

# 2018 Annual Implementation Plan

## for improving student outcomes

Skipton Primary School (0582)



Submitted for review by Calvin Tromp (School Principal) on 19 December, 2017 at 11:26 AM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 20 December, 2017 at 06:45 PM

Endorsed by Les Meek (School Council President) on 23 December, 2017 at 10:54 PM

# Self-evaluation Summary - 2018

Skipton Primary School (0582)

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

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

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

<b>Enter your reflective comments</b>	<p>The overall intent will be to enact the school's vision for each student. We would wish every child to experience success, confidence, and creativity and become active and informed about their community and their place in it. After consideration of the school's performance over the past four years and the factors that enabled or inhibited its progress, four initiative areas were proposed by the panel as considerations for the next Strategic Plan.</p> <ul style="list-style-type: none"> <li>• Building Practice Excellence</li> <li>• Curriculum planning &amp; assessment</li> <li>• Intellectual engagement and self-awareness</li> <li>• Empowering students and building school pride.</li> </ul> <p>To do this the school needs to put into place a whole-school curriculum plan and consistency in how this is taught in each class. A culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement will be the focus.</p> <p>At the same time the school endeavours to increase student voice, that is, providing opportunities for students to influence their own learning as well as have input into decisions and directions the school takes. This is in order for students to take responsibility for their own learning and to become independent and self-regulating learners.</p>
---------------------------------------	--

<b>Considerations for 2019</b>	Improving coherence and consistency in literacy and numeracy across the school.
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Skipton Primary School (0582)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																
To achieve high learning growth in literacy and numeracy for every student.	<p>1. Improve relative growth in literacy and numeracy as measured by NAPLAN grade 3 to 5</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td rowspan="2">G&amp;P</td> <td>2016</td> <td>18.2%</td> <td>36.4%</td> <td>45.5%</td> </tr> <tr> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> <tr> <td rowspan="2">Numeracy</td> <td>2016</td> <td>0%</td> <td>54.5%</td> <td>45.5%</td> </tr> <tr> <td><b>Target</b></td> <td><b>0%</b></td> <td><b>50%</b></td> <td><b>50%</b></td> </tr> <tr> <td rowspan="2">Reading</td> <td>2016</td> <td>9.1%</td> <td>45.5%</td> <td>45.5%</td> </tr> <tr> <td><b>Target</b></td> <td><b>5%</b></td> <td><b>45%</b></td> <td><b>50%</b></td> </tr> </tbody> </table>			Low	Medium	High	G&P	2016	18.2%	36.4%	45.5%	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>	Numeracy	2016	0%	54.5%	45.5%	<b>Target</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>	Reading	2016	9.1%	45.5%	45.5%	<b>Target</b>	<b>5%</b>	<b>45%</b>	<b>50%</b>	Yes	<p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2013 - 2017)</p> <p>Reading: 40% (4 year ave. 37%)            Writing: 32% (4 year ave. 29%)            Numeracy: 30% (4 year ave. 26%).</p>	Building practice excellence
		Low	Medium	High																																
G&P	2016	18.2%	36.4%	45.5%																																
	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>																																
Numeracy	2016	0%	54.5%	45.5%																																
	<b>Target</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>																																
Reading	2016	9.1%	45.5%	45.5%																																
	<b>Target</b>	<b>5%</b>	<b>45%</b>	<b>50%</b>																																

Spelling	2016	18.2%	36.4%	45.5%
	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>
Writing	2016	9.1%	45.5%	45.5%
	<b>Target</b>	<b>5%</b>	<b>45%</b>	<b>50%</b>

1. To increase the percentage of students in the top two bands in NAPLAN

		Year 3	Year 5
G&P	2016	58.8%	36.4%
	<b>Target</b>	<b>60%</b>	<b>40%</b>
Numeracy	2016	35.3%	36.4%
	<b>Target</b>	<b>40%</b>	<b>40%</b>
Reading	2016	53%	36.4%
	<b>Target</b>	<b>60%</b>	<b>40%</b>
Spelling	2016	58.8%	36.4%
	<b>Target</b>	<b>60%</b>	<b>40%</b>
Writing	2016	76.5%	36.4%
	<b>Target</b>	<b>80%</b>	<b>40%</b>

