

2018 Annual Implementation Plan

for improving student outcomes

Malvern Valley Primary School (4669)



Submitted for review by Joshua Sheffield (School Principal) on 12 December, 2017 at 01:50 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 14 December, 2017 at 10:50 AM
Endorsed by Adam Scott (School Council President) on 14 December, 2017 at 03:26 PM

Self-evaluation Summary - 2018

Malvern Valley Primary School (4669)

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments

Learnings and Reflections noted by SIT Team:

- Reflecting on the AIP and associated data as a team enabled us to use data to guide Term 4 and 2018;
- The team felt more informed about data;
- There is a strong need for continued emphasis on cohesiveness and consistency in planning documents, in our philosophy and work as a collective team.

	<ul style="list-style-type: none"> Covering fewer goals in greater depth will assist the above point Continuing to embed initiatives rather than move on too quickly is critical, and for 2018 will lead to a focus on SOLO Taxonomy and Feedback
Considerations for 2019	<p>Considering the reflections from the SIT Team, we want to continue to focus on:</p> <ul style="list-style-type: none"> Highly able students SOLO Taxonomy enhanced to take in more rich tasks, Design Thinking, use of different intelligences, investigative tasks, PBL Building teacher skills in developing tasks which reflect the above examples Maths – SOLO Taxonomy for richer tasks supported by STEM learning specialist Writing – Feedback / reading aloud the writing, supported by the PLC Cluster Feedback frequency and effectiveness a continued focus Writing: PLC Cluster (pending outcome of application) HITS and FISO Essential Elements
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Malvern Valley Primary School (4669)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To further develop a learning culture based on excellence, in which every student is challenged in English (reading and writing) and Mathematics (number and applied) in particular enhancing growth for students working beyond or with the potential for working beyond.	<ul style="list-style-type: none"> NAPLAN Targets in all areas for each cohort annually (recorded in each AIP) commensurate with year 3 mean scores, beginning with the 2015-17 cohort. Personalising growth targets for each grade 3 student using Phillip Holmes Smith's Formula. To achieve an average of 1.2 x previous average growth rates at each year level in the following assessments: <ul style="list-style-type: none"> NAPLAN - Grades 3 & 5 (targets drawn from previous 4 years' average growth data between Grade 3 and 5) ? MATHEMATICS: From 90 points growth to 108 ? READING: From 85 points growth to 102 ? WRITING: From 79 points growth to 95 Teacher Judgements - Grades P-6 (targets drawn from previous 4 years' average growth data) ? MATHEMATICS: From 1.0 level growth each year to 1.2 ? READING: From 0.96 levels growth each year to 1.2 On Demand Testing - Grades 3 - 6 ? 1.2 x Expected Growth (numbers and targets to be updated in AIPs) Maths and English Online – Grades P-2 (targets drawn from previous 3 years' average growth data between Prep and Gr 2) ? MATHEMATICS: From 12 points growth to 14.4 points growth ? ENGLISH: From 37.4 points growth to 44 points growth Running Record Levels (1.2 x state growth level) P-2 ? 1.2 x state Benchmarks (Preps = Level 6, Grade 1 = Level 18, Grade 2 = Level 24) SA Spelling – Grades P - 6 ? 1.2 x Expected Growth (numbers and targets to be updated in AIPs) Essential Assessment (Numeracy and Literacy) P-6 (Norms and growth targets to be established in 2016) 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>To enhance growth of highly able students, to increase the number of students who achieve:</p> <ul style="list-style-type: none"> High Growth in NAPLAN At least 1.2X the expected growth in Standardised Assessments. 	Curriculum planning and assessment
To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.	<p>Student Attitudes To School scores as below (10% above regional mean) • Stimulating learning: 4.5 (up from 4.25 in 2015) • Student Motivation: 4.7 (up from 4.67 in 2015) • Teacher Effectiveness: 4.8 (up from 4.45 in 2015) Additional survey developed/adopted to monitor these areas between the SATS survey</p>	Yes	<p>To improve the effectiveness and frequency of feedback, resulting in increased academic growth (see above) and improved positive response rate in the Student Attitudes to School Survey for the areas:</p> <ul style="list-style-type: none"> Effective Teaching Time >85% Stimulated Learning >80% Learning Confidence >80% 	Building practice excellence

