

2018 Annual Implementation Plan

for improving student outcomes

Murrumbeena Primary School (3449)



*Excellence
through Endeavour*

Self-evaluation Summary - 2018

Murrumbeena Primary School (3449)

	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	Evolving moving towards Embedding
	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	Embedding
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	Over the past 18 months, with the implementation of Hattie's Principles of Effective Teaching, teachers have incorporated a range of informal and formal activities to build teacher-student and student-student relationships. There is greater clarity around learning intentions with students identifying goals and reflecting upon their achievement through the use of success criteria. This personalised approach involving students becoming more self aware and engaged in the learning process (a precursor to student voice and agency), has contributed to improvements in writing. Termly analysis of student data and the provision of PD for teachers in data literacy has raised awareness of the need to refer to data at the question level, to target areas for improvement and make regular adjustments to student groupings
Considerations for 2019	Continue a focus on writing with the emphasis on developing consistency in instructional approaches, assessment moderation and involving students in self reflection and goal setting practices. The implementation of a whole school spelling program will address the needs of an increasing enrolment of students with EAL and identified language disorders. With the changing demographic, it is vital to develop teacher capacity to deliver an inclusive curriculum where teachers have the knowledge and capacity to address the needs of students with learning difficulties and those from non english speaking backgrounds. Over the past 3 years, there has also been a significant turnover of teaching staff with teachers retiring or taking family leave. With an increase in less experienced teachers being appointed, It is vital to continue to extend their professional knowledge and practice through opportunities such as collaborative planning, team teaching and regular peer observation with feedback opportunities. The turnover of staff, including at the leadership level brought about a change in practices but the need to revisit or redefine the school's vision and a commitment to the values and virtues we wish to embed within the school community needs to be addressed
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Murrumbeena Primary School (3449)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Achievement: Improve learning outcomes and ensure adequate growth in student learning in literacy and numeracy</p>	<p>By the end of 2019 student achievement growth between Years 3 and 5 in Writing and Spelling as measured by NAPLAN, will exceed the state mean. By the end of 2019, student achievement growth between Years 3 and 5 in Numeracy, as measured by NAPLAN, will exceed the state mean.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>*Spelling NAPLAN Year 3 in 2017 was 63% and in 2018 will be 75% in top two bands. Year 5 in 2017 was 43.8% and will be 48% in 2018. Spelling growth will exceed state mean by 10.00 from year 3-5 (2017 reached a difference of 6.22) * Writing NAPLAN data showed 63% in top two bands (year 3) and in 2018 will be 75% and Year 5 in 2017 was 39% and will be 45% in 2018. * Numeracy NAPLAN data in for year 3 in 2017 showed 57.5% in top two bands which will reach 60% in 2018. Year 5 data in 2017 was 46.9% and in 2018 the</p>	<p>Building practice excellence</p>

			target is 55% in top two bands.	
<p>Engagement: Develop a contemporary curriculum with a focus on empowering students</p>	<p>By the end of 2019, Attitudes to School Survey results for Stimulating Learning and Teacher Empathy (for years 4, 5 and 6) will meet or exceed the state mean.</p>	Yes	<p>With the new Attitudes to School Survey we are equating teacher empathy to teacher concern. This will grow from 76% in year 5 and 74% in year 6 to both being 80%</p> <p>In the area of Stimulating Learning we are equating this to stimulated learning: we will continue to maintain a 90% with a focus on boys and the connection to their learning. The new survey area of 'student voice and agency' will improve from 76% to above 80%</p>	Empowering students and building school pride
<p>Wellbeing: Provide a safe and stimulating learning environment for all students.</p>	<p>By the end of 2019, results from the Attitudes to School Survey for years 5 and 6 students to meet or exceed the state mean in the variables of Student Moral and Student Distress.</p>	Yes	<p>In the Attitudes to School survey we aim to improve the area of 'Managing Bullying'. Managing Bullying will move from 79% in year 5 and 78% in year 6 to 85% in both year levels. To improve 'Student Moral' we are equating this to the new survey heading of School connectedness (and sense of belonging) which will increase from 67% to 80% in the area of 'I look forward to going to school'</p>	Setting expectations and promoting inclusion

