

# 2018 Annual Implementation Plan

## for improving student outcomes

Wedge Park Primary School (5206)



Submitted for review by Sara Mckee (School Principal) on 28 November, 2017 at 11:00 AM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 28 November, 2017 at 11:18 AM

Endorsed by Anthony Spiteri (School Council President) on 14 December, 2017 at 04:42 PM

# Self-evaluation Summary - 2018

Wedge Park Primary School (5206)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving

<b>Enter your reflective comments</b>	<p>Throughout 2017, there has been a focus on the implementation of the PLT cycle and the use of the Essential Learnings to drive planning and teaching. These have been reviewed and streamlined for 2018 to show a developmental sequence of learning for each topic in Literacy and Numeracy.</p> <p>PLTs are using the PLT cycle, and it has been made clear from feedback that teachers require more assistance with understanding their roles in each section of the PLT cycle.</p> <p>All staff have had student centred coaching cycles, and have also received feedback from leadership learning walks. The SWPB program has celebrated positive student behaviour, and students have been rewarded through tokens, a certificate, wrist bands and a leaf to display in the school walkway.</p>
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>- 2 hours of PLT meetings within the school day</li> <li>- Create a Peer observation policy through discussion with staff</li> <li>- Curriculum Area foci:</li> </ul> <p>Maths- Problem solving and number</p> <p>Reading- Using the reading behaviour checklist to plan, teach and assess student learning</p>

	<p>Vocabulary- building vocabulary understanding</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Coaches will read 'Student Centred Coaching- The Moves'</li> <li>- Teaching Instructional Practices will focus on High Impact Teaching strategies and the implementation of The Handbook for Classroom Instruction that Works</li> <li>- PLT handbook will be used to further develop teacher understanding of PLT cycle and to ensure consistency between PLTs</li> </ul>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Wedge Park Primary School (5206)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy	<ul style="list-style-type: none"> <li>- To reduce the percentage of students below the expected level as assessed by teacher judgements to be less than 15%</li> <li>- To have at least 90% of students achieve 12 months or more growth against Teacher Judgements</li> <li>- To have at least 90% of students making medium to high growth against NAPLAN data</li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ul style="list-style-type: none"> <li>- To have at least 75% of students marked at or above the expected level as assessed by teacher judgements in Reading, Writing and Number</li> <li>- To have at least 90% of students achieve 12 months or more growth in teacher judgements in Reading, Writing and Number</li> </ul>	Curriculum planning and assessment

			<ul style="list-style-type: none"> <li>- To have 70% of students making medium to high growth in Reading, Writing and Numeracy NAPLAN 3-5</li> <li>- To have at least 75% of students achieve the expected outcome score in PAT Reading and Mathematics</li> <li>- To have at least 85% of students achieve the expected reading level in Fountas and Pinnell</li> </ul>	
<p>Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning</p>	<ul style="list-style-type: none"> <li>- To improve the overall score of the component of School Leadership to above 80% (Staff Opinion Survey)</li> <li>- To improve scores of the school climate component (Staff Opinion Survey) <ul style="list-style-type: none"> <li>Collective Efficacy from 66% to 80% or higher</li> <li>Collective Responsibility from 80% to 85% or higher</li> <li>Teacher Collaboration from 73% to 80% or higher</li> <li>Staff Trust in Colleagues from 77% to 82% or higher</li> </ul> </li> <li>- To improve the score on the Teaching and Learning variable of Student Motivation on the Attitude to School Survey from 36% (second quartile) to at least 50% (third quartile or higher)</li> <li>- To improve scores in the School Climate variables in the Parent Opinion Survey in School Improvement from</li> </ul>	Yes	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- To improve the overall score of the component of School Leadership to above 80%</li> <li>To improve scores of the school climate component <ul style="list-style-type: none"> <li>- Collective Efficacy to 72% or higher</li> <li>- Collective Responsibility to 85% or higher</li> <li>- Teacher Collaboration to 80% or higher</li> <li>- Staff Trust in Colleagues from 80% to 85% or higher</li> <li>- Peer Observations from 53% to 70% or higher</li> <li>- Collective Participation from 70% to 80% or higher</li> </ul> </li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 77% to 85% or higher</li> </ul>	Evidence-based high-impact teaching strategies

