

# 2018 Annual Implementation Plan

for improving student outcomes

Wallarano Primary School (5055)



Submitted for review by Gail Doney (School Principal) on 16 November, 2017 at 05:25 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 06 December, 2017 at 03:16 PM  
Endorsed by Lee-Anne Theodorou (School Council President) on 13 December, 2017 at 01:47 PM

## Self-evaluation Summary - 2018

Wallarano Primary School (5055)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards 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
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

<b>Enter your reflective comments</b>	This has been the first year of the 2017-2020 Strategic Plan. The staff opinion survey School Climate at 73.5% [below State] with the following variables being the highest scoring: Collective focus on student learning 91.8% and Collective Responsibility 89.3%. The following School Climate variables being the lowest scoring: Teacher Collaboration 61% and Shielding and Buffering 62%. School Staff Safety and Well-being at 64.3% mean – [below State] with the following variables being the highest scoring: school support for staff physical safety 81.3% and Staff social behavior. The following School Staff Safety and Well-being variables being the lowest scoring : staff psychological safety
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	<p>58% and staff professional safety 58%</p> <p>The school performance report places Wallarano at the Renew category for achievement in Reading and Numeracy, School Climate, Attitudes to School and Participation. We have been classified in Recharge for Engagement having dropped from 95% attendance rate F-6 to 94%. Of concern is our ranking at Transform for the variables:</p> <ul style="list-style-type: none"> <li>• % of students at high gain Reading 3-5</li> <li>• % of student agreement in Student Safety Grades 5-6 [at 80%]</li> </ul> <p>Pleasing was our classification as Stretch in the following variables:</p> <ul style="list-style-type: none"> <li>• %of students in the bottom 2 bands for Reading -Year 5</li> <li>• %of students in the bottom 2 bands for Numeracy -Year 5</li> </ul> <p>We have made an extremely good start to STEM concentrating predominantly on providing opportunities for both the teachers and students to learn and discover the possibilities of using digital technologies for problem based activities based around Numeracy and Science.</p> <p>Priority Cohorts have included 5 Koori Children and 4 Out of Home Care. All children have Individual Learning Plans and are achieving at or above the expected level with the exception of one who has significant learning needs.</p> <p>Wallarano has 60% EAL students with all their learning needs addressed through explicit EAL strategies embedded into all curriculum areas. Data demonst</p>
<b>Considerations for 2019</b>	<p>In order to address further development the 2018 leadership profile has been expanded to include: 3 Assistant Principals with responsibilities linked to - STEM [Numeracy], Pedagogy, and Assessment &amp; Reporting; Leading Teacher Literacy; 2 Learning Specialists - STEM - Digital Technologies &amp; Student Health and Wellbeing; and 14 middle leaders will be trained in leadership capabilities, building high performing teams, coaching and data literacy and dialogue. They each will be assigned one level to drive Literacy and Numeracy initiatives for 2018 i.e. VCOP and consistency of mathematical instruction, delivery and data analysis. Throughout 2018 there will be a whole-school focused examination of the school's instructional model that aims to develop an agreed instructional model for Literacy and Numeracy across the school. Priority will be placed on embedding the high-impact strategies across the curriculum but particularly in Literacy, Numeracy and STEM. There will be continued mentoring of new teachers through induction and peer observation and coaching. In addition all teachers will have coaching in Literacy, Numeracy and STEM Challenge activities. The leadership team will develop high expectations for staff and students, and effective feedback mechanisms to ensure clarity for improvement, challenge and extension. The Leadership team and coaches will develop a school wide agreement and consistency in student learning assessment practices, the use of high-impact teaching and student learning intervention. Staff Wellbeing and psychological Health will be addressed via the Staff Wellbeing Toolkit Course with staff engaging in one module a term throughout the year. A Student Wellbeing and Health program will be developed and implemented with a high focus on developing student resilience</p>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Wallarano Primary School (5055)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
STEM - To equip all students with the STEM skills and capabilities that they need now, and into the future. This will enable students to participate in high quality and engaging STEM learning experiences, with access to cutting-edge resources and excellent teaching.	By the end of 2020 at least 85% of P-6 students in number, measurement and Science will be rated A, B or C	Yes	1. By the end of 2018 at least 75% of P-6 students in number, measurement and Science will be rated A, B or C.	Building practice excellence
	Increase the Attitudes to School Survey percentages of positive responses for student motivation, learning confidence and stimulating learning to be at or above 75%.	Yes	Increase the Attitudes to School Survey percentages of positive responses for student motivation, learning confidence and stimulating learning to be at or above 80%.	Building practice excellence
	Increase the number of students in the top two bands for numeracy for both Years 3 and 5 to at least 35% Increase high gain relative growth in numeracy to at least 25% of students Decrease low gain relative growth in numeracy to a maximum of 25% of students.	No	Increase the number of students in the top two bands for numeracy for both Years 3 and 5 to at least 30%  Increase high gain relative growth in numeracy to at least 20% of students  Decrease low gain relative growth in numeracy to a maximum of 20% of students.	