1. To increase the percentage of students achieving the highest levels of achievement according to Teacher Judgements (A&B)

		P-6
Reading & viewing	2016	62%

Reduce the number of students achieving 'medium growth' in NAPLAN (based on average data 2013 - 2017)  
 Reading: 50%  
 Writing: 60%  
 Numeracy: 70%

	<b>Target</b>	<b>70%</b>
Speaking & listening	2016	33%
	<b>Target</b>	<b>40%</b>
Writing	2016	47%
	<b>Target</b>	<b>55%</b>
Measurement & geometry	2016	28%
	<b>Target</b>	<b>40%</b>
Number & algebra	2016	40%
	<b>Target</b>	<b>50%</b>
Statistics & probability	2016	18%
	<b>Target</b>	<b>30%</b>
Science as a human endeavor	2016	15%
	<b>Target</b>	<b>30%</b>
Science inquiry skills	2016	13%
	<b>Target</b>	<b>25%</b>
Science understanding	2016	20%
	<b>Target</b>	<b>25%</b>

4. To increase Staff opinion survey results in the following components:

<b>Component percentage endorsement - climate</b>	2016	<b>Target</b>
Academic emphasis	84.4%	<b>90%</b>
Teacher collaboration	65%	<b>88%</b>

	<table border="1" data-bbox="551 193 1308 603"> <tr> <td>Collective focus on student learning</td> <td>85%</td> <td><b>90%</b></td> </tr> <tr> <td>Staff trust in colleagues</td> <td>80%</td> <td><b>90%</b></td> </tr> <tr> <td>Guaranteed &amp; viable curriculum</td> <td>75%</td> <td><b>85%</b></td> </tr> <tr> <td><b>Component percentage endorsement – Staff safety &amp; wellbeing</b></td> <td>2016</td> <td><b>Target</b></td> </tr> <tr> <td>Staff professional safety</td> <td>40%</td> <td><b>60%</b></td> </tr> <tr> <td>Staff Safety and Wellbeing Consultation and Participation</td> <td>15%</td> <td><b>40%</b></td> </tr> </table> <p data-bbox="443 660 1234 719">Improved rating from ‘evolving’ to ‘embedding’ of teaching practices and curriculum and assessment processes against the FISO Continuum</p>	Collective focus on student learning	85%	<b>90%</b>	Staff trust in colleagues	80%	<b>90%</b>	Guaranteed & viable curriculum	75%	<b>85%</b>	<b>Component percentage endorsement – Staff safety &amp; wellbeing</b>	2016	<b>Target</b>	Staff professional safety	40%	<b>60%</b>	Staff Safety and Wellbeing Consultation and Participation	15%	<b>40%</b>									
Collective focus on student learning	85%	<b>90%</b>																										
Staff trust in colleagues	80%	<b>90%</b>																										
Guaranteed & viable curriculum	75%	<b>85%</b>																										
<b>Component percentage endorsement – Staff safety &amp; wellbeing</b>	2016	<b>Target</b>																										
Staff professional safety	40%	<b>60%</b>																										
Staff Safety and Wellbeing Consultation and Participation	15%	<b>40%</b>																										
Increase student voice, engagement and motivation	<p data-bbox="443 788 1256 815">To increase Staff opinion survey results in the following components:</p> <table border="1" data-bbox="551 836 1308 1198"> <thead> <tr> <th><b>Component percentage endorsement - climate</b></th> <th>2016</th> <th><b>Target</b></th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>91%</td> <td><b>95%</b></td> </tr> <tr> <td>Teacher collaboration</td> <td>65%</td> <td><b>88%</b></td> </tr> <tr> <td>Collective focus on student learning</td> <td>85%</td> <td><b>90%</b></td> </tr> <tr> <td>Staff trust in colleagues</td> <td>80%</td> <td><b>90%</b></td> </tr> <tr> <td>Guaranteed &amp; viable curriculum</td> <td>75%</td> <td><b>85%</b></td> </tr> </tbody> </table> <p data-bbox="539 1257 1151 1284">Reduce the number of student absences as follows:</p> <table border="1" data-bbox="551 1305 893 1358"> <thead> <tr> <th><b>Level</b></th> <th>2016</th> <th><b>Target</b></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	<b>Component percentage endorsement - climate</b>	2016	<b>Target</b>	Collective efficacy	91%	<b>95%</b>	Teacher collaboration	65%	<b>88%</b>	Collective focus on student learning	85%	<b>90%</b>	Staff trust in colleagues	80%	<b>90%</b>	Guaranteed & viable curriculum	75%	<b>85%</b>	<b>Level</b>	2016	<b>Target</b>				Yes	<p data-bbox="1503 788 1749 1203">To improve the mean positive score in the 'Attitudes to school' survey factors:          Motivation and interest: 95%          Stimulated learning: 85%          Learning Confidence: 90%          Student voice and agency: 90%</p> <p data-bbox="1503 1241 1738 1394">To improve the mean positive scores in the 'Staff Satisfaction' survey factors:</p>	Intellectual engagement and self-awareness
<b>Component percentage endorsement - climate</b>	2016	<b>Target</b>																										
Collective efficacy	91%	<b>95%</b>																										
Teacher collaboration	65%	<b>88%</b>																										
Collective focus on student learning	85%	<b>90%</b>																										
Staff trust in colleagues	80%	<b>90%</b>																										
Guaranteed & viable curriculum	75%	<b>85%</b>																										
<b>Level</b>	2016	<b>Target</b>																										