	<p>32.1% (second quartile) to at least 50% (third quartile or higher)</p> <p>Teacher Morale from 18.5% (first quartile) to at least 50% (third quartile or higher)</p> <p>Stimulating Learning from 18.7% (first quartile) to at least 50% (third quartile or higher)</p> <p>Learning Focus from 22.3% (first quartile) to at least 50% (third quartile or higher)</p>		<p>- Differentiated learning from 80% to 90% or higher</p> <p>Parent Opinion Survey</p> <p>- Stimulating learning from 75% to 85% or higher</p> <p>- Effective teaching from 75% to 85% or higher</p>	
<p>Create a supportive and inclusive learning community which nurtures the social and emotional development of all students</p>	<p>- To improve scores in the school climate components (Staff Opinion Survey) of</p> <p>Parent and Community Involvement from 70.9% to 80% or higher</p> <p>Academic Emphasis from 50.2% to 80% or higher</p> <p>Trust in Students and Parents from 46.5% to 80% or higher</p> <p>- To improve the scores in the Student Relationships and Behaviour variables on the Attitudes to School Survey and Parent Opinion Survey:</p> <p>Student Safety</p> <p>Attitudes to School Survey from 38.8% (second quartile) to at least 50% (third quartile or higher)</p> <p>Parent Opinion Surveys from 14.1% (first quartile) to at least 50% (third quartile or higher)</p> <p>Classroom Behaviour</p>	<p>Yes</p>	<p>Staff Opinion Survey</p> <p>- Parent and Community Involvement from 71% to 80% or higher</p> <p>- Trust in students and parents from 66% to 75% or higher</p> <p>- Academic Emphasis from 66% to 75% or higher</p> <p>Attitudes to School Survey</p> <p>- Classroom Behaviour from 73% to 85% or higher</p> <p>- School Connectedness from 74% to 85% or higher</p> <p>- Effort from 78% to 85% or higher</p> <p>Parent Opinion Survey</p> <p>- Managing bullying from 74% to 85% or higher</p> <p>- Experiencing bullying from 50% to 30% or less</p> <p>- School Connectedness from 83% to 90% or higher</p>	<p>Empowering students and building school pride</p>

	<p>Attitudes to School Survey from 12.6% (first quartile) to at least 50% (third quartile or higher)  Parent Opinion Surveys from 19.5% (first quartile) to at least 50% (third quartile or higher)</p> <p>Connectedness to Peers  Attitudes to School Survey from 52.8% (third quartile) to at least 75% (fourth quartile or higher)  Parent Opinion Surveys from 23.7% (second quartile) to at least 50% (third quartile or higher)</p> <p>- To improve the scores in the Wellbeing variables on the Attitudes to School Survey:  Student Distress from 38.1% (second quartile) to at least 50% (third quartile or higher)  Student Morale from 27.6% (second quartile) to at least 50% (third quartile or higher)</p>			
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<b>Improvement Initiatives Rationale</b>
<p>To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy  This goal has been selected as we have identified from Fountas and Pinnell data, Teacher Judgement data, PAT testing data and pre and post assessments, that students are not making at least 12 months growth or more in a year of learning. This is also supported by NAPLAN relative growth data from 3-5, which shows that we have a high number of students making low growth. We have identified that building the capacity of teachers in Literacy and Numeracy needs to be an ongoing focus for 2018.</p> <p>Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning  Staff Opinion survey data shows that we need to continue to build teacher collaboration, responsibility and efficacy in our PLT's to have a shared responsibility for all student learning outcomes. We have identified that further developing staff understanding of PLT processes will be a focus for 2018 and beyond.</p> <p>Create a supportive and inclusive learning community which nurtures the social and emotional development of all students</p>

With 2017 being the first year of the new strategic plan and the changes to the departments student, staff and parent opinion surveys, it has been difficult to show improvement in data collected from these surveys. We will continue to work with all stakeholders to find out further information about ensuring growth in these areas.

