratively interrogate student achievement data and reflect on student feedback and engage in rigorous/challenging professional conversations about the effectiveness and impact of their practice on student outcomes. | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |
| Conduct the school based Prep - 6 student surveys in terms 1 and 3 and critically reflect on the student feedback to modify practice. | Teacher(s) | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |
| Engage staff with DET's Practice Principles and review/audit current teaching practice against the Principles, using the diagnostic tools (available in 2018). | School Improvement Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Align the school's current Instructional Model with the key pedagogies and principles identified in the HITs and Practice Principles. | School Improvement Team | 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Teachers will observe and be observed by colleagues teaching Reading and | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|-------------------------|----------------------------|--|--|---|---|
| Mathematics. Whilst there will be a minimum of 2 formal peer observation visits per year, staff will be encouraged to use one or more of their Professional Practice days to participate in further observations within the school or at a neighbouring school. Teachers will provide feedback to their peers in relation to their observations. | | | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | | |
| PLTs leaders will visit exemplar schools to observe PLT meetings. | School Improvement Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> Off-site TBA |

Documents that support the plan

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

Dimension 1

[School Improvement survey semester 1.pdf \(0.19 MB\)](#)

[School Improvement Survey Semster 2.pdf \(0.19 MB\)](#)

[Senior School PLT Minutes.doc \(0.07 MB\)](#)

Dimension 2

[Assessment Schedule 2017.docx \(0.06 MB\)](#)

[Learning Log Grade1 Maths.doc \(0.06 MB\)](#)

Dimension 3

[Blank Reading Planner.docx \(0.02 MB\)](#)

[Blank Writing Planner.docx \(0.02 MB\)](#)

[GPPS Maths Unit Planner Template.doc \(0.08 MB\)](#)