

2018 Literacy Goal and FISO High-impact Improvement Initiatives Template.

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

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| STRATEGIC PLAN GOAL | Achievement To improve literacy and numeracy outcomes for every student across the school |
| STRATEGIC PLAN TARGETS | To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy - Effect size at least .8 |
| 12 MONTH TARGETS | The percentage of students in the top two bands of NAPLAN Year 5 Reading will increase from 15% in 2017 to 20% in 2018 The percentage of students in the top two bands in NAPLAN Year 3 Reading will increase from 33% in 2017 to 35% in 2018 |
| FISO IMPROVEMENT INITIATIVES | Evidence-based high-impact teaching strategies |

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| Key Improvement Strategy Actions | Embed consistently implemented instructional practice incorporating high impact teaching strategies that ensures the individual learning needs of all students are met. Embed a consistently implemented Assessment and Data schedule with clearly articulated and developed protocols and analyses |
| KIS 1 Actions | Develop teacher capacity and knowledge to implement differentiated practices in teaching Literacy |
| KIS 2 Actions | Embed a consistently implemented Assessment and Data schedule with clearly articulated and developed protocols and analyses |

| ACTIVITIES AND MILESTONES | Evidence of Impact | WHO /WHEN | MONITORING | |
|---|---|----------------------|-----------------|-----------|
| | | | Progress Status | Evidence |
| KIS 1 Leaders will: <ul style="list-style-type: none"> Undertake Bastow <i>Leading Literacy</i> in order to effectively develop teacher capacity and confidence in teaching literacy Deliver high quality Literacy Professional Learning (LPL) following the Bastow <i>Leading Literacy</i> model Support and develop teachers to utilise the LPL Participate in Southern Melbourne Project (SMP) to identify aspects of Literacy requiring improvement; implement effective Literacy practices across the school; evaluate the effectiveness of new strategies and interventions Provide effective feedback to teachers, following observations of classroom practice Provide advice and support to teachers during term weekly planning sessions Assist teachers to reflect on their practice to improve teaching and learning Teachers will: <ul style="list-style-type: none"> Participate in regular school based Literacy Professional Learning Plan effective literacy programs that are aligned with the Victorian Curriculum Deliver high quality literacy teaching, utilising High Impact Teaching Strategies (HITS) and evidence based practices | KIS 1 Leaders will: <ul style="list-style-type: none"> Develop understandings of: <ul style="list-style-type: none"> Current Education State literacy initiatives and resources Literacy Strategy The Framework for Improving Student Outcomes with a particular focus on the Excellence in teaching and learning and Professional leadership priority areas Literacy Teaching Toolkit School Leaders' Guide The High Impact Teaching Strategies (HITS) Current research on the nature of literacy and how literacy is acquired The pedagogical approaches that are most effective in maximising student outcomes Strategies that optimise student motivation and engagement Leadership models and frameworks that facilitate successful change in teaching and learning that lead to school improvement Leadership capabilities that positively influence student outcomes How to identify and plan a literacy initiative. | Mary, Shelley, Renee | ● ● ● | 3 months |
| | | | ● ● ● | 6 months |
| | | | ● ● ● | 9 months |
| | | | ● ● ● | 12 months |