<b>Goal 1</b>	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>- To have at least 75% of students marked at or above the expected level as assessed by teacher judgements in Reading, Writing and Number</li> <li>- To have at least 90% of students achieve 12 months or more growth in teacher judgements in Reading, Writing and Number</li> <li>- To have 70% of students making medium to high growth in Reading, Writing and Numeracy NAPLAN 3-5</li> <li>- To have at least 75% of students achieve the expected outcome score in PAT Reading and Mathematics</li> <li>- To have at least 85% of students achieve the expected reading level in Fountas and Pinnell</li> </ul>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	To embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.
KIS 2	To build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.

<b>Goal 2</b>	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning
<b>12 month target 2.1</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- To improve the overall score of the component of School Leadership to above 80%</li> </ul> <p>To improve scores of the school climate component</p> <ul style="list-style-type: none"> <li>- Collective Efficacy to 72% or higher</li> <li>- Collective Responsibility to 85% or higher</li> <li>- Teacher Collaboration to 80% or higher</li> <li>- Staff Trust in Colleagues from 80% to 85% or higher</li> <li>- Peer Observations from 53% to 70% or higher</li> <li>- Collective Participation from 70% to 80% or higher</li> </ul>



	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 77% to 85% or higher</li> <li>- Differentiated learning from 80% to 90% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 75% to 85% or higher</li> <li>- Effective teaching from 75% to 85% or higher</li> </ul>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	To continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.
KIS 2	To build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.

<b>Goal 3</b>	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students
<b>12 month target 3.1</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Parent and Community Involvement from 71% to 80% or higher</li> <li>- Trust in students and parents from 66% to 75% or higher</li> <li>- Academic Emphasis from 66% to 75% or higher</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Classroom Behaviour from 73% to 85% or higher</li> <li>- School Connectedness from 74% to 85% or higher</li> <li>- Effort from 78% to 85% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Managing bullying from 74% to 85% or higher</li> <li>- Experiencing bullying from 50% to 30% or less</li> <li>- School Connectedness from 83% to 90% or higher</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride

Key Improvement Strategies	
KIS 1	To refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.
KIS 2	To build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community.

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

Wedge Park Primary School (5206)

<b>Goal 1</b>	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>- To have at least 75% of students marked at or above the expected level as assessed by teacher judgements in Reading, Writing and Number</li> <li>- To have at least 90% of students achieve 12 months or more growth in teacher judgements in Reading, Writing and Number</li> <li>- To have 70% of students making medium to high growth in Reading, Writing and Numeracy NAPLAN 3-5</li> <li>- To have at least 75% of students achieve the expected outcome score in PAT Reading and Mathematics</li> <li>- To have at least 85% of students achieve the expected reading level in Fountas and Pinnell</li> </ul>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	To embed a documented Guaranteed and Viable Curriculum for Literacy and Numeracy across the school, and build teacher capacity in content knowledge and pedagogical practices in Literacy and Numeracy.
Actions	<ul style="list-style-type: none"> <li>- Develop teacher capacity in curriculum knowledge in Literacy, with a focus on reading behaviours, vocabulary and writing</li> <li>- Develop teacher capacity in curriculum knowledge in Numeracy, with a focus on Number and Problem Solving</li> <li>- Continue to review and embed WPPS Planning Model documentation into planning and instruction</li> </ul>
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- articulate their reading goal and identify the next steps for their learning</li> <li>- use a wider range of vocabulary in their writing and classroom discussions</li> <li>- stronger number sense, and the ability to work more fluently with number</li> </ul>