	Staff Survey (School Climate module): Increase mean scores for teacher collaboration, trust in colleagues, collective efficacy and shielding/buffering to above regional means.	No	Staff Survey (School Climate module): Increase mean scores for teacher collaboration, trust in colleagues, collective efficacy and shielding/buffering to above State means.	
Literacy - To significantly improve the literacy skills of all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically	By the end of 2020 at least 85% of P-6 students in Reading and Writing will be rated A, B or C	Yes	By the end of 2018 at least 80% of P-6 students in Reading and Writing will be rated A, B or C.	Building practice excellence
	Increase the number of students in the top two bands for reading and writing for both Years 3 and 5 to at least 35% Increase high gain relative growth in reading and writing to at least 25% of students Decrease low gain relative growth in reading and writing to a maximum of 25% of students.	No	Increase the number of students in the top two bands for reading and writing for both Years 3 and 5 to at least 30%  Increase high gain relative growth in reading and writing to at least 20% of students  Decrease low gain relative growth in reading and writing to a maximum of 20% of students	
To develop Student Agency: student intellectual engagement, self-awareness and resilience	Increase the Attitudes to School Survey percentages of positive responses for connectedness to school and learning confidence to at or above 75%	Yes	Increase the Attitudes to School Survey percentages of positive responses for connectedness to school and learning confidence to at or above 80%	Empowering students and building school pride
	<ul style="list-style-type: none"> <li>Increase the Parent Opinion Survey percentage of positive responses to classroom behaviour to 60% and or equivalent to the State Mean</li> </ul>	No	Increase the Parent Opinion Survey percentage of positive responses to promoting positive behaviour to 75% and or equivalent to the State Mean	
	Parent Opinion Survey: improve the mean factor scores for: <ul style="list-style-type: none"> <li>stimulating learning at 70% and equal or above the State average</li> <li>student motivation at 70% and equal or above the State average</li> <li>School Pride and Confidence at 70% and equal or above the State average</li> </ul>	No	Parent Opinion Survey: improve the mean factor scores for:  stimulating learning at 80% and equal or above the State average  student motivation at 75% and equal or above the State average  School Pride and Confidence at 75% and equal or above the State average	
	Maintain the average student absence rate from Prep-6 at 90% or above	No	Maintain the average student absence rate from Prep-6 at 90% or above	
	Whole School Victorian Curriculum Personal and Social Capability Learning data to be 30% of students F-6 above the expected level.	No	The whole school Victorian Curriculum Personal and Social Capability Learning data to be 30% of students F-6 above the expected level	

<b>Improvement Initiatives Rationale</b>	
From the review it was recommended that the school develop consistency of high quality teaching and learning practices across the areas of Numeracy and Literacy while continuing to embed 21st Century learning practices in these areas. STEM is to continue to be developed over the period of the Strategic Plan. Please see attached Review Report.	

<b>Goal 1</b>	STEM - To equip all students with the STEM skills and capabilities that they need now, and into the future. This will enable students to participate in high quality and engaging STEM learning experiences, with access to cutting-edge resources and excellent teaching.
<b>12 month target 1.1</b>	1. By the end of 2018 at least 75% of P-6 students in number, measurement and Science will be rated A, B or C.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	To provide teachers and students with a STEM Learning Specialist and Digital Technologies Leader to guide and mentor teacher and student skill development and knowledge in problem based STEM challenging learning activities that includes the use of digital technologies and a Design Thinking Model.
<b>12 month target 1.2</b>	Increase the Attitudes to School Survey percentages of positive responses for student motivation, learning confidence and stimulating learning to be at or above 80%.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	To refine 21st Century learning pedagogy and teacher & student understandings in the teaching of Science, Technology, Engineering and Mathematics F-6