Prep	10.96	<b>8</b>
1	8.95	<b>8</b>
2	10.08	<b>8</b>
3	12.15	<b>10</b>
4	11.10	<b>9</b>
5	10.86	<b>9</b>
6	7.55	<b>7</b>
P-6	10.48	<b>8.5</b>

Increase Parent Opinion Survey results in the following components:

<b>Component mean</b>	<b>2016</b>	<b>Target</b>
Stimulating learning	5.99	<b>6.1</b>
Classroom behaviour	4.04	<b>4.5</b>
Student motivation	6.04	<b>6.2</b>
School connectedness	5.82	<b>6.0</b>

Collective efficacy:  
95%  
Teacher collaboration: 85%  
Collective focus on student learning: 90%

### Improvement Initiatives Rationale

The overall intent will be to enact the school's vision for each student. We want every child to experience success, develop confidence and creativity, and become active and informed about their community and their place in it. After consideration of the school's performance over the past four years and the factors that enabled or inhibited



its progress, four initiative areas were selected for the Strategic Plan.

- Building Practice Excellence
- Curriculum planning & assessment
- Intellectual engagement and self-awareness
- Empowering students and building school pride.

To do this the school needs to put into place a whole-school curriculum plan and consistency in how this is taught in each class. A culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement will be the focus.

<b>Goal 1</b>	To achieve high learning growth in literacy and numeracy for every student.
<b>12 month target 1.1</b>	<p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2013 - 2017)</p> <p>Reading: 40% (4 year ave. 37%)            Writing: 32% (4 year ave. 29%)            Numeracy: 30% (4 year ave. 26%).</p> <p>Reduce the number of students achieving 'medium growth' in NAPLAN (based on average data 2013 - 2017)</p> <p>Reading: 50%            Writing: 60%            Numeracy: 70%</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop an agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure.
KIS 2	Develop a curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level.

<b>Goal 2</b>	Increase student voice, engagement and motivation
---------------	---

<b>12 month target 2.1</b>	<p>To improve the mean positive score in the 'Attitudes to school' survey factors:          Motivation and interest: 95%          Stimulated learning: 85%          Learning Confidence: 90%          Student voice and agency: 90%</p> <p>To improve the mean positive scores in the 'Staff Satisfaction' survey factors:          Collective efficacy: 95%          Teacher collaboration: 85%          Collective focus on student learning: 90%</p>
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategies</b>	
KIS 1	To further strengthen teaching practices which purposefully engage and motivate students and offer opportunities for students to have a voice, take responsibility for, and contribute to, their own learning.