	<ul style="list-style-type: none"> <li>- explain their thinking when solving problems</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- utilise the reading behaviours checklist during reading conferences and groups to monitor and evaluate student progress</li> <li>- provide resources for students to build their vocabulary</li> <li>- model problem solving strategies and mathematical thinking, with a focus on number</li> <li>- utilise the WPPS planning model documentation</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- lead the implementation of WPPS planning model documentation in all PLT sessions</li> <li>- lead professional learning of identified focus areas of Literacy and Numeracy</li> <li>- coach teachers in the identified focus areas of Literacy and Numeracy</li> </ul>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When
Provide professional learning on Problem Solving and how to identify a developmental continuum of learning in number based topics <ul style="list-style-type: none"> <li>- Number sense</li> <li>- Fractions</li> <li>- Patterns and algebraic thinking</li> </ul>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Continue to embed WPPS Planning model documentation and Essential Learnings to inform all planning and instruction	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Provide professional learning in the use the Fountas and Pinnell reading behaviours checklist to identify areas of focus	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Provide teachers with Professional Reading, coaching and opportunities for peer observations in the inclusion of vocabulary in the literacy block.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

<b>Goal 1</b>	To maximise the learning growth of every student by 12 months or more in Literacy and Numeracy
<b>12 month target 1.1</b>	- To have at least 75% of students marked at or above the expected level as assessed by teacher judgements in Reading, Writing and Number

	<ul style="list-style-type: none"> <li>- To have at least 90% of students achieve 12 months or more growth in teacher judgements in Reading, Writing and Number</li> <li>- To have 70% of students making medium to high growth in Reading, Writing and Numeracy NAPLAN 3-5</li> <li>- To have at least 75% of students achieve the expected outcome score in PAT Reading and Mathematics</li> <li>- To have at least 85% of students achieve the expected reading level in Fountas and Pinnell</li> </ul>		
<b>FISO Initiative</b>	Curriculum planning and assessment		
<b>Key Improvement Strategy 2</b>	To build teacher capacity in the implementation of the HITS and CITW, through peer observations, student centred coaching, staff professional learning and learning walks.		
Actions	<ul style="list-style-type: none"> <li>- Develop teacher capacity in the High Impact Teaching Strategies practices</li> <li>- Develop teacher capacity in Classroom Instruction that Works Instructional Model</li> <li>- Develop a peer observation program</li> <li>- Continue to develop the Student Centred Coaching program</li> </ul>		
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- articulate the instructional model and what this means for their learning</li> <li>- improved student outcomes as a result of student centred coaching</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- incorporate the HITS into their planning and teaching</li> <li>- incorporate the CITW instructional model in their planning and teaching</li> <li>- participate in peer observations</li> <li>- participate in student centred coaching</li> <li>- demonstrate improvement in instructional knowledge and practice</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- lead professional learning sessions on HITS and CITW</li> <li>- coach teachers</li> <li>- organise peer observations</li> </ul>		
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>
Increase teacher collaboration by providing 3 hours a week as a PLT to focus on the teaching and learning cycle	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4
Develop staff understanding of HITS and CITW through Professional Learning, Coaching and Peer observations.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

Develop a peer-observation program across the school with the input of staff	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Monitor and review student centred coaching to ensure consistency across the school through the use of 'The Moves' Student Centred Coaching book.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

<b>Goal 2</b>	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning
<b>12 month target 2.1</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- To improve the overall score of the component of School Leadership to above 80%</li> </ul> <p>To improve scores of the school climate component</p> <ul style="list-style-type: none"> <li>- Collective Efficacy to 72% or higher</li> <li>- Collective Responsibility to 85% or higher</li> <li>- Teacher Collaboration to 80% or higher</li> <li>- Staff Trust in Colleagues from 80% to 85% or higher</li> <li>- Peer Observations from 53% to 70% or higher</li> <li>- Collective Participation from 70% to 80% or higher</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 77% to 85% or higher</li> <li>- Differentiated learning from 80% to 90% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 75% to 85% or higher</li> <li>- Effective teaching from 75% to 85% or higher</li> </ul>
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategy 1</b>	To continue to build a culture of collegiality, professionalism, coaching and accountability so that Professional Learning Teams are focussed to collaborate and plan for high quality instruction and student learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop teacher capacity in all sections of the PLT learning cycle</li> <li>- Develop teacher capacity in identifying the most effective instructional practices and incorporating this in unit planning documentation</li> </ul>

Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- learning activities will be differentiated based on assessment data</li> <li>- will be given explicit teaching of identified concepts, which will be consistent between classrooms</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- increased understanding of all elements of the PLT cycle</li> <li>- use PLT handbook to guide professional discussions</li> <li>- incorporate the HITS into their planning and teaching</li> <li>- incorporate the CITW instructional model in their planning and teaching</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- lead PLT meetings</li> <li>- provide professional learning on effective instructional practices</li> </ul>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When
Build the capacity of PLT leaders to effectively incorporate the PLT cycle into all PLT meetings	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Reduce variability between classrooms by having a specific focus on the explicit teaching aspect of the unit planner	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Develop consistency in classrooms in the use of Instructional Strategies in English, through the use of resources from the Literacy Portal, and Maths, through the use of resources from the Numeracy portal.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

<b>Goal 2</b>	Build a professional learning community culture that deepens the capacity of all staff to have a shared understanding and collective responsibility for student learning
<b>12 month target 2.1</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- To improve the overall score of the component of School Leadership to above 80%</li> <li>To improve scores of the school climate component</li> <li>- Collective Efficacy to 72% or higher</li> <li>- Collective Responsibility to 85% or higher</li> <li>- Teacher Collaboration to 80% or higher</li> </ul>

	<ul style="list-style-type: none"> <li>- Staff Trust in Colleagues from 80% to 85% or higher</li> <li>- Peer Observations from 53% to 70% or higher</li> <li>- Collective Participation from 70% to 80% or higher</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 77% to 85% or higher</li> <li>- Differentiated learning from 80% to 90% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Stimulating learning from 75% to 85% or higher</li> <li>- Effective teaching from 75% to 85% or higher</li> </ul>		
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies		
<b>Key Improvement Strategy 2</b>	To build the capacity of Professional Learning Teams to effectively collect and analyse student data to plan for student learning and implement timely interventions on an ongoing basis.		
Actions	<ul style="list-style-type: none"> <li>- Develop the capacity of professional learning teams to create effective pre-assessment tasks</li> <li>- Develop the capacity of professional learning teams to analyse student data to inform student learning</li> <li>- Build the capacity of professional learning teams in identifying support and extension activities for students</li> </ul>		
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- learning activities will be differentiated based on assessment data</li> <li>- targeted feedback will be provided</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- create effective pre-assessments and ongoing assessment tasks to inform planning and teaching</li> <li>- working collaboratively in PLTs to create, discuss and analyse assessment tasks</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- lead professional learning sessions on creating effective assessments</li> <li>- work within PLTs to identify effective instructional practices for support and extension</li> </ul>		
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>
Identify targeted intervention/extension activities for students who are working below or above expected level and plan these as a PLT	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4

Build teacher capacity on the use of assessment data to inform planning and teaching through the planning cycle	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
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<b>Goal 3</b>	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students
<b>12 month target 3.1</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Parent and Community Involvement from 71% to 80% or higher</li> <li>- Trust in students and parents from 66% to 75% or higher</li> <li>- Academic Emphasis from 66% to 75% or higher</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Classroom Behaviour from 73% to 85% or higher</li> <li>- School Connectedness from 74% to 85% or higher</li> <li>- Effort from 78% to 85% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Managing bullying from 74% to 85% or higher</li> <li>- Experiencing bullying from 50% to 30% or less</li> <li>- School Connectedness from 83% to 90% or higher</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	To refine and further embed a whole school approach to behaviour management aligned with Wedge Park Primary School's School Wide Positive Behaviour strategy and develop and embed a common understanding amongst students, staff and parents regarding school culture, behaviour and expectations.
Actions	<ul style="list-style-type: none"> <li>- Develop the capacity of all staff to continue to implement and improve the SWPB program</li> <li>- Develop the capacity of all community members to have a common understanding of the school culture, positive behaviour program and expectations</li> </ul>
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- articulate school values and actions which reflect the values</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- model values and expectations</li> <li>- acknowledge all positive student behaviour</li> <li>- enter data into reward and management systems</li> <li>- develop positive relationships with parents</li> </ul>