Improvement Initiatives Rationale
<p>Recommendations from our school review in 2016 indicated a need to improve the growth between year 3 and year 5 in writing, spelling and numeracy. NAPLAN data trends show high levels of achievement in year 3 however the high reading results are not maintained in year 5. In writing the data indicates lower achievement in comparison to reading for year 3 from 2013 to 2017. In year 5, the writing trend data shows the more capable students require extension. A spelling (and phonics) focus has been selected due to the changing demographics with a higher percentage of new enrolments being EAL. In 2018 the emphasis will be on developing literacy outcomes, specifically in writing with the support of the newly appointed Literacy Learning Specialist. Analysis of NAPLAN numeracy data shows the mean is being maintained at above state level however the percentage of students at the top bands has declined. Teachers will be supported to closely monitor and interpret student data and adjust teaching and learning programs to maximise student growth. The emphasis in both literacy and numeracy will be to differentiate programs to address the needs of and further challenge the highly able students. Since the new Attitudes to School survey has been completed that now includes year 4, there is need to have a change of focus from the strategic plan to include respect; students treating each other with respect data indicating an overall score of 62% currently and boys in year 5 are as low as 39%. We will continue to develop the area of 'Stimulated Learning' with a focus on the new area of 'student voice and agency'.</p>

Goal 1	Achievement: Improve learning outcomes and ensure adequate growth in student learning in literacy and numeracy
12 month target 1.1	<p>*Spelling NAPLAN Year 3 in 2017 was 63% and in 2018 will be 75% in top two bands. Year 5 in 2017 was 43.8% and will be 48% in 2018. Spelling growth will exceed state mean by 10.00 from year 3-5 (2017 reached a difference of 6.22)</p> <p>* Writing NAPLAN data showed 63% in top two bands (year 3) and in 2018 will be 75% and Year 5 in 2017 was 39% and will be 45% in 2018.</p> <p>* Numeracy NAPLAN data in for year 3 in 2017 showed 57.5% in top two bands which will reach 60% in 2018. Year 5 data in 2017 was 46.9% and in 2018 the target is 55% in top two bands.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and implement an instructional model to ensure the consistent delivery and assessment of writing
KIS 2	Build teacher capacity through collaborative teams, shared professional learning, coaching and mentoring with strong accountability.
KIS 3	Use assessment to inform planning and differentiate teaching to ensure personalised learning growth for each student in numeracy.

Goal 2	Engagement: Develop a contemporary curriculum with a focus on empowering students
12 month target 2.1	With the new Attitudes to School Survey we are equating teacher empathy to teacher concern. This will grow from 76% in year 5 and 74% in year 6 to both being 80% In the area of Stimulating Learning we are equating this to stimulated learning: we will continue to maintain a 90% with a focus on boys and the connection to their learning. The new survey area of 'student voice and agency' will improve from 76% to above 80%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Increase student engagement by promoting student agency and voice.
KIS 2	Increase student engagement by providing opportunities to develop student leadership.

Goal 3	Wellbeing: Provide a safe and stimulating learning environment for all students.
12 month target 3.1	In the Attitudes to School survey we aim to improve the area of 'Managing Bullying'. Managing Bullying will move from 79% in year 5 and 78% in year 6 to 85% in both year levels. To improve 'Student Moral' we are equating this to the new survey heading of School connectedness (and sense of belonging) which will increase from 67% to 80% in the area of 'I look forward to going to school'
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Health and wellbeing programs have a positive impact on students' attitudes and behaviour and their social relationships in the school.
KIS 2	To build and maintain a culture of high expectations that provides an inclusive learning environment for all students.