			- Motivation and Interest >80% - Differentiated Learning Challenge >80%	
To provide an environment where critical, social thinking enhances the safe, caring supportive school culture which fosters positive relationships and empowers every student to be a confident and resilient learner	Student Attitudes To School scores as below • Connectedness to peers: 4.7 (up from 4.41 in 2015) • Student Safety: 4.7 (up from 4.36 in 2015) • Student Morale: 6.3 (up from 5.81 in 2015)	No		

Improvement Initiatives Rationale

Curriculum Planning and Assessment: Through reflecting on the FISO Self-evaluation, where our rating was 1.7 (Evolving), it was clear that Curriculum Planning and Assessment need to be a focus. With the implementation of SOLO Taxonomy in previous years of the SIP, teachers planning and delivery has varied across curriculum areas depending on their strengths, resulting in somewhat inconsistent planning documentation, pedagogical approaches and outcomes in growth data. There are relative strengths across the school and areas for improvement. Our SATS Data also indicates that Stimulating Learning and Learning Challenge would benefit from growth. Developing a consistent pedagogy and planning documentation, with an emphasis on developing students' ability to think critically and creatively has been the catalyst for this improvement initiative.

Building Practice Excellence: Upon review of the 2017 Annual Implementation Plan and associated data, the implementation of a number of initiatives through the early stages of this SIT (such as SOLO Taxonomy) has led to some inconsistency in planning, pedagogy and resultant data. The need to ensure cohesion and greater understanding of how to implement SOLO Taxonomy in an engaging way, which enhances student capacity in critical and creative thinking as well as their engagement with their learning in a stimulating and challenging way (SATS data indicates a need to focus on this) is evident.

Goal 1	To further develop a learning culture based on excellence, in which every student is challenged in English (reading and writing) and Mathematics (number and applied) in particular enhancing growth for students working beyond or with the potential for working beyond.
12 month target 1.1	To enhance growth of highly able students, to increase the number of students who achieve: - High Growth in NAPLAN - At least 1.2X the expected growth in Standardised Assessments.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	For teachers to use the SOLO Taxonomy Framework to scaffold students' problem-solving and critical and creative thinking skills, through the increased use of authentic and rich learning tasks, particularly in Mathematics.
KIS 2	Ensure the use of the High Impact Teaching Strategies 'Explicit Teaching' and 'Metacognition' are consistently and effectively applied throughout the teaching and learning program (linked to Engagement Goal and KIS), particularly in Reading.
KIS 3	Using a documented Action Research approach as a core strategy to achieving strategic goals.

Goal 2	To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.
12 month target 2.1	To improve the effectiveness and frequency of feedback, resulting in increased academic growth (see above) and improved positive response rate in the Student Attitudes to School Survey for the areas: - Effective Teaching Time >85% - Stimulated Learning >80% - Learning Confidence >80% - Motivation and Interest >80% - Differentiated Learning Challenge >80%
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	PLC Cluster KIS: Engage at a whole-staff level within a Literacy-focused Professional Learning Community Cluster to enhance Literacy practice, in particular feedback, in conjunction with partner schools.
KIS 2	Ensure the use of the High Impact Teaching Strategy 'Feedback' is consistently and effectively applied throughout the teaching and learning program (linked to Achievement goal and KIS), particularly in writing.
KIS 3	Using a documented Action Research approach as a core strategy to achieving strategic goals.

Define Evidence of Impact and Activities and Milestones - 2018

Malvern Valley Primary School (4669)

