

2018 Annual Implementation Plan

for improving student outcomes

Yarra Primary School (5271)



Submitted for review by Paul Ledwidge (School Principal) on 14 December, 2017 at 03:23 PM
Endorsed by Vincent Dobbs (Senior Education Improvement Leader) on 20 February, 2018 at 11:27 AM
Endorsed by Peter Brace (School Council President) on 27 February, 2018 at 05:11 PM

Self-evaluation Summary - 2018

Yarra Primary School (5271)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Emerging
Enter your reflective comments	As the school has completed a priority review a self evaluation was completed as preparation for the review. The school review report has performed the current evaluation and informs the AIP 2018 and beyond	

Considerations for 2019	As per the recommendation of the review, all FISO initiatives scored as emerging and will be addressed through the new SSP and implemented initially through 2018 AIP.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Yarra Primary School (5271)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy	<p>By 2021:</p> <ul style="list-style-type: none"> Increase the percentage of students making greater than one year's growth against low, <i>medium</i> and <i>high</i> NAPLAN relative growth trend Decrease the % of Year 3-5, students making <i>low</i> relative growth in <i>writing, reading, grammar & punctuation</i> from 33.3%-10% or lower Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy All <i>Excellence in Teaching and Learning</i> variables on the 4-6 Student Attitudes to School Survey to be at or above the 75th percentile range (factors of <i>effective teaching time, differentiated learning challenge</i>) Improve the school climate factor of <i>Academic Emphasis</i> on the <i>Staff Opinion Survey</i> from 66% to 80% 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>By 2018:</p> <ul style="list-style-type: none"> Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend Decrease the % of Year 3-5, students making low relative growth in writing, reading, grammar & punctuation from 33.3%-20% or lower Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy All Excellence in Teaching and Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range or higher (factors of effective teaching time, differentiated learning challenge) Improve the school climate factor of Academic Emphasis on the Staff Opinion Survey from 66% to 75% 	Building practice excellence
To create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing	<p>By 2021:</p> <ul style="list-style-type: none"> all <i>Positive Climate for Learning</i> variables on the 4-6 Student Attitudes to School Survey to be at or above the 75th percentile range To improve the variables of <i>Advocate at school, Respect for Diversity and managing bullying</i> on the <i>Student Safety</i> domain of the 4-6 Student Attitudes to School Survey to be at or above the 75th percentile range To improve the <i>Student Cognitive Engagement</i> variable of <i>Stimulating Learning Environment</i> on the <i>Parent Opinion Survey</i> from 56% to be at least 75% (fourth quartile or higher) Improve the school climate factor of <i>Teacher collaboration</i> on the <i>Staff Opinion Survey</i> from 58% to 80% or higher 	Yes	<p>By 2018:</p> <ul style="list-style-type: none"> all Positive Climate for Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range To improve the variables of Advocate at school, Respect for Diversity and managing bullying one the Student Safety domain of the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range To improve the Student Cognitive Engagement variable of Stimulating Learning Environment on the Parent Opinion Survey from 56% to be 65% (third quartile or higher) Improve the school climate factors on the Staff Opinion Survey 	Empowering students and building school pride
To create a community that promotes	<p>By 2021:</p>	Yes	<p>By 2018:</p>	Building communities

families as partners in student learning and fostering a global outlook	<ul style="list-style-type: none"> • Maintain F-6 attendance rates to be at or better than state level • To improve the <i>Parent Community Engagement</i> variables of <i>school support</i> and <i>teacher communication</i> on the <i>Parent Opinion Survey</i> from 62% to be at least 75% (fourth quartile or higher) • To improve each of the <i>School Ethos and Environment</i> variables on the <i>Parent Opinion Survey</i> to be at least 75% (fourth quartile or higher) 		<ul style="list-style-type: none"> • Maintain F-6 attendance rates to be at or better than state level • To improve the <i>Parent Community Engagement</i> variables of <i>school support</i> and <i>teacher communication</i> on the <i>Parent Opinion Survey</i> from 62% to be at least 70% (third quartile or higher) • To improve each of the <i>School Ethos and Environment</i> variables on the <i>Parent Opinion Survey</i> to be at least 60% (third quartile or higher) 	
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Improvement Initiatives Rationale

Engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. Effective professional learning is collaborative, inquiry focused, embedded in teaching practice and aligned with priority areas for school improvement and teachers' individual learning needs. Curriculum implementation requires a shared set of values and a clear sense of purpose. It provides a framework that articulates how student learning will be organised, taught and assessed.

