

AIP 2019 GOAL THREE

FISO: Strategic Resource Management
To ensure that the school's resources are used effectively to achieve School Strategic Plan

2019 TARGETS



Data Source - School Staff Survey:

- Maintain above 80% of positive staff responses in overall School Leadership category (81% in 2018).

KEY IMPROVEMENT STRATEGY



Ensure that funding from SRP is allocated to programs that develop the capabilities of teachers to improve writing at our school.

ACTIONS



Employ a learning consultant

Use data to identify students who will receive intervention/extension in literacy programs.

Create a timetable that supports teacher collaboration and planning

Ensure the meeting schedule is well planned and paced in order to maximise professional learning

Support learning specialist and other identified teacher leaders by allocating leadership release in timetable

EVIDENCE OF IMPACT

Teachers will:

- Gain new knowledge and skills through purposeful and scheduled meetings.
- Set, track and achieve goals alongside learning specialist.
- Use data more effectively to identify intervention or extension students
- Implement new knowledge, skills and strategies developed in consultation with learning coach.

Students will:

- Be able to articulate clearly how they see themselves as writers.
- Be motivated to improve as a writer and share/celebrate their writing.
- Understand the writing cycle and how it works for them.
- Develop and articulate their understanding around what the attributes are of a great writer/great writing.





AIP 2019 GOAL TWO

FISO: Intellectual Engagement and Self Awareness
To increase intellectual engagement so that students become intrinsically motivated and independent

2019 TARGETS

Data Source - Attitudes to School Survey:

Maintain or increase Overall Primary % positive in:

- Effective teaching time < 95%
- Differentiated learning challenge < 95%
- Stimulating learning < 90%
- High expectation for success < 95%
- Motivation and interest < 90%
- Student Voice and agency < 90%

Data Source - School Staff Survey

Increase in % positive response In school climate category in the sub category of academic emphasis (greater than 80%)

KEY IMPROVEMENT STRATEGY



Develop teacher capacity to empower students to make decisions about how and what they learn and to achieve challenging goals set.

ACTIONS



Investigate learning dispositions using evidence based research and investigate ways to integrate into literacy teaching and learning.

Implement inclusive classroom practice explored in 2018.

Develop and implement an effective starting right program.

EVIDENCE OF IMPACT

Teachers will:

- Have a stronger understanding of learning dispositions
- Develop a greater capacity to set challenging learning goals for students.
- Develop classroom management techniques that are inclusive and foster calm and orderly learning.

Students will:

- Have a greater understanding of their learning needs
- Feel safe, secure and welcome in their environment.
- articulate greater agency in learning through their voice.



AIP 2019 GOAL ONE

FISO: Building Practice Excellence

To ensure all students achieve high levels of learning.

2019 TARGETS

Data Source - NAPLAN:

Relative Growth Category (Yr. 5)

- Reading: 20% or greater students achieving high growth
- Writing: 15% or greater students achieving high growth

Top Two Bands in Yr. 3

- Maintain above network and state % of students in Reading (57% in 2018)
- Maintain above network and state % of students in Writing (57% in 2018)

Top Two Bands in Yr. 5

- Increase % of students in top two bands in Reading equal to or greater than state average (40% in 2018)
- Increase % of students in top two bands in Writing equal to or greater than state average (14% in 2018)

KEY IMPROVEMENT STRATEGIES

1. Build teacher capacity to implement evidence-based literacy teaching strategies.
2. Build teacher capacity to analyse evidence and data to inform and drive all work in the PLCs.
3. Through a peer observation cycle, embed effective feedback processes across the school

ACTIONS

Develop effective literacy strategies by working in teams with the learning consultant.

Implement agreed instructional model into writing programs. Investigate effective teaching practices on literacy portal and document practices into literacy programs.

Engage in dialogue with colleagues about the effectiveness of teaching and learning programs using evidence from student work samples.

Embed moderation opportunities to analyse student writing samples against an agreed criteria as a whole school.

Audit current assessment schedule to ensure formative and summative assessments are weighted according to the assessment pyramid.

Develop a data analysis cycle for use in PLC planning.

EVIDENCE OF IMPACT

Teachers will:

- Use the Peer observation cycle to reflect on their practice and make adjustments based on specific feedback.
- develop greater consistency in moderating writing samples and how to use this data to plan for teaching and learning.
- feel motivated to try new teaching strategies using documented conversations with our learning consultant.
- confidently interpret data and use it as evidence to effectively plan for teaching and learning.

Students will:

- Be able to make links between reading and writing instructional model.