Goal 1	To further develop a learning culture based on excellence, in which every student is challenged in English (reading and writing) and Mathematics (number and applied) in particular enhancing growth for students working beyond or with the potential for working beyond.			
12 month target 1.1	To enhance growth of highly able students, to increase the number of students who achieve: - High Growth in NAPLAN - At least 1.2X the expected growth in Standardised Assessments.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	For teachers to use the SOLO Taxonomy Framework to scaffold students' problem-solving and critical and creative thinking skills, through the increased use of authentic and rich learning tasks, particularly in Mathematics.			
Actions	<ul style="list-style-type: none"> - Investigating and building our repertoire of rich, investigative tasks across the school. - Using key resources (graphic organisers, visible thinking, Coding Thinking Interventions Against SOLO - Pam Hook) that underpin the explicit teaching of critical and creative thinking needed to deepen learning. - Using an Action Research approach, teachers develop their capacity to challenge students through rich tasks (beginning with identifying useful resources, adapting to required context, then creating own) - Expand professional networks opportunities for teachers 			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Will achieve growth targets (see above) - Will have opportunities to provide feedback to teachers - Will be more stimulated in their learning due to the richness and depth of tasks <p>TEACHERS:</p> <ul style="list-style-type: none"> - Will engage in collaborative conversations to support the development of their understanding of effective rich tasks. - Will have open-ended and rich tasks are present in planners - Will use Visible Thinking Tools to deepen student learning. - Will gather data and evidence from Action Research, including feedback from students is gathered and utilised by teachers to guide practise. - Will have a goal in the Performance and Development plan focusing on this KIS <p>LEADERS:</p> <ul style="list-style-type: none"> - Will provide structures to allow teachers to collaborate on such tasks - Will ensure teachers are supported in the research and refinement of rich tasks - Will support the purchase and development of necessary resources - Will see an increase in positive response rate for Stimulated Learning and Differentiated Learning Challenge in Student Attitudes to School Survey. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student-to-Teacher feedback tool is established to allow for ongoing feedback to teachers.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Thinking Interventions and HITS are mapped and utilised in lessons to scaffold thinking and activities and complement the SOLO Taxonomy Framework, and an interactive resource is developed to support.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teacher's Professional Practice Days are utilised to expand professional networks and deepen understanding in this area.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$21,000.00 <input type="checkbox"/> Equity funding will be used
Engage a presenter to support teachers in developing rich, engaging tasks.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Teaching teams research and evaluate the effectiveness of the rich tasks that are being implemented.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Resources will be purchased that support teachers developing Rich, Problem-solving based Tasks.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
A new bank of devices will be purchased to provide teachers with the necessary resources to facilitate rich learning tasks.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Engage an external Critical Friend to consult with and provide critique and direction throughout the year.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Continue to provide classroom teachers with one day a term to plan engaging and rich units of work, reflect and collaborate.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$17,248.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.1	To enhance growth of highly able students, to increase the number of students who achieve: - High Growth in NAPLAN - At least 1.2X the expected growth in Standardised Assessments.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Ensure the use of the High Impact Teaching Strategies 'Explicit Teaching' and 'Metacognition' are consistently and effectively applied throughout the teaching and learning program (linked to Engagement Goal and KIS), particularly in Reading.
Actions	<ul style="list-style-type: none"> - Workshop opportunities are provided for teachers to collaborate and refine pedagogies, lesson structure, etc. - A Learning Specialist will work with teachers to model and coach them in HITS. - An organisational structure will be established that facilitates teachers regularly participating in Professional Conversations focusing on the impact of enhanced pedagogies through the ongoing use of assessment data. - A structure for Peer Observations will be established, reflecting protocols. - Ongoing opportunities are provided for peer observations.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Will achieve growth targets (see above) - Will be confident in their ability to think critically and creatively - Will provide feedback to teachers - Will improve their understanding of reading comprehension strategies as a result of improved Explicit Teaching. - Will experience greater consistency between classes and teachers <p>TEACHERS:</p> <ul style="list-style-type: none"> - Will engage in Peer Observations regularly - Will reflect on Peer Observations and consequently improve practise - Will use and further refine whole-school planners - Will use feedback gathered from students to enhance practise. - Will use technology for reflective opportunities on own practise. <p>LEADERS:</p> <ul style="list-style-type: none"> - Will use learnings from Bastow Leading Literacy course to guide practise in the school - Will provide appropriate organisational structures to enable Peer Observations and follow up conversations will take place regularly.