Schools that build a culture where teachers and students work together, and where student voice is heard and respected, contribute to students building their confidence and self-efficacy. Effective schools understand the importance of creating learning environments that promote independence, interdependence and self-motivation. Effective teachers use strategies as a means of enabling students to actively participate in the negotiation of roles, responsibilities and outcomes.

Health and wellbeing programs (SWPBS) will have a positive and significant impact on attitudes to learning, social relationships and student achievement. Yarra PS will take steps to support students' wellbeing and physical needs, as well as fostering a sense of community and belonging for all. Parent and carer involvement in their child's school contributes to improved student learning, health and wellbeing. Schools that partner with families and community-based organisations create a network of support for student wellbeing and engagement. Genuine school/family partnerships are based on trust and mutual respect and support the school's vision and values. They have the greatest impact when they are focused on student learning and wellbeing and underpinned by student agency.

based on data analysis and review recommendations, these FISO areas have been identified as key foci for the new SSP.

Goal 1	To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy
12 month target 1.1	By 2018: <ul style="list-style-type: none"> • Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend • Decrease the % of Year 3-5, students making low relative growth in writing, reading, grammar & punctuation from 33.3%-20% or lower • Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number • To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy • All Excellence in Teaching and Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range or higher (factors of effective teaching time, differentiated learning challenge) Improve the school climate factor of Academic Emphasis on the Staff Opinion Survey from 66% to 75%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop leadership structures and school protocols that ensure challenge and rigour in all learning opportunities aligned with school improvement
KIS 2	Establish whole school curricula with consistent documentation, including a whole school instructional model to maximise student engagement with learning.
KIS 3	Collect and effectively analyse and use student achievement data to implement challenging and rigorous learning opportunities for all students

Goal 2	To create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing
12 month target 2.1	By 2018: <ul style="list-style-type: none"> • all Positive Climate for Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range • To improve the variables of Advocate at school, Respect for Diversity and managing bullying one the Student Safety domain of the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range • To improve the Student Cognitive Engagement variable of Stimulating Learning Environment on the Parent Opinion Survey from 56% to be 65% (third quartile or higher) Improve the school climate factors on the Staff Opinion Survey

FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Design and implement structures to ensure students' wellbeing needs are being met.

Goal 3	To create a community that promotes families as partners in student learning and fostering a global outlook
12 month target 3.1	By 2018: <ul style="list-style-type: none"> Maintain F-6 attendance rates to be at or better than state level To improve the Parent Community Engagement variables of school support and teacher communication on the Parent Opinion Survey from 62% to be at least 70% (third quartile or higher) To improve each of the School Ethos and Environment variables on the Parent Opinion Survey to be at least 60% (third quartile or higher)
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Effectively engage families as partners in student learning

Define Evidence of Impact and Activities and Milestones - 2018

Yarra Primary School (5271)