Define Evidence of Impact and Activities and Milestones - 2018

Murrumbeena Primary School (3449)

Goal 1	Achievement: Improve learning outcomes and ensure adequate growth in student learning in literacy and numeracy
12 month target 1.1	*Spelling NAPLAN Year 3 in 2017 was 63% and in 2018 will be 75% in top two bands. Year 5 in 2017 was 43.8% and will be 48% in 2018. Spelling growth will exceed state mean by 10.00 from year 3-5 (2017 reached a difference of 6.22) * Writing NAPLAN data showed 63% in top two bands (year 3) and in 2018 will be 75% and Year 5 in 2017 was 39% and will be 45% in 2018. * Numeracy NAPLAN data in for year 3 in 2017 showed 57.5% in top two bands which will reach 60% in 2018. Year 5 data in 2017 was 46.9% and in 2018 the target is 55% in top two bands.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop and implement an instructional model to ensure the consistent delivery and assessment of writing
Actions	<ul style="list-style-type: none"> * Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices, to effectively support students to improve writing. * Develop then implement an agreed pedagogical model and teaching approaches for writing. * Develop teacher capacity to understand and effectively analyse multiple sources of student writing data. * Develop teacher knowledge and capacity to work as effective teams utilising a PLT process to improve student learning outcomes in writing through collaborative planning and assessment processes.
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * feel confident assessing and planning for writing to target specific areas of need. * assess student writing using an agreed assessment scale and schedule. * support the Big Write program by allowing adequate time in the timetable for students to write, edit, goal set and reflect. * model the writing points that will address learning intentions. <p>Students will:</p> <ul style="list-style-type: none"> * self assess work against the student assessment scale and their own writing goals. * peer assess by providing specific feedback with their breakdown buddy. * prepare for Big Writes

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * Develop an instructional framework outlining essential elements of the writing curriculum (e.g. modelling, conferencing, CAT's). * Develop a whole school writing curriculum that outlines expectations with the school developed criteria (i.e.combine the VCOP criterion scale and Victorian Curriculum to help teachers develop consistency in teaching and assessment). * Develop a proforma to utilise information from the Big Write to guide differentiated teaching and learning focus points. * Teacher Professional Learning and Sharing (TPL&S) to observe and give feedback on the impact of teaching on student learning outcomes. * Whole school common assessment writing task (cold writes) to be used for moderation of teacher judgement in accordance with assessment schedule. * Appointment of a Literacy Learning Specialists to work with teachers in the school and the SaGE communities of practice * PLT's regularly meet to review, discuss and identify next steps in the teaching and learning cycle based on various forms of data. 	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$22,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Achievement: Improve learning outcomes and ensure adequate growth in student learning in literacy and numeracy
12 month target 1.1	<ul style="list-style-type: none"> *Spelling NAPLAN Year 3 in 2017 was 63% and in 2018 will be 75% in top two bands. Year 5 in 2017 was 43.8% and will be 48% in 2018. Spelling growth will exceed state mean by 10.00 from year 3-5 (2017 reached a difference of 6.22) * Writing NAPLAN data showed 63% in top two bands (year 3) and in 2018 will be 75% and Year 5 in 2017 was 39% and will be 45% in 2018. * Numeracy NAPLAN data in for year 3 in 2017 showed 57.5% in top two bands which will reach 60% in 2018. Year 5 data in 2017 was 46.9% and in 2018 the target is 55% in top two bands.
FISO Initiative	Building practice excellence