	<ul style="list-style-type: none"> - Will monitor the use of Whole School Planners - Will use a Critical Friend to ensure a strong focus on priorities is maintained. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The organisational structure, process and supporting documentation for Peer Observations will be refined, reflecting established protocols (complemented by PL from Charlotte Rendle-Short focusing on Professional Conversations for Growth).	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Consistent planning documentation is used in collaborative planning sessions across the school.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Technology (iPads and Swivl Robot) will be utilised to support the Peer Observations by recording lessons and reflecting on practise. (cost based on the purchase of iPads for teachers and Swivl Robot)	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$3,900.00 <input type="checkbox"/> Equity funding will be used
Organisational Structures will be implemented for teachers to allow time for Peer Observations and follow-up Professional Conversations, including the use of Professional Practice Days, Non-contact teaching time and technology.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$21,000.00 <input type="checkbox"/> Equity funding will be used
A Literacy Support Program will be provided to support Explicit Teaching opportunities for students who are experiencing challenges with their learning.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$24,527.00 <input checked="" type="checkbox"/> Equity funding will be used
Members of the Leadership Team are provided the opportunity to attend Bastow Courses (Inspire for Middle-Level Leaders, or similar) focusing on this priority.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

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12 month target 1.1	To enhance growth of highly able students, to increase the number of students who achieve: <ul style="list-style-type: none"> - High Growth in NAPLAN - At least 1.2X the expected growth in Standardised Assessments.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 3	Using a documented Action Research approach as a core strategy to achieving strategic goals.
Actions	<ul style="list-style-type: none"> - Use the E5 Model as a basis for structuring action research - Allocate time during meetings to collaborate, challenge and share progress, successes, etc. - Professional Conversations for Growth PL - 29th January - Document agreed protocols for engaging in the action research process - Engaging in external action research with the school's PLC Cluster 'Partner Schools' - Use Professional Practice Days to continue to deepen learning. - Action Research projects are linked to teachers' Performance and Development Plans.
Evidence of impact	<p>STUDENTS</p> <ul style="list-style-type: none"> - Will have the opportunity to provide teachers with feedback - Will have demonstrated stronger growth in their ability as a result of improved teacher practise. <p>TEACHERS</p> <ul style="list-style-type: none"> - Will use meeting time to engage in professional discussions - Will enhance their understandings of Feedback, Metacognition and Explicit Teaching through action research - Will use Professional Practise Days to focus on Action Research Projects - Will engage in Professional Learning focusing on Professional Conversations for Growth (GCI)

	<ul style="list-style-type: none"> - Will engage in professional reading regularly through a whole staff focus on a keystone text (potentially Mindset - Carol Dweck) - Will have a focus in their Performance and Development Plans focusing on Action Research LEADERS <ul style="list-style-type: none"> - Will provide Professional Learning for staff on curriculum days - Will provide necessary resources, such as the keystone text - Will ensure meetings are structured in such a way to enable staff to engage in professional conversations and action research - Will monitor the progress of the teachers' understanding throughout the year within the Performance and Development Cycle. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole staff Professional Learning half day booked and provided on Curriculum Day 1, focusing on 'Professional Conversations for Growth', conducted by Charlotte Rendle-Smith from Growth Coaching International.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All teachers are provided with and engage with a copy of the E5 booklet and a keystone resource (potentially 'Mindset by Carol Dweck').	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Protocols for engaging in action research are established, documented and referred to.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Meeting Schedule / structure enables time for teachers to regularly meet and engage in professional conversations	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Agreed protocols and structures are established with 'Cluster Schools' and PLC leaders are identified and trained as per requirements. (cost based on 2 x days release per term for 2 x PLC Instructional Leaders to work with cluster)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,400.00 <input type="checkbox"/> Equity funding will be used
Enable opportunities for teachers to pursue individual professional learning based on their Action Research projects.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.
12 month target 2.1	To improve the effectiveness and frequency of feedback, resulting in increased academic growth (see above) and improved positive response rate in the Student Attitudes to School Survey for the areas: <ul style="list-style-type: none"> - Effective Teaching Time >85% - Stimulated Learning >80% - Learning Confidence >80% - Motivation and Interest >80% - Differentiated Learning Challenge >80%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	PLC Cluster KIS: Engage at a whole-staff level within a Literacy-focused Professional Learning Community Cluster to enhance Literacy practice, in particular feedback, in conjunction with partner schools.
Actions	<ul style="list-style-type: none"> - PLC (Professional Learning Community) Instructional Leaders identified and trained - Principal class trained in the facilitation of PLCs at an organisational level - Principal class to meet with cluster schools (Lloyd St, Malvern, Malvern Central, Murrumbena) regularly to identify foci and strategy - Structure meeting schedule to enable time to work in PLCs - Provide appropriate professional learning for staff on PLCs
Evidence of impact	STUDENTS: <ul style="list-style-type: none"> - Will have the opportunity to provide teachers with feedback - Will have demonstrated stronger growth in their ability as a result of improved teacher practise. TEACHERS: <ul style="list-style-type: none"> - Will have professional learning on PLCs - Will be supported by instructional leaders