<b>Goal 2</b>	Literacy - To significantly improve the literacy skills of all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically
<b>12 month target 2.1</b>	By the end of 2018 at least 80% of P-6 students in Reading and Writing will be rated A, B or C.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Refine teacher knowledge in data literate practices to develop planning and constructive collegiate dialogue to improve teacher practice and student learning.
KIS 2	To introduce the VCOP initiative to improve Writing F-6

<b>Goal 3</b>	To develop Student Agency: student intellectual engagement, self-awareness and resilience
<b>12 month target 3.1</b>	Increase the Attitudes to School Survey percentages of positive responses for connectedness to school and learning confidence to at or above 80%
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To further develop the High Impact Strategies of collaboration, feedback and goal setting
KIS 2	To develop and implement a school wide Student Well Being and Health Program with a high focus on building Resilience

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

Wallarano Primary School (5055)

<b>Goal 1</b>	STEM - To equip all students with the STEM skills and capabilities that they need now, and into the future. This will enable students to participate in high quality and engaging STEM learning experiences, with access to cutting-edge resources and excellent teaching.			
<b>12 month target 1.1</b>	1. By the end of 2018 at least 75% of P-6 students in number, measurement and Science will be rated A, B or C.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	To provide teachers and students with a STEM Learning Specialist and Digital Technologies Leader to guide and mentor teacher and student skill development and knowledge in problem based STEM challenging learning activities that includes the use of digital technologies and a Design Thinking Model.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>To develop an agreed school wide consistent approach to yearly, term and weekly planning documentation.</li> <li>A Numeracy Consultant and Assistant Principal [Numeracy] will be employed to guide the development of data literate teachers, Professional Learning Community practices and a consistent approach to the teaching and planning of Numeracy F-6. This will include a curriculum day, Professional Development sessions and daily support from the Assistant Principal - Numeracy throughout the year</li> <li>To develop middle leaders capacity to lead effective teams, model strong teaching practices and effective use of data to inform practice to drive student learning.</li> <li>100 min per fortnight timetabled for Numeracy Leaders at each level to coach and model strong mathematical practices for all staff in their team</li> <li>A Design Thinking Implementation Plan developed and implemented across the school F-6.</li> <li>The provision of high quality numeracy and science resources to support student learning and teaching</li> </ul>			
<b>Evidence of impact</b>	<ul style="list-style-type: none"> <li>Teachers will be engaging in teams as a professional learning community using data to guide their conversations on student learning and teaching practices that are achieving the greatest value added.</li> <li>Middle leaders are improving teacher confidence and practice in the planning and teaching of numeracy via their coaching and modelling sessions</li> <li>Students F-6 are using the school Design Thinking Model to solve challenging problems in their STEM lessons</li> <li>Student learning improvement in Numeracy, Science and Personal Capabilities</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Selected Numeracy Drivers will be attending regular training sessions and Professional development sessions with the Numeracy Consultant and Numeracy Leader on : Understanding Data, Developing High Performing Teams; Coaching skills and leadership capabilities	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A Numeracy Consultant and Assistant Principal [Numeracy] will be employed to guide the development of data literate teachers, Professional Learning Community practices and a consistent approach to the teaching and planning of Numeracy F-6. This will include a curriculum day, Professional Development sessions for staff and daily support from the Assistant Principal - Numeracy throughout the year.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$130,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers being provided with support and guidance : 100 min per fortnight timetabled for Numeracy Middle Leaders at each level to implement strong mathematical practices via coaching and mentoring within their team	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,200.00 <input checked="" type="checkbox"/> Equity funding will be used
The provision of high quality numeracy and science resources to support student learning and teaching	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$51,500.00 <input checked="" type="checkbox"/> Equity funding will be used
A Design Thinking Implementation Plan developed and implemented across the school F-6. Teachers and students will be engaging in highly effective STEM practices using cutting edge resources on a weekly basis: Digital Sandpit, Design Thinking sessions and classroom activities. Teachers will be attending Digital Technologies lessons with their students	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$275,000.00 <input checked="" type="checkbox"/> Equity funding will be used