## Define Evidence of Impact and Activities and Milestones - 2018

Skipton Primary School (0582)

<b>Goal 1</b>	To achieve high learning growth in literacy and numeracy for every student.
<b>12 month target 1.1</b>	<p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2013 - 2017)          Reading: 40% (4 year ave. 37%)          Writing: 32% (4 year ave. 29%)          Numeracy: 30% (4 year ave. 26%).</p> <p>Reduce the number of students achieving 'medium growth' in NAPLAN (based on average data 2013 - 2017)          Reading: 50%          Writing: 60%          Numeracy: 70%</p>

<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop an agreed and documented instructional model incorporating high-impact teaching strategies such as questioning, explicit teaching to learning intentions and success criteria and a common lesson structure.
Actions	<ul style="list-style-type: none"> <li>- Establish a Literacy Team and Numeracy Team which will lead the improvement strategy.</li> <li>- Complete development of instructional model for Literacy and Numeracy, including descriptors of effective teaching strategies relevant to each component of the model.</li> <li>- Support teachers to embed the Instructional Model in their approach to teaching Literacy and Numeracy through professional learning.</li> <li>- Ensure Literacy and Numeracy planning across the school reflects the instructional model through guided, collaborative planning.</li> <li>- Provide professional learning opportunities for teachers to develop their knowledge and skill in relation to each component of the instructional model, including incorporating the High Impact Teaching Strategies (HITS) into their practice</li> <li>- Develop a reflection tool which will be used to monitor and evaluate implementation of the instructional model, the professional learning provided to support its implementation, and teacher confidence in implementation and their perception of effectiveness.</li> <li>- Professional learning through ongoing coaching and mentoring</li> </ul>
Evidence of impact	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• can articulate the goals of each lesson, and how they will know if they have successfully achieved them</li> <li>• can understand and self-assess their progress, and articulate what they need to learn next</li> <li>• can explain concepts to peers and record their understanding in multiple ways</li> <li>• discuss their progress during conferencing and explain how this supports their learning</li> <li>• provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• demonstrate a deep knowledge of how reading skills develop in early childhood through to adolescence</li> <li>• plan and implement lessons that include 'multiple exposures' to new knowledge</li> <li>• provide opportunities for students to record and present concepts to peers in multiple ways</li> <li>• conduct conferences to support students to discuss their progress and identify their next learning goal</li> <li>• work collaboratively with colleagues in teams to moderate common assessment tasks and develop consistent teacher judgement outcomes</li> <li>• analyse student data to reflect and review the impact of their practice on learning outcomes</li> <li>• identify and adopt differentiated pedagogical practices that meet the learning needs of their students.</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks</li> </ul>

	<ul style="list-style-type: none"> <li>• support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children</li> <li>• model the use of the school's instructional model as a framework for the professional learning presented to staff in the school</li> <li>• facilitate and support collaborative practices across the school.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish Literacy Team. Release teachers to attend Literacy Leadership team.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Alternate staff meetings (as Professional learning) to focus on unpacking the instructional model for Literacy in detail, developing a set of descriptors which outline effective teaching strategies related to each component of the model (including HITS and ongoing monitoring and assessment)	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish Numeracy Team	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop agreed beliefs about effective Numeracy teaching and learning to clarify pedagogy which underpins practice.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop Instructional Model for teaching Numeracy.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning to include ongoing coaching and mentoring for all staff specifically related to their implementation of the instructional model in Literacy (professional reading, colleague visits, classroom observations, collaborative planning, staff	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