	<ul style="list-style-type: none"> - Will have the opportunity to network with other teachers within the cluster - Will have increased their capacity and understanding of literacy, and feedback in writing, as a result of the PLC Cluster work LEADERS: <ul style="list-style-type: none"> - Will provide opportunities for training - Will provide opportunities for teachers and leaders to meet at a cluster level - Will engage with other leaders at cluster schools to monitor progress and set direction - Will engage with professional learning on PLCs - Will have enabled teachers the opportunity to be Instructional Leaders 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLC (Professional Learning Community) Instructional Leaders are identified and trained to facilitate PLCs. (no costing as funded by successful grant application)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff provided with necessary Professional Learning to enable Level Teams to work effectively as a PLC focusing on literacy on a regular and structured basis.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Instructional Leaders and Principal Class to meet regularly with cluster schools to review and set direction termly.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,400.00 <input type="checkbox"/> Equity funding will be used
Cluster to establish goals and work toward achieving them throughout the course of the year.	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.
12 month target 2.1	To improve the effectiveness and frequency of feedback, resulting in increased academic growth (see above) and improved positive response rate in the Student Attitudes to School Survey for the areas: <ul style="list-style-type: none"> - Effective Teaching Time >85% - Stimulated Learning >80% - Learning Confidence >80% - Motivation and Interest >80% - Differentiated Learning Challenge >80%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Ensure the use of the High Impact Teaching Strategy 'Feedback' is consistently and effectively applied throughout the teaching and learning program (linked to Achievement goal and KIS), particularly in writing.
Actions	<ul style="list-style-type: none"> - Workshop opportunities are provided for teachers to collaborate and determine the most effective and efficient feedback strategies. - A Learning Specialist will work with teachers to model and coach them in HITS. - Teachers participate regularly in Professional Conversations focusing on the impact of enhanced pedagogies through the ongoing use of assessment data. - A structure for Peer Observations will be established, reflecting protocols. - Ongoing opportunities are provided for peer observations. - Lynne Watts to support staff in the effective implementation of Malvern Valley Way and the wellbeing curriculum, to support the teacher/student relationship to facilitate feedback.
Evidence of impact	STUDENTS <ul style="list-style-type: none"> - Will be able to confidently articulate their achievements and next steps in learning - Will be more accomplished writers - Will be able to share their work with parents through the Parent Portal TEACHERS <ul style="list-style-type: none"> - Will use whole-school planners reflective of the school's instructional model and HITS - Will engage with other teachers within the PLC Cluster to enhance their understanding of feedback in writing - Will observe each other through Peer Observations to enhance feedback tools - Will use technology (GAFE) to improve effectiveness of feedback to students - Will continue to provide ongoing assessment to parents through the Parent Portal