Key Improvement Strategy 2	Build teacher capacity through collaborative teams, shared professional learning, coaching and mentoring with strong accountability.			
Actions	<ul style="list-style-type: none"> * Build teacher knowledge of the curriculum and the scope and sequence to achieve learning outcomes. * Collect students' evidence of progress and achievement and share in collaborative planning meetings. * Investigate ways to develop 'breadth' of learning for the highly able students. (surface to deep learning) * regularly review data sets within team planning to identify teaching and learning directions (at the question level) * Develop teacher knowledge and capacity to work as effective teams utilising a PLT process to improve student learning outcomes in spelling through collaborative planning and assessment processes. 			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * utilise support from PLT members and Literacy Coordinator to implement the whole school SMART spelling program. * keep a record of weekly spelling results in order to measure the impact of the teaching and the program. * collaboratively plan and implement SMART spelling lessons and document actions in weekly planning. * notify parents if spelling home learning is not completed. <p>Students will:</p> <ul style="list-style-type: none"> * take responsibility for their weekly spelling homework. * increase the accuracy of their spelling in writing and utilise a common approach to identify and edit spelling errors. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * PD for all staff in the SMART spelling program. * Allow time in team planning for the implementation of the program. * Analyse NAPLAN data for improvement over the next 3-5 years. * Maintain the use of SWST for 2018 (beginning and end of year). * Use a variety of communication formats to inform parents of the spelling program and expectations (eg. workshop, information booklet, newsletter, information video etc). 	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1	Achievement: Improve learning outcomes and ensure adequate growth in student learning in literacy and numeracy			

12 month target 1.1	<p>*Spelling NAPLAN Year 3 in 2017 was 63% and in 2018 will be 75% in top two bands. Year 5 in 2017 was 43.8% and will be 48% in 2018. Spelling growth will exceed state mean by 10.00 from year 3-5 (2017 reached a difference of 6.22)</p> <p>* Writing NAPLAN data showed 63% in top two bands (year 3) and in 2018 will be 75% and Year 5 in 2017 was 39% and will be 45% in 2018.</p> <p>* Numeracy NAPLAN data in for year 3 in 2017 showed 57.5% in top two bands which will reach 60% in 2018. Year 5 data in 2017 was 46.9% and in 2018 the target is 55% in top two bands.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Use assessment to inform planning and differentiate teaching to ensure personalised learning growth for each student in numeracy.			
Actions	<ul style="list-style-type: none"> * Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in numeracy. * Develop then implement an agreed instructional model and teaching approaches for numeracy. * Develop teacher capacity to understand and effectively analyse multiple sources of student numeracy data. * Develop teacher knowledge and capacity to work as effective teams utilising a PLT process to improve student learning outcomes in numeracy through collaborative planning and assessment processes. 			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * be more confident with assessment, planning and teaching. * utilise student numeracy work samples and assessments to identify focus areas for differentiated groups. * provide feedback to students regarding their math assessments, areas for development and growth shown in summative tasks. <p>Students will:</p> <ul style="list-style-type: none"> * grow in their confidence to solve mathematical problems in multiple ways. * build upon connections to previous learning. * Talk about maths while working out problems. * act upon feedback and reflect on individual growth. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * Whole school maths PD to develop teacher knowledge and build capacity to extend and challenge students (surface to deep learning/ breadth). * Time allocated in collaborative planning to use multiple sources of assessments to plan for differentiated groups. 	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$18,500.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> * Team teaching to share expertise, ensure consistent language and support each other to trial techniques /approaches and discuss the impact on student learning. * TPL&S to provide opportunities for teachers to observe lessons in the above grade levels, to observe others implement the agreed instructional model and approaches. * Develop partnerships with experts in maths, possibly including high school teachers. 				
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Goal 2	Engagement: Develop a contemporary curriculum with a focus on empowering students
12 month target 2.1	With the new Attitudes to School Survey we are equating teacher empathy to teacher concern. This will grow from 76% in year 5 and 74% in year 6 to both being 80% In the area of Stimulating Learning we are equating this to stimulated learning: we will continue to maintain a 90% with a focus on boys and the connection to their learning. The new survey area of 'student voice and agency' will improve from 76% to above 80%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Increase student engagement by promoting student agency and voice.
Actions	<p>Student Voice:</p> <ul style="list-style-type: none"> * Develop structures to engage with, listen and respond to the full range of student perspectives and feedback. * Students have meaningful input to many aspects of the school, including curriculum delivery. * Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. <p>Student Agency:</p> <ul style="list-style-type: none"> * Students take responsibility for their learning and are, on the whole, independent and self-regulated learners. * Implement formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making. * Students can track and measure their own learning growth and demonstrate their learning and achievements through three-way conferences.
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * plan open ended tasks and give time for students to research their own lines of inquiry * become more open to student ideas and change. * be supported by leaders who incorporate student voice opportunities and strategies to develop student agency into planning