	Leaders - work with PLTs to promote the SWPB throughout the school		
Activities and Milestones	Who	Is this a Professional Learning Priority	When
Use elements of Departmental resources, such as the Respectful Relationships program, to support teaching of Social and Emotional wellbeing.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4
Embed a start up program at the beginning of the year and the start of every term to embed a common understanding amongst students and staff regarding school culture, behaviour and expectations.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4
Continue to refine and reflect upon the SWPB program including the positive reinforcement, 6:1 feedback to students and use of the matrix.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4

Goal 3	Create a supportive and inclusive learning community which nurtures the social and emotional development of all students
12 month target 3.1	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Parent and Community Involvement from 71% to 80% or higher</li> <li>- Trust in students and parents from 66% to 75% or higher</li> <li>- Academic Emphasis from 66% to 75% or higher</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>- Classroom Behaviour from 73% to 85% or higher</li> <li>- School Connectedness from 74% to 85% or higher</li> <li>- Effort from 78% to 85% or higher</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>- Managing bullying from 74% to 85% or higher</li> <li>- Experiencing bullying from 50% to 30% or less</li> <li>- School Connectedness from 83% to 90% or higher</li> </ul>
FISO Initiative	Empowering students and building school pride

<b>Key Improvement Strategy 2</b>	To build positive partnerships with parents and actively engage the broader community to establish Wedge Park Primary School as an inclusive learning community.		
Actions	<ul style="list-style-type: none"> <li>- Continue to refine communication methods with parents and the community, with an emphasis on celebrating student learning and positive behaviour</li> <li>- Increase the recognition of students following the school values through a student of the week award</li> </ul>		
Evidence of impact	<p>Students</p> <ul style="list-style-type: none"> <li>- will be acknowledged and recognised for following the school values</li> <li>- will have a stronger home-school connection</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- will regularly acknowledge and celebrate student achievements</li> <li>- communicate more regularly with parents</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- support the home-school connections by school events and communication</li> </ul>		
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>
School calendar to reflect opportunities for families to be part of their child's learning	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4
Student of the week recognition to be implemented in all classrooms	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4

## Professional Learning and Development Plan - 2018

Wedge Park Primary School (5206)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning on Problem Solving and how to identify a developmental	All Staff	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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

continuum of learning in number based topics - Number sense - Fractions - Patterns and algebraic thinking				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
Continue to embed WPPS Planning model documentation and Essential Learnings to inform all planning and instruction	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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
Provide professional learning in the use the Fountas and Pinnell reading behaviours checklist to identify areas of focus	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide teachers with Professional Reading, coaching and opportunities for peer observations in the inclusion of vocabulary in the literacy block.	All Staff	from: Term 1 to: Term 4	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop staff understanding of HITS and CITW through Professional Learning, Coaching and Peer observations.	All Staff	from: Term 1 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a peer-observation program across the school with the input of staff	All Staff	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Monitor and review student centred coaching to ensure consistency across the school through the use of 'The Moves' Student Centred Coaching book.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the capacity of PLT leaders to effectively incorporate the PLT cycle into all PLT meetings	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Reduce variability between classrooms by having a specific focus on the explicit teaching aspect of the unit planner	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop consistency in classrooms in the use of Instructional Strategies in English, through the use of resources from the Literacy Portal, and Maths, through the use of resources from the Numeracy portal.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build teacher capacity on the use of assessment data to inform planning and teaching through the planning cycle	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Use elements of Departmental resources, such as the Respectful Relationships program, to support teaching of Social and Emotional wellbeing.	All Staff	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to refine and reflect upon the SWPB program including the positive reinforcement, 6:1 feedback to students and use of the matrix.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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

## Documents that support the plan

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

### Dimension 1

[Master SCHOOLVALUESMATRIX 2017.pdf \(0.23 MB\)](#)

[PLTs at WPPS final.pdf \(1.06 MB\)](#)

[Teaching learning and assessment.pdf \(1.25 MB\)](#)

[WPPS PLT CYCLE 2016.jpg \(0.12 MB\)](#)