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| <ul style="list-style-type: none"> Ensure professional learning experiences are incorporated in their teacher practice to improve teaching and learning within their classrooms. Implement designated SMP practices Plan effective Literacy programs using a school wide planner that has a consistent format and common template from P-6, which includes school “non-negotiables” Regularly reflect on their practice to improve teaching and learning <p>Students will:</p> <ul style="list-style-type: none"> | <p>Teachers will:</p> <ul style="list-style-type: none"> Have evidence of planning for Literacy and identified targeted students in team planning documents. Put into practice effective strategies as identified in LPL and SMP Use self-reflection to identify areas for personal and professional growth Identify and include HITS in PDP <p>Students will:</p> <ul style="list-style-type: none"> Show regular and rapid growth in Reading outcomes Clearly articulate their learning goals and achievements | | | |
| <p>KIS 2 Leaders will:</p> <ul style="list-style-type: none"> Develop teacher capacity to interpret student data and plan instruction for stage of readiness by training 4 -5 teachers to undertake the Bastow Data Literacy & Assessment Practice Course. Create literacy timelines (calendar) for Writing and Reading data collection and implementation to inform teachers of Assessment Accountability requirements. Streamline assessment schedule document and distribute assessment schedule. Lead analysis of collected and collated student data to inform teacher planning for instruction. Introduce Probe Reading Comprehension Test for students who are reading at Level 30+ to provide an additional form of student Reading assessment Develop teacher capacity to interpret student data and plan instruction for stage of readiness. Analyse 2018 NAPLAN data to data to determine the areas in which students have achieved lower than expected. Introduce regular Writing Moderation sessions into School Meeting Schedule, at least two per term, to enable teachers to develop effective and consistent criteria for assessing student Writing. Leading Teacher will coach sub-school teams to analyse student data at regular weekly/fortnightly team meetings and assist them to design and develop instructional practices that that will be differentiated. <p>Teachers will:</p> <ul style="list-style-type: none"> Lead their colleagues in their Professional Learning Teams (sub-school) in analysing student data during weekly sub-school team planning meetings (Bastow Data Literacy & Assessment Practice Course participants) Analyse collected and collated student data to inform teacher planning for instruction. Implement Probe to assess students in Term 2 and Term 4 and all students who enrol during the year in Years 2 – 6, reading at Level 30+. Data is entered on Whole School Assessment Table and Data Wall so that all staff can access information to plan for instruction. Design and develop instructional practices that that will be differentiated with support of Leading Teacher. Participate in regular Writing Moderation to develop effective and consistent criteria for assessing student Writing. Teachers use a range of assessment activities to identify prior learning, and to diagnose student learning needs. <p>Students will:</p> <ul style="list-style-type: none"> Set individual learning goals | <p>KIS 2 Leaders will:</p> <ul style="list-style-type: none"> Review teacher planning documents to ensure differentiated instructions based on data analysis is present. <p>Teachers will:</p> <ul style="list-style-type: none"> Teach high quality, rich curriculum to all students and scaffold learning so students achieve high level goals. Be proficient in administering PROBE Reading Comprehension Test and using this data to inform planning for individual and small group student learning. Use data to determine the targeted interventions required for individual students. Use an effective and consistent criteria for assessing student writing and use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles, to make adjustments for individuals. Use cohort data and be able to identify and discuss growth targets and their achievements within the cohort <p>Students will:</p> <ul style="list-style-type: none"> Meet 12 month targets in Year 3 & 5 NAPLAN Reading. Be engaged and on task because learning experiences are pitched at the right level of challenge and meet individual needs. | <p>Naomi, Chantal, Krystina, Gillian</p> <p>Mary</p> <p>Shelley</p> | <p>● ● ●</p> <p>● ● ●</p> <p>● ● ●</p> <p>● ● ●</p> | |