	<p>sessions.</p> <ul style="list-style-type: none"> * explicitly teach students and model strategies to address the transdisciplinary skills and promote self-regulated learners. <p>Students will:</p> <ul style="list-style-type: none"> * understand that the curriculum must still be met so there are times for explicit teaching and times for personal inquiry. * become open minded inquirers with the ability to problem solve, innovate and research. * explore and extend learning outside of class time through their increased agency (evidence of action). 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * PD on the difference between student voice and agency and strategies to develop both. * Time allocated in collaborative planning to discuss various ways to approach learning that develops student agency. * Student involvement in planning. * Teachers collaboratively plan together based on student influence, interests and feedback. * Utilise Kath Murdoch 'Power of Inquiry' resource book * Students develop assessment tasks with teachers to incorporate various ways of demonstrating learning. 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Engagement: Develop a contemporary curriculum with a focus on empowering students
12 month target 2.1	With the new Attitudes to School Survey we are equating teacher empathy to teacher concern. This will grow from 76% in year 5 and 74% in year 6 to both being 80% In the area of Stimulating Learning we are equating this to stimulated learning: we will continue to maintain a 90% with a focus on boys and the connection to their learning. The new survey area of 'student voice and agency' will improve from 76% to above 80%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Increase student engagement by providing opportunities to develop student leadership.

<p>Actions</p>	<ul style="list-style-type: none"> * School has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. * Develop leadership skills in all students and work with a variety of stakeholders to provide opportunities for students to practice these skills. * Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate, and high achievers. * Student leaders can confidently represent their school and its students. 			
<p>Evidence of impact</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> * support activities that promote student leadership. * support teachers who are involved in conducting activities that develop leadership. * provide feedback to leaders about the impact of programs on students. * provide opportunities for all students to develop leadership qualities and convey what it means to be a leader. <p>Students will:</p> <ul style="list-style-type: none"> * Realise they don't have to be in a leadership position to be a leader. * Build up different examples of PYP action. 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a Professional Learning Priority</p>	<p>When</p>	<p>Budget</p>
<ul style="list-style-type: none"> * Assign a teacher leader from the PSC PLT to support junior action team (JAT) * Continue the PLAY program- students develop roster to run lunch time play activities. * Develop in collaboration with students, leadership roles in younger year levels e.g. year 3 -environment, year 4- community etc. * Develop meeting structures with roles so JAT and PLAY groups etc are more student driven than teacher driven e.g.chairperson, secretary * Year 5 students trained in and run peer mediation * Year 6 students trained in and run peer support program. 	<p>PLT Leaders</p>	<p><input type="checkbox"/> No</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Goal 3</p>	<p>Wellbeing: Provide a safe and stimulating learning environment for all students.</p>			