<b>Goal 1</b>	STEM - To equip all students with the STEM skills and capabilities that they need now, and into the future. This will enable students to participate in high quality and engaging STEM learning experiences, with access to cutting-edge resources and excellent teaching.			
<b>12 month target 1.2</b>	Increase the Attitudes to School Survey percentages of positive responses for student motivation, learning confidence and stimulating learning to be at or above 80%.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	To refine 21st Century learning pedagogy and teacher & student understandings in the teaching of Science, Technology, Engineering and Mathematics F-6			
Actions	Assistant Principal [Pedagogy] will drive further development of 21st Century pedagogical practices in the teaching of STEM: developing teacher understanding around learning tasks that will enable them to distinguish between surface learning, deep learning and transfer learning in Mathematics and Science.			
Evidence of impact	Strong Numeracy Practices are being modelled and observed from peer to peer. Teachers are using 21st Century Learning pedagogy to underpin STEM teaching – knowledge construction, collaboration, feedback, skillful communication, real world problem solving and the use of ICT/Digital Technologies			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Teachers will regularly attend Professional learning sessions on developing their knowledge and identification of STEM activities that cater for surface, deep and transferable thinking.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers have developed student capacity to set clear personal learning goal from assessments and conferences with their teachers, and are able to reflect on the actions they need to take to improve their learning.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$700.00 <input checked="" type="checkbox"/> Equity funding will be used
Planning documents will evidence the 21st Century rubric [knowledge construction, collaboration, feedback, skillful communication, real world problem solving and the use of ICT/Digital Technologies] being used at a term and weekly level	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Literacy - To significantly improve the literacy skills of all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically			
<b>12 month target 2.1</b>	By the end of 2018 at least 80% of P-6 students in Reading and Writing will be rated A, B or C.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Refine teacher knowledge in data literate practices to develop planning and constructive collegiate dialogue to improve teacher practice and student learning.			
Actions	Employment of a full time Leading Teacher Literacy. Meet regularly with literacy team to develop literacy practices, build team leaders, and ensure consistency of practice from Foundation to Year 6. 100 min per fortnight to be timetabled for Literacy Leaders at each level to implement strong writing and reading practices which includes coaching and mentoring for all members of their teams Develop the capacity of all level teams to use data to inform shared planning sessions. Develop Middle leaders capacity to lead effective teams, model strong teaching practices and highly effective use of data to teaching and learning practice. Professional Development focused on Spelling for all staff			
Evidence of impact	Teams will have shared and consistent planning documents F-6. Leaders will be assisting within their teams to mentor and coach all members of their team in best Literacy Teaching practice. Teams will be working collaboratively to discuss data and use evidence to create strong lessons for students aimed at their point of need for further learning. All teams will be participating in Professional Learning Communities practices. Literacy achievement levels for Reading, Writing and Speaking and Listening			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Employment of a full time Leading Teacher Literacy. Meet regularly with literacy team to develop literacy practices, build team leaders, and ensure	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$105,000.00 <input checked="" type="checkbox"/> Equity funding will be used

consistency of practice from Foundation to Year 6.				
100 min per fortnight to be provided for Literacy Leaders at each level to implement strong writing and reading practices which includes coaching and mentoring.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,200.00 <input checked="" type="checkbox"/> Equity funding will be used
The Literacy consultant to develop the capacity of all level teams to use data to inform shared planning sessions through a curriculum day and after school professional development sessions	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$5,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy resources purchased to enhance the delivery of the Literacy program	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Development focused on Spelling for Literacy Leaders	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to:	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Have professional development sessions to assist with developing the leadership capacity of the Literacy Leaders.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development sessions that focus on data literacy knowledge and understanding of how this drives curriculum planning and learning.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Literacy - To significantly improve the literacy skills of all students which will support their wellbeing and strengthen their development in thinking mathematically and scientifically
<b>12 month target 2.1</b>	By the end of 2018 at least 80% of P-6 students in Reading and Writing will be rated A, B or C.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	To introduce the VCOP initiative to improve Writing F-6
Actions	VCOP training for all Literacy Drivers Whole school VCOP training (curriculum Day) The purchase the VCOP resources to support its implementation. Moderation practices in writing to occur each term.
Evidence of impact	Strong Literacy Practices are being modelled and observed from teacher to teacher and level to level in the area of Writing. Teachers are using 21st Century Learning pedagogy to underpin Literacy teaching. Students are engaged and achieving improved learning in the area of writing. There is a consistency of teaching writing across the school P-6