meetings) Members of Literacy Team to access Bastow Leading Literacy opportunities as appropriate, for example Open to Learning and data interpretation courses.				
Develop and complete reflective survey to gather baseline data on teacher knowledge, skill and confidence in relation to the implementation of the instructional model for Literacy.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Meetings to facilitate the development of planning processes and documentation which reflects the instructional model, including collaboration with colleagues within and between schools.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,050.00 <input checked="" type="checkbox"/> Equity funding will be used
Scope and Sequence documents used during planning to inform the development of learning goals and intentions, and explicit and purposeful learning tasks.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate the implementation of the instructional model - as per previous staff reflection survey.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To achieve high learning growth in literacy and numeracy for every student.
<b>12 month target 1.1</b>	<p>Increase the percentage of students achieving 'high relative growth' in NAPLAN (based on average data 2013 - 2017)  Reading: 40% (4 year ave. 37%)  Writing: 32% (4 year ave. 29%)  Numeracy: 30% (4 year ave. 26%).</p> <p>Reduce the number of students achieving 'medium growth' in NAPLAN (based on average data 2013 - 2017)  Reading: 50%  Writing: 60%  Numeracy: 70%</p>
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 2</b>	Develop a curriculum plan that reflects the school's vision, priorities, values and pedagogical practices and identifies essential learning skills required for each grade level.			
Actions	<ul style="list-style-type: none"> <li>- Clarify and articulate the school's vision, priorities, values and pedagogical practices in relation to Literacy teaching and learning – document pedagogy.</li> <li>- Compile 'guaranteed and viable' curriculum.</li> <li>- Develop Scope and Sequence plan/documents for Literacy from Victorian Curriculum and other relevant sources, including a focus on ensuring proficiency in concepts, skills and dispositions in Literacy.</li> <li>- Begin development of Monitoring and Assessment Schedule to ensure planning processes focus on identifying and meeting the learning needs of students.</li> </ul>			
Evidence of impact	<p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• will understand and be able to articulate the pedagogy that underpins Skipton's approach to teaching and learning in literacy.</li> <li>• will have used the scope and sequence documents to inform their planning.</li> <li>• will be purposeful and explicit in developing learning intentions with their students.</li> <li>• will have planned comprehensive and purposeful 'learning cycles' in literacy</li> <li>• will have used effective monitoring and assessment practices to inform their teaching</li> <li>• will be more likely to rate their practice as Embedding rather than Evolving in the FISO Continua of Practice in Building Practice.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Complete development and documentation of agreed pedagogy (mission and goals) which underpins teaching and learning in Literacy (as began in term 4 2017)	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning related to 'guaranteed and viable curriculum'. Develop agreed understanding about what this means for our curriculum planning and the development of a whole-school Scope and Sequence documents which will begin more formally in Term 2.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop agreed Scope and Sequence documents for Literacy and Numeracy (and other areas as appropriate) based on Victorian Curriculum but enhanced by other resources as appropriate.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Further development of whole school Assessment Schedule, including effective practices in ongoing monitoring, and gathering and analysing data to inform teaching.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
--	-------------------------	---	----------------------------	--

<b>Goal 2</b>	Increase student voice, engagement and motivation
<b>12 month target 2.1</b>	To improve the mean positive score in the 'Attitudes to school' survey factors: Motivation and interest: 95% Stimulated learning: 85% Learning Confidence: 90% Student voice and agency: 90%  To improve the mean positive scores in the 'Staff Satisfaction' survey factors: Collective efficacy: 95% Teacher collaboration: 85% Collective focus on student learning: 90%
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategy 1</b>	To further strengthen teaching practices which purposefully engage and motivate students and offer opportunities for students to have a voice, take responsibility for, and contribute to, their own learning.
Actions	In order to strengthen the school's understanding and practises of increasing student voice, engagement and motivation, the teachers will: Term 1 and 2: - undertake professional learning on the links between engagement, motivation, student voice and wellbeing and learning success (why) - examine the range of effective teaching strategies for differentiation that promote further engagement and motivation of students (how) - investigate and develop a school approach for what authentic 'student voice' for students in Literacy at Skipton looks like. - develop monitoring and assessment strategies which empower students and self-awareness in their learning. - develop a student feedback tool to gather evidence of effective practice. Term 3 and 4: - further embed teacher practice in relation to differentaitaion, student choice and voice in Literacy - gather student feedback as per previous monitoring tool