12 month target 3.1	In the Attitudes to School survey we aim to improve the area of 'Managing Bullying'. Managing Bullying will move from 79% in year 5 and 78% in year 6 to 85% in both year levels. To improve 'Student Moral' we are equating this to the new survey heading of School connectedness (and sense of belonging) which will increase from 67% to 80% in the area of 'I look forward to going to school'			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Health and wellbeing programs have a positive impact on students' attitudes and behaviour and their social relationships in the school.			
Actions	<ul style="list-style-type: none"> * Develop a whole school culture with clear vision statement, values and focus on the PYP Learner Profile and attitudes. * Social and emotional health are taught explicitly and integrated across the curriculum. * Develop a whole school approach to managing student behaviours. * Promote physical activity and movement 			
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * Collaborate to develop a whole school approach to managing behaviours and consistently apply the agreed approach. * become role models for the school's values and PYP Learner Profile and attributes * explicitly teach strategies to support positive social and emotional health including the PYP Learner profile and attitudes. * praise and acknowledge students displaying the values and PYP LP attributes and attitudes. * Apply the restorative practices approach to resolving students' social problems. <p>Students will:</p> <ul style="list-style-type: none"> * apply strategies learned in class to build and maintain positive relationships. * take responsibility for their actions * feel more positive and connected about and to the school community (as identified in improved ATSS data) 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * Identify and utilise flexible learning spaces * Promote team teaching * PD for staff on Restorative Practices with all teachers consistently implementing strategies including circle time. * Develop a school wide behaviour management plan where expectations are clear to all. * School community develop a vision for the school with agreed 	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>values/ virtues to be promoted (including respect).</p> <ul style="list-style-type: none"> * Regularly revisit the PSC curriculum and embed into units of inquiry for explicit teaching and learning. * Utilise various forms of feedback including surveys for students to provide regular feedback to teachers to guide practice and programs. * Communicate school programs to the wider community via parent workshops, newsletters etc. * Year levels take students out for additional sport/ fitness activities or incorporate physical activity into the day. 				
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Goal 3	Wellbeing: Provide a safe and stimulating learning environment for all students.
12 month target 3.1	In the Attitudes to School survey we aim to improve the area of 'Managing Bullying'. Managing Bullying will move from 79% in year 5 and 78% in year 6 to 85% in both year levels. To improve 'Student Moral' we are equating this to the new survey heading of School connectedness (and sense of belonging) which will increase from 67% to 80% in the area of 'I look forward to going to school'
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	To build and maintain a culture of high expectations that provides an inclusive learning environment for all students.
Actions	<ul style="list-style-type: none"> * Provide a challenging and inclusive environment for all students. * Diversity and understanding of others is promoted and celebrated within the school. * Evidence- based, high impact teaching strategies are consistently used to engage students in their learning, including those students with identified needs. * School reviews its data and student feedback to evaluate practices that promote and priority engagement across the community.
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> * Participate in PD and discussion that are focused on inclusive education practices. * Reflect on their teaching to ensure all students have the opportunity to learn and demonstrate learning in various ways. * work as a year level team to monitor student learning and implement strategies that ensure inclusion. * Regularly review and adjust individual learning plans for students with needs. <p>Students will:</p> <ul style="list-style-type: none"> * participate in learning activities and opportunities to provide feedback to teachers.

	<ul style="list-style-type: none"> * actively participate in a process of reflection, self assessment against learning intentions and set goals for next step learning. * display a growth mind set and persevere with tasks even when they are perceived to be challenging. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * PD for staff on inclusive education practices. * PD on Respectful Relationships and support in implementation of program. * Provide additional support for EAL and PSD students. * Ensure all students are challenged and achieve to their potential by tracking performance and implementing regular feedback mechanisms for students. * Teachers collaborate in planning sessions to review student progress and differentiate learning tasks (faces on the data). * Develop and implement individual learning plans for students with identified learning needs (including 6 months below standard or 18 months above). * Keep an up to date record of student information that can be shared with specialists and casual relief teachers (COMPASS-Chronicle introduction). 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$66,600.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Murrumbeena Primary School (3449)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
* Develop an instructional framework outlining essential elements of the writing curriculum (e.g. modelling,	Learning Specialist(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<input checked="" type="checkbox"/> School improvement partnerships	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site SaGE CoP-

