

# 2018 Annual Implementation Plan

## for improving student outcomes

Strathaird Primary School (5463)



Submitted for review by Martin Shepherd (School Principal) on 20 November, 2017 at 04:45 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 10 December, 2017 at 08:15 PM  
Endorsed by Chris Johnstone (School Council President) on 15 December, 2017 at 11:02 AM

# Self-evaluation Summary - 2018

Strathaird Primary School (5463)

	<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	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	Work continues along the continuum of improvement, as we make more use of the SPOT program we will be able to document significant improvement in our evidence and analysis next cycle.
<b>Considerations for 2019</b>	Phonemic awareness continues to be a priority and in order to further engage older student a morphemic awareness program will be developed. EAL students continue to be support as do students with additional need for intervention in numeracy and literacy
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

# FISO Improvement Initiatives and Key Improvement Strategies

Strathaird Primary School (5463)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
Achievement: To ensure that all students have the opportunity to achieve 12 months Learning Growth in Numeracy over the school year through a strategic focus on number.	NAPLAN English (Reading & Writing) and Mathematics (Number) Learning Growth which will indicate 75% of students making Medium or High growth and that this growth improves annually. That 85% of students achieve 12 months Learning Growth in English (Reading & Writing) and Mathematics (Number) annually and this figure to reach 90% by the final year of the Strategic Plan	Yes	12 months: NAPLAN data to indicate improvement in the Numeracy achievement scores. 12 months: That between 12 and 24 students from year 2 be identified and supported with EMU intervention program in 2018.	Curriculum planning and assessment
Achievement: To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling.	Provide professional learning and teacher mentoring to all teachers on the instructional reading model with an emphasis on years 4-6 and the development and implementation of a morphemic awareness instructional practise for years 3-6 to compliment the current phonemic awareness instructional practise that will be focused on years 1 - 3 and build from synthetic phonics at grade prep.	Yes	Teachers will have a greater understanding of Morphemic Awareness, the recognition, understanding, and use of word parts that carry significance, building blocks for reading fluency, reading comprehension, and spelling and this will be demonstrated in their weekly work programs.	Building practice excellence

			<p>Improvement of all students' test results from the Codebreakers 100 Word Encoding Skills Screen which will be a measure of growth from the pre to the post-test.</p> <p>12 months: For all grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices Years 4-6.</p> <p>12 months: NAPLAN data in Reading and Writing to continue to exceed State at Grade 3 and move towards State at Grade 5.</p> <p>12 months: Documentation of structured writing model for Years 4-6 based on the Writer's Workshop in current work programs and Writing planning documents.</p> <p>12 months: High Impact Teaching Strategies (HITS) evidence of 'multiple exposure' practice in literacy and numeracy planning documents. Evidence of HITS in PLT meetings as a strategy for best practice.</p>	
Engagement: To achieve higher levels of Teaching and Learning outcomes in order to maximise	Parent Opinion Survey data of the School Engagement levels is all above the 50th percentile and improve	No		

<p>student engagement and connectedness.</p>	<p>annually. Parent Opinion Survey data of the school Transitions is all above the 50th percentile and improve annually. Student Attitudes to School Survey means in years 5 and 6 in the Student Relationships domains are above state means and improve annually.</p>			
<p>Wellbeing: To provide a school climate that maximises student health and safety in order to secure high quality Teaching and Learning and to ensure that all school programs are provided within an environment of inclusiveness, positivity and best-practice learning.</p>	<p>Ensuring that Parent Opinion Survey data for School Climate improves annually and remain above the second quartile. Student opinion years 5 and 6 in Wellbeing improve beyond state means annually with a specific focus on year 6 and the areas of Classroom Behaviour and Connectedness and Student Safety. Student attendance rates decline by an average of 2 days over the life of the Strategic Plan with an 11% reduction in non-explained absences and holidays.</p>	<p>No</p>		
<p>Productivity: To ensure that all school resources are targeted in order to increase student achievement levels and target the delivery of a quality based Teaching and Learning environment at the school.</p>	<p>Effective and robust Performance and Development program. Delivery of targeted Professional Learning to support a spelling program in grades 1 – 4. Resource allocations will support the achievement of targets set out in the ‘Achievement’ section above.</p>	<p>No</p>		