Goal 1	To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy			
12 month target 1.1	By 2018: <ul style="list-style-type: none"> Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend Decrease the % of Year 3-5, students making low relative growth in writing, reading, grammar & punctuation from 33.3%-20% or lower Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy All Excellence in Teaching and Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range or higher (factors of effective teaching time, differentiated learning challenge) Improve the school climate factor of Academic Emphasis on the Staff Opinion Survey from 66% to 75%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop leadership structures and school protocols that ensure challenge and rigour in all learning opportunities aligned with school improvement			
Actions	<ol style="list-style-type: none"> Review & evaluate the school organisational structures Implement challenge and rigour in all learning opportunities and programs 			
Evidence of impact	<ul style="list-style-type: none"> Organisational structures have been reviewed & evaluated by leadership to ensure they facilitate the optimal success of school SSP priorities Professional Learning teams (PLTS) operating effectively and used as a priority forum to discuss student learning New and returning staff will have improved staff clarity around school expectations, roles and responsibilities and organisational structures School timetables allow for; PLT planning and PD Release for school priorities, and collaborative planning New or amended school policies have been ratified at school council, and communicated to the school community - shared with CoP network with Richmond West PS Use of external consultants and literacy coach to provide staff professional development to build teacher practice in Literacy, Numeracy & SWPBS Provision of professional learning and coaching for all classroom teachers to build teacher practice in literacy, numeracy and SWPBS - shared practice with CoP network with Richmond West PS 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Review & evaluate the school organisational structure and document roles to include: STEAM; School Wide Positive Behaviours (SWBPS); 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<p>Wellbeing; Professional Learning Teams (PLTs); School Improvement Team (SIT); School Leadership; Consultative team</p> <ul style="list-style-type: none"> Update meeting schedule to reflect and enable the establishment of re-defined areas and specific teams - STEAM, SWPB, Wellbeing, Leadership, School improvement Establish Professional Learning teams (PLTs) as a forum for looking at student learning data and improving student outcomes – processes and protocols for operation – use the CoP network with Richmond West PS 				
<ul style="list-style-type: none"> Refine induction process for all new & returning staff at the beginning of the year Update and review staff handbook & roles & responsibilities, outlining expectations across the school in all areas Update and amend all school policies – Ensure ratification of policies is an agenda item at each school council meeting in 2018 - use the CoP network with Richmond West PS 	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Provide professional learning opportunities for, and develop teacher practice in literacy, numeracy & SWPBS, leading to whole school consistency Explore options of how teacher time can be better resourced to allow greater collaboration and focused professional learning opportunities – Implement a consistent structure for first 3 sessions of each day to include literacy and numeracy –through CoP network with Richmond West PS 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy
12 month target 1.1	<p>By 2018:</p> <ul style="list-style-type: none"> Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend Decrease the % of Year 3-5, students making low relative growth in writing, reading, grammar & punctuation from 33.3%-20% or lower Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy All Excellence in Teaching and Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range or higher (factors of effective teaching time, differentiated learning challenge) <p>Improve the school climate factor of Academic Emphasis on the Staff Opinion Survey from 66% to 75%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Establish whole school curricula with consistent documentation, including a whole school instructional model to maximise student engagement with learning.
Actions	<ol style="list-style-type: none"> Establish whole school curriculum mapping with consistent curriculum documentation Implement a whole school instructional model
Evidence of impact	<ul style="list-style-type: none"> Curriculum documentation has been completed and shows evidence of a shared set of values and a clear sense of purpose. Curriculum implementation provides a framework that articulates how student learning will be organised, taught and assessed. The documented whole-school curriculum plan demonstrates how the school will implement the mandated curriculum. GRR Model is documented, and observations provide evidence of GRR visible in all classrooms including specialist classes All teachers using a consistent lesson structure for Literacy & numeracy, lesson structure is evident in planners, and classroom practice is consistent with the planners (evident through observations)

	<ul style="list-style-type: none"> • Learning intentions and success criteria are clearly displayed in classrooms using student language • Common expectations for literacy and numeracy practices are documented • Independent Reading practice embedded in all classrooms - shared practice with CoP network with Richmond West PS • All classrooms have rich, relevant classroom libraries, and are regularly updated • All teachers teaching comprehension strategies explicitly 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> • Develop and document a scope and sequence for all Victorian curriculum domains and new curriculum initiatives (STEAM, and Kitchen garden) across the school. • Provide expertise through professional learning to strengthen content knowledge and to assist with curriculum documentation - CoP network with Richmond West PS 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$6,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Implement and consistently apply an instructional framework P-6 (Gradual Release of Responsibility principles) through differentiated literacy and numeracy professional learning to develop a consistent approach to teaching literacy and numeracy • Provide professional learning for teachers to build their knowledge of instructional & feedback strategies (learning intentions & success criteria, feedback processes) • Implement consistent planners and lesson structure for literacy and numeracy using the GRR framework • Develop whole school common expectations for literacy and numeracy practices • Use the model of conferring in both literacy and numeracy to deepen understanding and use of achievement data for individualising student learning • Use the CoP network with Richmond West PS to assist with professional learning and implementation of the school instructional model (GRR) 	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Provide professional learning support to implement the practice of Independent Reading in all classrooms using the support of classroom libraries P-6 • Provide professional learning support to implement the practice of teaching reading comprehension strategies P-6 explicitly to support both literacy and numeracy • Use the CoP network with Richmond West PS to assist with professional learning and implementation of independent reading 	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To have all students annually achieve a minimum of 12 months growth in Literacy and Numeracy
12 month target 1.1	By 2018: <ul style="list-style-type: none"> • Increase the percentage of students making greater than one year's growth against low, medium and high NAPLAN relative growth trend • Decrease the % of Year 3-5, students making low relative growth in writing, reading, grammar & punctuation from 33.3%-20% or lower