Professional Learning and Development Plan - 2018

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
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| <p>Leaders will:</p> <ul style="list-style-type: none"> Undertake Bastow <i>Leading Literacy</i> in order to effectively develop teacher capacity and confidence in teaching literacy Deliver high quality Literacy Professional Learning (LPL) following the Bastow <i>Leading Literacy</i> model <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in regular school based Literacy Professional Learning <p>Students will:</p> | Mary, Shelley, Renee | Commence March 13, 2018 – all year Term 2 –Term 4 | <ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection | <ul style="list-style-type: none"> ✓ PLC/PLT Meeting | <ul style="list-style-type: none"> ✓ Bastow program/course | Berwick |
| <p>Leaders will:</p> <ul style="list-style-type: none"> Develop teacher capacity to utilise high impact teaching strategies (HITS) Professional Learning in HITS - unpack the HITS, discuss, model the strategies HITS Professional Learning will be undertaken with Pupil Free Days in Term 2 and 3, led by the school Leadership team - Principal, Assistant Principal, Leading Teacher. <p>Teachers will:</p> <ul style="list-style-type: none"> include four HITS in their 2018 PDP elect to research an aspect of HITS during their Professional Practice Days <p>Students will:</p> | Leading Teacher | Term 2 | <ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection | <ul style="list-style-type: none"> ✓ Whole School Student Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day | <ul style="list-style-type: none"> ✓ Internal staff ✓ Learning Specialist ✓ Literacy Leaders | <ul style="list-style-type: none"> ✓ On-site |
| <p>Leaders will:</p> <ul style="list-style-type: none"> Participate in Southern Melbourne Project (SMP) to identify aspects of Literacy requiring improvement; implement effective Literacy practices across the school; evaluate the effectiveness of new strategies and interventions | | | <ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection ✓ Individualised Reflection | <ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> ✓ Literacy expertise ✓ External consultants | <ul style="list-style-type: none"> ✓ On-site |
| <p>Leaders will:</p> <ul style="list-style-type: none"> Enable teachers who are new to the school and have not yet undertaken Day 1 and Day 2 in VCOP to attend the training run by Andrell Education <p>Teachers will:</p> <ul style="list-style-type: none"> Undertake VCOP PL | Shelley Naomi | from: Term 1 to: Term 3 | <ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Individualised Reflection | <ul style="list-style-type: none"> ✓ Professional Practice Day | <ul style="list-style-type: none"> ✓ External consultants <p>Andrell Education</p> | <ul style="list-style-type: none"> ✓ Off-site <p>Andrell Education</p> |
| <p>Leaders will:</p> <ul style="list-style-type: none"> Utilise expertise of the Southern Melbourne Project (SMP) Weekly visit to Heatherhill by the SMP to provide support and direction to Leadership Team. <ul style="list-style-type: none"> Meetings will cover forward planning in Literacy, support for developing professional learning sessions, leading classroom walkthroughs and providing follow up feedback sessions with teachers and Leadership Team. <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in SMP delivery of Literacy (Reading) Professional Learning in Teaching Comprehension Strategies | Mary, Gillian, Shelley, Renee | Term 1-4 | <ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Individualised Reflection | <ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting | <ul style="list-style-type: none"> ✓ External consultants <p>Southern Melbourne Project</p> | <ul style="list-style-type: none"> ✓ On-site |
| <p>Leaders will:</p> <ul style="list-style-type: none"> Provide opportunities for Speech Pathologist to train teachers in Phonemic Awareness through designated professional learning <p>Speech Pathologist will demonstrate best practice Phonemic</p> | Tori | Once per term | <ul style="list-style-type: none"> ✓ Preparation ✓ Collaborative Inquiry/Action Research team | <ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> ✓ Internal staff | <ul style="list-style-type: none"> ✓ On-site |

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| <p>Awareness strategies in Junior School classrooms 2 -3 times per term for each Junior School teacher and provide ongoing support and advice</p> <ul style="list-style-type: none"> • Provide opportunities for Speech Pathologist will assist and train Education Support staff to deliver a Language Support program <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in Phonemic awareness PL • Implement Phonemic Awareness “best practice” in their programs | | | <input checked="" type="checkbox"/> Individualised Reflection | | | |
| <p>Leaders will:</p> <ul style="list-style-type: none"> • Develop teacher capacity to interpret student data and plan instruction for stage of readiness by training 4 -5 teachers to undertake the Bastow Data Literacy & Assessment Practice Course. <p>Teachers will:</p> <ul style="list-style-type: none"> • These teachers will lead their colleagues in their Professional Learning Teams (sub-school) in analysing student data during weekly sub-school team planning meetings | Naomi, Chantal, Krystina, Gillian | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Bastow program/course | <input checked="" type="checkbox"/> Off-site Bastow Online Course |
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