<p>LEADERS</p> <ul style="list-style-type: none"> - Will use learnings from Bastow Leading Literacy course to guide practise in the school - Will provide appropriate organisational structures to enable Peer Observations and follow up conversations will take place regularly. - Will monitor the use of Whole School Planners - Will use a Critical Friend to ensure a strong focus on priorities is maintained. - Will see improved achievement toward Strategic Plan growth targets 				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A structure for Peer Observations will be established (including follow-up conversations), reflecting established protocols (complemented by PL from Charlotte Rendle-Short focusing on Professional Conversations for Growth).	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Technology will be utilised to support the Peer Observations and reflective practise.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Teachers are released to allow time for Peer Observations and follow-up Professional Conversations. (cost based on each teacher doing 3 x Peer Obs a Term, given 100mins per Obs + 1 on Prof Prac Day)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$13,000.00 <input type="checkbox"/> Equity funding will be used
Grade 3-6 teachers will use Google Classrooms to enhance the provision of effective feedback, beginning with Home Learning and expanding to other curriculum areas.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lynne Watts to support staff in the effective implementation of Malvern Valley Way and the wellbeing curriculum, to support the teacher/student relationship to facilitate feedback.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Hire a Learning Specialist to mentor and model exemplary practise to other teachers, particularly focusing on STEM and feedback.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$105,000.00 <input type="checkbox"/> Equity funding will be used
Provide release for the Learning Specialist to work with other staff in developing their teaching practise (0.2 / 1 day per week)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$17,168.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a feedback rich environment that motivates and engages all students to be learning within their Zone of Proximal Development and scaffolding towards independence/self-managing.
12 month target 2.1	To improve the effectiveness and frequency of feedback, resulting in increased academic growth (see above) and improved positive response rate in the Student Attitudes to School Survey for the areas: <ul style="list-style-type: none"> - Effective Teaching Time >85% - Stimulated Learning >80% - Learning Confidence >80% - Motivation and Interest >80% - Differentiated Learning Challenge >80%
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Using a documented Action Research approach as a core strategy to achieving strategic goals.
Actions	<ul style="list-style-type: none"> - Use the E5 Model as a basis for structuring action research - Allocate time during meetings to collaborate, challenge and share progress, successes, etc. - Professional Conversations for Growth PL - 29th January - Document agreed protocols for engaging in the action research process - Engaging in external action research with the school's PLC Cluster 'Partner Schools' - Use Professional Practice Days to continue to deepen learning. - Action Research projects are linked to teachers' Performance and Development Plans.

Evidence of impact	<p>STUDENTS</p> <ul style="list-style-type: none"> - Will have the opportunity to provide teachers with feedback - Will have demonstrated stronger growth in their ability as a result of improved teacher practise. <p>TEACHERS</p> <ul style="list-style-type: none"> - Will use meeting time to engage in professional discussions - Will enhance their understandings of Feedback, Metacognition and Explicit Teaching through action research - Will use Professional Practise Days to focus on Action Research Projects - Will engage in Professional Learning focusing on Professional Conversations for Growth (GCI) - Will engage in professional reading regularly through a whole staff focus on a keystone text (potentially Mindset - Carol Dweck) - Will have a focus in their Performance and Development Plans focusing on Action Research <p>LEADERS</p> <ul style="list-style-type: none"> - Will provide Professional Learning for staff on curriculum days - Will provide necessary resources, such as the keystone text - Will ensure meetings are structured in such a way to enable staff to engage in professional conversations and action research - Will monitor the progress of the teachers' understanding throughout the year within the Performance and Development Cycle. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
See Activities and Milestones for KIS 3 for Goal 1.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Malvern Valley Primary School (4669)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teacher's Professional Practice Days are utilised to expand professional networks and deepen understanding in this area.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage a presenter to support teachers in developing rich, engaging tasks.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Georgina Pazzi	<input checked="" type="checkbox"/> On-site
The organisational structure, process and supporting documentation for Peer Observations will be refined, reflecting established protocols (complemented by PL from Charlotte Rendle-Short focusing on Professional Conversations for Growth).	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Charlotte Rendle-Short	<input checked="" type="checkbox"/> On-site
Members of the Leadership Team are provided the opportunity to attend Bastow Courses (Inspire for Middle-Level Leaders, or similar) focusing on this priority.	Leadership Team	from: Term 1 to: Term 4	<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"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow

Whole staff Professional Learning half day booked and provided on Curriculum Day 1, focusing on 'Professional Conversations for Growth', conducted by Charlotte Rendle-Smith from Growth Coaching International.	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Charlotte Rendle-Short	<input checked="" type="checkbox"/> On-site
Meeting Schedule / structure enables time for teachers to regularly meet and engage in professional conversations	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Agreed protocols and structures are established with 'Cluster Schools' and PLC leaders are identified and trained as per requirements. (cost based on 2 x days release per term for 2 x PLC Instructional Leaders to work with cluster)	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site TBD
Staff provided with necessary Professional Learning to enable Level Teams to work effectively as a PLC focusing on literacy on a regular and structured basis.	PLC Leaders	from: Term 1 to: Term 4	<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 Initiative	<input checked="" type="checkbox"/> On-site
Grade 3-6 teachers will use Google Classrooms to enhance the provision of effective feedback, beginning with Home Learning and expanding to other curriculum areas.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Lynne Watts to support staff in the effective implementation of Malvern Valley Way and the wellbeing curriculum, to support the teacher/student relationship to facilitate feedback.	Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Lynne Watts	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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