	<ul style="list-style-type: none"> Increase the percentage of students achieving in the top 2 NAP bands from Year 3 –Year 5 in Reading, Writing & Number To have all identified students achieve the goals in his/her individual learning plan in literacy and numeracy All Excellence in Teaching and Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range or higher (factors of effective teaching time, differentiated learning challenge) <p>Improve the school climate factor of Academic Emphasis on the Staff Opinion Survey from 66% to 75%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Collect and effectively analyse and use student achievement data to implement challenging and rigorous learning opportunities for all students
Actions	<ol style="list-style-type: none"> Strengthen data literacy, including data collection and analysis processes Collect and analyse student achievement data from a range of assessments and use it to plan targeted learning opportunities for all students
Evidence of impact	<ul style="list-style-type: none"> Effective assessment processes are in place and teachers recognise that the curriculum is designed as a continuum of learning and that students can be anywhere along this continuum. Relevant assessment strategies are embedded into curriculum plans and teachers monitor student learning and make adjustments to their teaching strategies as required. Assessments in Literacy & Numeracy have been prioritised and included in assessment schedule - All teachers completing assessments according to the assessment schedule All teachers accessing online student data to assist with moderation and teacher judgments A reduction in the variance of teacher judgment data evidenced in student outcomes as the result of improved moderation and triangulation of data Increased staff capacity to effectively use data to inform discussion and actions –evident in PLT learning logs - shared practice with CoP network with Richmond West PS Individual Learning Plans (ILPs) developed for students with identified needs

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Ensure PLT meetings are effective and focus on using data to identify students with extension or intervention needs Provide whole-school professional learning to address identified areas for strengthening data literacy - build the capacity of individual teachers requiring further support Review and update assessment schedules for literacy & numeracy Refine the practice to understand, analyse and use data as evidence to individualise student learning Investigate & research methods of sharing student learning data effectively including reporting to parents using online tools Improve the consistency of data collection, analysis & interpretation through the CoP network with Richmond West PS 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Improve the tracking of students in Literacy, Numeracy, as students move through the school - Develop systematic methods for the collection and analysis of student learning data, and protocols for analysing student work Review individual learning plans to explore how assessment data can more effectively inform goal-setting and monitoring of student learning progress 	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Introduce consistent collection protocols for all assessments based on the assessments identified in the assessment schedule Improve moderation practices across literacy and numeracy to ensure that teacher judgments are consistent across all levels to better inform instruction Develop effective rubrics for reading and writing through the CoP network with Richmond West PS to assist with moderation and assessment Use the model of conferring in both literacy and numeracy to deepen 	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

understanding and use of achievement data for individualising student learning				
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Goal 2	To create an intellectual, supportive and inclusive learning community which promotes student empowerment and wellbeing
12 month target 2.1	By 2018: <ul style="list-style-type: none"> all Positive Climate for Learning variables on the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range To improve the variables of Advocate at school, Respect for Diversity and managing bullying one the Student Safety domain of the 4-6 Student Attitudes to School Survey to be at or above the 50th percentile range To improve the Student Cognitive Engagement variable of Stimulating Learning Environment on the Parent Opinion Survey from 56% to be 65% (third quartile or higher) Improve the school climate factors on the Staff Opinion Survey
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Design and implement structures to ensure students' wellbeing needs are being met.
Actions	1. Form a Student Wellbeing Team 2. Implement School wide positive behaviours (SWPB)
Evidence of impact	<ul style="list-style-type: none"> Health and wellbeing programs (SWPBS) will have a positive and significant impact on attitudes to learning, social relationships and student achievement, as evidenced through the Year 4-6 SATTs and other informal student survey. Students and teachers will show evidence of, and use social and emotional learning approaches to develop students' self-management and awareness, empathy and relationship skills - Consistent implementation of SWPBS is reflected in data collected on COMPASS All staff consistently using school wide positive behaviours (SWPB) practices - (school agreements, 3 step telling, tick & dot chart) - shared practice with CoP network with Richmond West PS SWPB re-enforced in the school community through signage around the school, displays in class, newsletter, and on website Yarra PS will be a supportive and inclusive school fostering school connectedness and engagement with learning. The school vision and values are embedded in everyday practices and interactions and the school values are evident across the school and evident Wellbeing team and role statement has been evaluated and reviewed and updated as needed in readiness for 2019 Systemised process through minutes & SSG minutes show evidence of consistency