	- begin inquiry and apply the principles of differentiation, student choice and voice in other areas of the curriculum eg Numeracy, Integrated curriculum.			
Evidence of impact	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- Will have high levels of motivation and engagement in their own learning, as reflected in the Grade 4-6 Student Opinion Survey.</li> <li>- Will take greater responsibility for their own learning and be more skilled in monitoring their own progress and identifying goals and achievements. This process will be reflected in goals setting and the quality of student comments in their semester reports.</li> <li>- Involvement of a plan to develop student voice for the senior grade.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>- Their documented pedagogy will reflect and increased capacity for student voice.</li> <li>- Teachers planning will reflect an increase in differentiating and personalising learning experiences.</li> <li>- An increase in elements of the Staff Opinion Survey as identified above.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teacher inquiry into the links between student engagement (motivation and voice), wellbeing and achievement to establish agreed pedagogy which underpins a whole school approach to wellbeing and which affirms our approach to teaching and learning (instructional model)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional learning about differentiation in the context of Literacy which will improve student engagement and motivation, to be included as part of the planning process e.g. selection of learning goals, tasks etc	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional learning about the notion of 'student voice' in Literacy, what difference it makes, and what it looks like in practice. Visit schools, such as Mortlake College (Graham Good), who have focussed upon developing student voice.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$700.00 <input type="checkbox"/> Equity funding will be used
Development of reflection tools which can be used to monitor and assess student engagement and motivation in Literacy.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used



Implementation of ongoing monitoring and assessment tools such as rubrics and criteria which will empower students, to be included as part of the planning process e.g. development of rubrics for students to reflect on and monitor their own progress and achievement.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
---	-------------------------	---	----------------------------	--

## Professional Learning and Development Plan - 2018

Skipton Primary School (0582)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish Literacy Team. Release teachers to attend Literacy Leadership team.	All Staff	from: Term 1 to: Term 3	<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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site  Literacy Leaders training
Alternate staff meetings (as Professional learning) to focus on unpacking the instructional model for Literacy in detail, developing a set of descriptors which outline effective teaching strategies related to each component of the model (including HITS and ongoing monitoring and assessment)	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Establish Numeracy Team	School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop agreed beliefs about effective Numeracy teaching and learning to clarify pedagogy which underpins practice.	School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop Instructional Model for teaching Numeracy.	School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning to include ongoing coaching and mentoring for all staff specifically related to their implementation of the instructional model in Literacy (professional reading, colleague visits, classroom observations, collaborative planning, staff meetings) Members of Literacy Team to access Bastow Leading Literacy opportunities as appropriate, for example Open to Learning and data interpretation courses.	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Develop and complete reflective survey to gather baseline data on teacher knowledge, skill and confidence in relation to the implementation of the instructional model for Literacy.	School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Meetings to facilitate the development of planning processes and documentation which reflects the instructional model, including collaboration with colleagues within and between schools.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site  Visit schools that have Daily 5 as key literacy model. Such as Stawell.
Scope and Sequence documents used during planning to inform the development of learning goals and intentions, and explicit and purposeful learning tasks.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evaluate the implementation of the instructional model - as per previous staff reflection survey.	Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning related to 'guaranteed and viable curriculum'. Develop	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

agreed understanding about what this means for our curriculum planning and the development of a whole-school Scope and Sequence documents which will begin more formally in Term 2.						
Develop agreed Scope and Sequence documents for Literacy and Numeracy (and other areas as appropriate) based on Victorian Curriculum but enhanced by other resources as appropriate.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Further development of whole school Assessment Schedule, including effective practices in ongoing monitoring, and gathering and analysing data to inform teaching.	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teacher inquiry into the links between student engagement (motivation and voice), wellbeing and achievement to establish agreed pedagogy which underpins a whole school approach to wellbeing and which affirms our approach to teaching and learning (instructional model)	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional learning about differentiation in the context of Literacy which will improve student engagement and motivation, to be included as part of the planning process e.g. selection of learning goals, tasks etc	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning about the notion of 'student voice' in Literacy, what difference it makes, and what it looks like in practice. Visit schools, such as Mortlake College (Graham Good), who have focussed upon developing student voice.	All Staff	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of ongoing monitoring and assessment tools such as rubrics and criteria which will empower students, to be included as part of the planning process e.g. development of rubrics for students to reflect on and monitor their own progress and achievement.	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Dimension 1

[Skipton Self-evaluation 2016-17.docx \(0.37 MB\)](#)

2018 Annual Implementation Plan

[2017 AIP Skipton - final.docx \(0.12 MB\)](#)

[Skipton Strategic Plan 2017-2020 - final.docx \(0.08 MB\)](#)