<p>conferencing, CAT's).</p> <ul style="list-style-type: none"> * Develop a whole school writing curriculum that outlines expectations with the school developed criteria (i.e.combine the VCOP criterion scale and Victorian Curriculum to help teachers develop consistency in teaching and assessment). * Develop a proforma to utilise information from the Big Write to guide differentiated teaching and learning focus points. * Teacher Professional Learning and Sharing (TPL&S) to observe and give feedback on the impact of teaching on student learning outcomes. * Whole school common assessment writing task (cold writes) to be used for moderation of teacher judgement in accordance with assessment schedule. * Appointment of a Literacy Learning Specialists to work with teachers in the school and the SaGE communities of practice * PLT's regularly meet to review, discuss and identify next steps in the teaching and learning cycle based on various forms of data. 			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Michelle Hutchison</p>	<p>commencing 21st Feb</p>
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<ul style="list-style-type: none"> * PD for all staff in the SMART spelling program. * Allow time in team planning for the implementation of the program. * Analyse NAPLAN data for improvement over the next 3-5 years. * Maintain the use of SWST for 2018 (beginning and end of year). * Use a variety of communication formats to inform parents of the spelling program and expectations (eg. workshop, information booklet, newsletter, information video etc). 	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>PD- SMART spelling- April 24th Prep team- participate in online course February</p>
<ul style="list-style-type: none"> * Whole school maths PD to develop teacher knowledge and build capacity to extend and challenge students (surface to deep learning/ breadth). * Time allocated in collaborative planning to use multiple sources of assessments to plan for differentiated groups. * Team teaching to share expertise, ensure consistent language and support each other to trial techniques /approaches and discuss the impact on student learning. * TPL&S to provide 	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Booker or Andrea Hillbrick</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>opportunities for teachers to observe lessons in the above grade levels, to observe others implement the agreed instructional model and approaches.</p> <p>* Develop partnerships with experts in maths, possibly including high school teachers.</p>						
<p>* PD on the difference between student voice and agency and strategies to develop both.</p> <p>* Time allocated in collaborative planning to discuss various ways to approach learning that develops student agency.</p> <p>* Student involvement in planning.</p> <p>* Teachers collaboratively plan together based on student influence, interests and feedback.</p> <p>*Utilise Kath Murdoch 'Power of Inquiry' resource book</p> <p>* Students develop assessment tasks with teachers to incorporate various ways of demonstrating learning.</p>	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>* Identify and utilise flexible learning spaces</p> <p>* Promote team teaching</p>	<p>PLT Leaders</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>* PD for staff on Restorative Practices with all teachers consistently implementing strategies including circle time.</p> <p>* Develop a school wide behaviour management plan where expectations are clear to all.</p> <p>* School community develop a vision for the school with agreed values/ virtues to be promoted (including respect).</p> <p>* Regularly revisit the PSC curriculum and embed into units of inquiry for explicit teaching and learning.</p> <p>* Utilise various forms of feedback including surveys for students to provide regular feedback to teachers to guide practice and programs.</p> <p>* Communicate school programs to the wider community via parent workshops, newsletters etc.</p> <p>* Year levels take students out for additional sport/ fitness activities or incorporate physical activity into the day.</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	Restorative Practices Australia	
<p>* PD for staff on inclusive education practices.</p> <p>* PD on Respectful Relationships and support in</p>	Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Lead school for</p>

<p>implementation of program.</p> <ul style="list-style-type: none"> * Provide additional support for EAL and PSD students. * Ensure all students are challenged and achieve to their potential by tracking performance and implementing regular feedback mechanisms for students. * Teachers collaborate in planning sessions to review student progress and differentiate learning tasks (faces on the data). * Develop and implement individual learning plans for students with identified learning needs (including 6 months below standard or 18 months above). * Keep an up to date record of student information that can be shared with specialists and casual relief teachers (COMPASS-Chronicle introduction). 				<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 		<p>Respectful Relationships 'Firbank'</p>
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Documents that support the plan

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