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
VCOP training for all Literacy Drivers	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school VCOP training (curriculum Day)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$12,160.00 <input checked="" type="checkbox"/> Equity funding will be used
The purchase the VCOP resources to support its implementation.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Moderation practices in writing to occur each term.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used



<b>Goal 3</b>	To develop Student Agency: student intellectual engagement, self-awareness and resilience
<b>12 month target 3.1</b>	Increase the Attitudes to School Survey percentages of positive responses for connectedness to school and learning confidence to at or above 80%
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	To further develop the High Impact Strategies of collaboration, feedback and goal setting
Actions	Employment of 21st Pedagogy leader to work alongside the Literacy and STEM Leaders to ensure HITS are embedded in the Curriculum Design Professional development workshops on the HITS [Introduce the Hits document to the staff and have staff participate in an audit of present skills in the areas of collaboration, feedback and goal setting] Implement the Personal Learning Goals Plan F-6 Introduce the PIP strategy to provided feedback to a variety of audiences [ Praise, Improvement , Praise] F-6 Feedback lunches to expand student to teacher feedback The Deliberate Practice Plan will be implemented F-6 to improve teacher and student knowledge and understanding of the forms and advantages of feedback and collaboration. The aim is to also develop student vocabulary so they can articulate skillful feedback to teachers and other students
Evidence of impact	Teachers are embedding the High Impact Teaching Strategies of collaboration, feedback and goal setting throughout the curriculum. Students are able to articulate their learning as well as give constructive feedback to their peers and teachers using explicit and relevant vocabulary. Students and staff are consistently using the PIP model to provide feedback. Teachers are teaching the students the skills of collaboration and giving time for students to practise in authentic situations. Every students has personal learning goals in at least Numeracy and Literacy and are able to articulate what they are , what their future actions will be and the evidence required to establish goal achievement .

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employment of 21st Pedagogy leader to work alongside the Literacy and STEM Leaders to ensure HITS are embedded in the Curriculum Design	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$115,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development workshops on the HITS for all staff [Introduce the Hits document to the staff and have staff participate in an audit of present skills in the areas of collaboration, feedback and goal setting]	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Personal Learning Goals Plan F-6 PD for all staff and staff supported by the 21st Century pedagogical leader	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce the PIP strategy to provided feedback to a variety of audiences F-6 [ Praise, Improvement , Praise] Teachers to provide opportunities for students to participate in Feedback lunches to expand student to teacher feedback	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
The Deliberate Practice Plan will be implemented F-6 to improve teacher and student knowledge and understanding of the forms and advantages of feedback and collaboration. The aim is to also develop student vocabulary so they can articulate skillful feedback to teachers and other students	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To develop Student Agency: student intellectual engagement, self-awareness and resilience
<b>12 month target 3.1</b>	Increase the Attitudes to School Survey percentages of positive responses for connectedness to school and learning confidence to at or above 80%
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 2</b>	To develop and implement a school wide Student Well Being and Health Program with a high focus on building Resilience
Actions	Implement and resource a Health Specialist Program that will complimented by Play is the Way, Calm Kids Resilience Program, Cyber Safety, Drug Education and relevant Parent Education Programs
Evidence of impact	Children attend health classes for 50 mins on a weekly basis along with 2 x 20 minute Play is the Way sessions . Teachers are resourced to embed teachings into everyday curriculum practice and work programs evidence this practice. Student responses to the ACER Social and Emotional Well-being Survey are maintained from Grades 2-6 and ATSS results for School Connectedness and Learning Confidence are at 80% or higher and there is significant improvement in students perception and understanding of bullying.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ a full time Health teacher to implement the Health and Wellbeing curriculum F-6	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$65,415.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional development in Calm Kids for 2 staff members - Health Specialist and Student Well-being Specialist plus resources	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Parent Education Programs - Play is the Way and Cyber safety	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Wallarano Primary School (5055)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Selected Numeracy Drivers will be attending regular training sessions and Professional development sessions with the Numeracy Consultant and Numeracy Leader on : Understanding Data, Developing High Performing Teams; Coaching skills and leadership capabilities	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Toby McIlrath	<input checked="" type="checkbox"/> On-site
A Numeracy Consultant and Assistant Principal [Numeracy] will be employed to guide the development of data literate teachers, Professional Learning Community practices and a consistent approach to the teaching and planning of Numeracy F-6. This will include a curriculum day , Professional Development sessions for staff and daily support from the Assistant Principal - Numeracy throughout the year.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Toby McIlrath	<input checked="" type="checkbox"/> On-site
Teachers being provided with support and guidance : 100 min per fortnight timetabled for Numeracy Middle Leaders at each level to implement strong mathematical practices via coaching and mentoring within their team	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Teachers will regularly attend Professional learning sessions on developing their knowledge and identification of STEM activities that cater for surface, deep and transferable thinking.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers have developed student capacity to set clear personal learning goal from assessments and conferences with their teachers, and are able to reflect on the actions they need to take to improve their learning.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Planning documents will evidence the 21st Century rubric [knowledge construction,	PLT Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