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Develop a wellbeing policy - Develop a role statement and action plan for wellbeing team Provide professional learning for staff focusing attention and discussion on student wellbeing issues (other than SWPB) Develop a process for determining those students who need support from an ILP, safety plan or social story Develop consistent practices to monitor the progress of students on ILPs or other plans Develop consistent practices for SSG processes for cognitive assessments/speech 	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Establish SWPB team - Develop a role statement and action plan Provide PL to ensure consistency in application of School wide positive behaviours (SWPB) -- through the CoP network with Richmond West PS Establish a common language in relation to student wellbeing based on SWPB and the school values 	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To create a community that promotes families as partners in student learning and fostering a global outlook
12 month target 3.1	By 2018: <ul style="list-style-type: none"> Maintain F-6 attendance rates to be at or better than state level To improve the Parent Community Engagement variables of school support and teacher communication on the Parent Opinion Survey from 62% to be at least 70% (third quartile or higher) To improve each of the School Ethos and Environment variables on the Parent Opinion Survey to be at least 60% (third quartile or higher)
FISO Initiative	Building communities
Key Improvement Strategy 1	Effectively engage families as partners in student learning
Actions	<ol style="list-style-type: none"> Expand & improve effective communication with the wider school community Create a community of practice to establish opportunities to share best practice with other educators
Evidence of impact	<ul style="list-style-type: none"> Partnerships with families and community-based organisations have created a network of support for student wellbeing and engagement. Improved communication to school community via school website and newsletter Effectiveness of Kitchen Garden Program and science & technology monitored by student, staff and parent feedback Improvement in teacher practice through the application of relevant PD is evidenced in teacher PDPs and PLT conversations Components of Cultural Leadership, and Leading Change on the staff survey show improvement

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> Expand & improve effective communication with the wider school community through the use of digital technologies (website, Compass) Review & develop YPS parent communication strategy Provide opportunities for parents to be involved with curriculum initiatives such as kitchen garden and science, maths & technology (STEAM) 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Create a community of practice (CoP) network with Richmond West Primary School - Develop collaborative links particularly regarding school structures ie: PLTs, organisational structures; literacy & numeracy practices Use the CoP network to guide the implementation of initiatives to improve school structures ie: PLTs, organisational structures; literacy & numeracy practices for YPS 	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Yarra Primary School (5271)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> Review & evaluate the school organisational structure and document roles to include: STEAM; School Wide Positive Behaviours (SWBPS); Wellbeing; Professional Learning Teams (PLTs); School Improvement Team (SIT); School Leadership; Consultative team Update meeting schedule to reflect and 	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants SWPBS Nuymency Literacy	<input checked="" type="checkbox"/> On-site

<p>enable the establishment of re-defined areas and specific teams - STEAM, SWPB, Wellbeing, Leadership, School improvement</p> <ul style="list-style-type: none"> Establish Professional Learning teams (PLTS) as a forum for looking at student learning data and improving student outcomes – processes and protocols for operation – use the CoP network with Richmond West PS 						
<ul style="list-style-type: none"> Refine induction process for all new & returning staff at the beginning of the year Update and review staff handbook & roles & responsibilities, outlining expectations across the school in all areas Update and amend all school policies – Ensure ratification of policies is an agenda item at each school council meeting in 2018 - use the CoP network with Richmond West PS 	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Provide professional learning opportunities for, and develop teacher practice in literacy, numeracy & SWPBS, leading to whole school consistency Explore options of how teacher time can be better resourced to allow greater collaboration and focused professional learning opportunities – Implement a consistent structure for first 3 sessions of each day to include literacy and numeracy – through CoP network with Richmond West PS 	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants SWPB Numeracy Literacy	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop and document a scope and sequence for all Victorian curriculum domains and new curriculum initiatives (STEAM, and Kitchen garden) across the school. Provide expertise through professional learning to strengthen content knowledge and to assist with curriculum documentation - CoP network with Richmond West PS 	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Implement and consistently apply an instructional framework P-6 (Gradual Release of Responsibility principles) through differentiated literacy and numeracy professional learning to develop a consistent approach to teaching literacy and numeracy Provide professional learning for teachers 	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Numeracy Literacy SWPB	<input checked="" type="checkbox"/> On-site