collaboration, feedback, skillful communication, real world problem solving and the use of ICT/Digital Technologies] being used at a term and weekly level			<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Employment of a full time Leading Teacher Literacy. Meet regularly with literacy team to develop literacy practices, build team leaders, and ensure consistency of practice from Foundation to Year 6.	PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site VCOP training
100 min per fortnight to be provided for Literacy Leaders at each level to implement strong writing and reading practices which includes coaching and mentoring.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
The Literacy consultant to develop the capacity of all level teams to use data to inform shared planning sessions through a curriculum day and after school professional development sessions	All Staff	from: Term 2 to: Term 2	<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"/> External consultants VCOP trainer	<input checked="" type="checkbox"/> On-site
Professional Development focused on Spelling for Literacy Leaders	Leading Teacher(s)	from: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Deb Sukarna
Have professional development sessions to assist with developing the leadership capacity of the Literacy Leaders.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Toby McIlrath	<input checked="" type="checkbox"/> On-site
Professional development sessions that focus on data literacy knowledge and understanding of how this drives curriculum planning and learning.	Leading Teacher(s)	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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
VCOP training for all Literacy Drivers	Sub School Leader/s	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole school VCOP training (curriculum Day)	All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants VCOP consultants x2	<input checked="" type="checkbox"/> On-site
Professional development workshops on the HITS for all staff [Introduce the Hits document to the staff and have staff participate in an audit of present skills in the areas of collaboration, feedback and goal setting]	Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement the Personal Learning Goals Plan F-6 PD for all staff and staff supported by the 21st Century pedagogical leader	Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Introduce the PIP strategy to provided feedback to a variety of audiences F-6 [ Praise, Improvement , Praise] Teachers to provide opportunities for students to participate in Feedback lunches to expand student to teacher feedback	Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
The Deliberate Practice Plan will be implemented F-6 to improve teacher and student knowledge and understanding of the forms and advantages of feedback and collaboration. The aim is to also develop student vocabulary so they can articulate skillful feedback to teachers and other students	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Professional development in Calm Kids for 2 staff members - Health Specialist and Student Well-being Specialist plus resources	Student Wellbeing Co-ordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Parent Education Programs - Play is the Way and Cyber safety	Student Wellbeing Co-ordinator	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants  Wilson McCaskill PITW and Kidproof	<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

[2017 End of Year Wallarano AIP Mid Year Report 2017 docx.docx \(0.08 MB\)](#)

[2017 School Strategic Plan .docx \(0.09 MB\)](#)

[Peer Review Report Wallaranos PS .docx \(0.27 MB\)](#)

#### Dimension 6

[leadership Module Staff Survey 2017.PNG \(0.07 MB\)](#)

#### 2018 Annual Implementation Plan

[2018 Literacy Action Plan Ver1.1.docx \(0.03 MB\)](#)

[21CL Learning Goal Plan.docx \(0.02 MB\)](#)

[Action Plan.docx \(0.02 MB\)](#)

[Maths Fto6 Yearly Overview.docx \(0.05 MB\)](#)

[Numeracy 2018 to 2020 plan.docx \(0.12 MB\)](#)

[Personalised Learning scope and sequence.docx \(0.02 MB\)](#)

[Specialist Lessons.docx \(0.02 MB\)](#)

[STEM Design Challenges 2018.docx \(0.02 MB\)](#)

[Wallarano PS STEM Action Plan2.pdf \(0.12 MB\)](#)