<p>to build their knowledge of instructional & feedback strategies (learning intentions & success criteria, feedback processes)</p> <ul style="list-style-type: none"> Implement consistent planners and lesson structure for literacy and numeracy using the GRR framework Develop whole school common expectations for literacy and numeracy practices Use the model of conferring in both literacy and numeracy to deepen understanding and use of achievement data for individualising student learning Use the CoP network with Richmond West PS to assist with professional learning and implementation of the school instructional model (GRR) 						
<ul style="list-style-type: none"> Provide professional learning support to implement the practice of Independent Reading in all classrooms using the support of classroom libraries P-6 Provide professional learning support to implement the practice of teaching reading comprehension strategies P-6 explicitly to support both literacy and numeracy Use the CoP network with Richmond West PS to assist with professional learning and implementation of independent reading 	PLT Leaders	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Timetabled Planning Day ✓ Communities of Practice 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff ✓ External consultants <p>Literacy</p>	<ul style="list-style-type: none"> ✓ On-site
<ul style="list-style-type: none"> Ensure PLT meetings are effective and focus on using data to identify students with extension or intervention needs Provide whole-school professional learning to address identified areas for strengthening data literacy - build the capacity of individual teachers requiring further support Review and update assessment schedules for literacy & numeracy Refine the practice to understand, analyse and use data as evidence to individualise student learning Investigate & research methods of sharing student learning data effectively including reporting to parents using online tools Improve the consistency of data collection, analysis & interpretation through the 	Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning 	<ul style="list-style-type: none"> ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ Learning Specialist ✓ Literacy Leaders ✓ External consultants <p>Literacy and numeracy</p>	<ul style="list-style-type: none"> ✓ On-site

CoP network with Richmond West PS						
<ul style="list-style-type: none"> Improve the tracking of students in Literacy, Numeracy, as students move through the school - Develop systematic methods for the collection and analysis of student learning data, and protocols for analysing student work Review individual learning plans to explore how assessment data can more effectively inform goal-setting and monitoring of student learning progress 	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Numeracy	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Introduce consistent collection protocols for all assessments based on the assessments identified in the assessment schedule Improve moderation practices across literacy and numeracy to ensure that teacher judgments are consistent across all levels to better inform instruction Develop effective rubrics for reading and writing through the CoP network with Richmond West PS to assist with moderation and assessment Use the model of conferring in both literacy and numeracy to deepen understanding and use of achievement data for individualising student learning 	PLT Leaders	from: Term 1 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop a wellbeing policy - Develop a role statement and action plan for wellbeing team Provide professional learning for staff focusing attention and discussion on student wellbeing issues (other than SWPB) Develop a process for determining those students who need support from an ILP, safety plan or social story Develop consistent practices to monitor the progress of students on ILPs or other plans Develop consistent practices for SSG processes for cognitive assessments/speech 	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Establish SWPB team - Develop a role statement and action plan Provide PL to ensure consistency in application of School wide positive behaviours (SWPB) -- through the CoP network with 	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants SWPB	<input checked="" type="checkbox"/> On-site

Richmond West PS						
<ul style="list-style-type: none"> Establish a common language in relation to student wellbeing based on SWPB and the school values 						
<ul style="list-style-type: none"> Expand & improve effective communication with the wider school community through the use of digital technologies (website, Compass) Review & develop YPS parent communication strategy Provide opportunities for parents to be involved with curriculum initiatives such as kitchen garden and science, maths & technology (STEAM) 	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
<ul style="list-style-type: none"> Create a community of practice (CoP) network with Richmond West Primary School - Develop collaborative links particularly regarding school structures ie: PLTs, organisational structures; literacy & numeracy practices Use the CoP network to guide the implementation of initiatives to improve school structures ie: PLTs, organisational structures; literacy & numeracy practices for YPS 	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<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

[YarraPS_ReviewReport_Draft_080817.docx \(0.35 MB\)](#)