<p><b>Improvement Initiatives Rationale</b></p>
<p>In our current Strategic Plan, achievement goals centered on literacy and numeracy based on data collated for the last school review. Data has shown improvement, but this improvement needs to continue so that we can embed the changes to professional practice that have contributed to the improvement. NAPLAN data at Grade 3</p>

shows a very high achievement against state means though numeracy is slightly behind. NAPLAN results at Grade 5 are lower than state, particularly numeracy. The challenge for our school is to maintain the high levels we achieve at Grade 3 right through to Grade 5 and to lift Numeracy across the board. Teachers will improve their use of data when planning for student learning in numeracy through the use of Essential Assessments, resulting in improved student learning outcomes because assessment will identify proficiency of student achievement prior to planning moving into new concepts. Planning will also include opportunities to revise prior proficiencies. Teachers identify successful strategies for teaching numeracy and embed this practice into the planning for the teaching of numeracy, i.e. the teaching of worded problems through un-worded problems, This practice is shared across year levels to maintain a consistent teaching model for the cohort, i.e. Years 3, 4 and 5. Continuing to develop Codebreakers and morphemic awareness will assist children in the building blocks for reading fluency, comprehension and spelling.

<b>Goal 1</b>	Achievement: To ensure that all students have the opportunity to achieve 12 months Learning Growth in Numeracy over the school year through a strategic focus on number.
<b>12 month target 1.1</b>	12 months: NAPLAN data to indicate improvement in the Numeracy achievement scores. 12 months: That between 12 and 24 students from year 2 be identified and supported with EMU intervention program in 2018.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Whole School Numeracy Focus to continue with professional learning to achieve improved student learning outcomes. Area planning in Numeracy to reflect a consistent scope and sequence from the school defined areas of instruction based upon Victorian Curriculum.
KIS 2	Support students 'at risk' through the Extending Mathematical Understandings (EMU) program. Whole school professional learning to focus highly on concepts around instructional practice grounded in the EMU program.
KIS 3	Teachers focus on incorporating the 10 High Impact Teaching Strategies (HITS) into planning documents to increase student learning through their application.

<b>Goal 2</b>	Achievement: To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling.
<b>12 month target 2.1</b>	Teachers will have a greater understanding of Morphemic Awareness, the recognition, understanding, and use of word parts that carry significance, building blocks for reading fluency, reading comprehension, and spelling and this will be demonstrated

	<p>in their weekly work programs.</p> <p>Improvement of all students' test results from the Codebreakers 100 Word Encoding Skills Screen which will be a measure of growth from the pre to the post-test.</p> <p>12 months: For all grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices Years 4-6.</p> <p>12 months: NAPLAN data in Reading and Writing to continue to exceed State at Grade 3 and move towards State at Grade 5.</p> <p>12 months: Documentation of structured writing model for Years 4-6 based on the Writer's Workshop in current work programs and Writing planning documents.</p> <p>12 months: High Impact Teaching Strategies (HITS) evidence of 'multiple exposure' practice in literacy and numeracy planning documents. Evidence of HITS in PLT meetings as a strategy for best practice.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	<p>Development of a whole school instructional practice (Morphemic Masters) linking Code Breaker phonemic awareness to morphemic awareness practice.</p> <p>Implementation of professional learning in 'Morphemic Masters' for students in years 3-6 following on from 'Code Breakers' phonemic awareness in years 1-3</p>
KIS 2	Establishment of an explicit teaching model for reading in the Years 4-6 area of the school. Implementing a structured writing model for Years 4-6 based on the Writer's Workshop principles.
KIS 3	Teachers focus on incorporating the 10 High Impact Teaching Strategies (HITS) into planning documents to increase student learning through their application.

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

Strathaird Primary School (5463)

<b>Goal 1</b>	Achievement: To ensure that all students have the opportunity to achieve 12 months Learning Growth in Numeracy over the school year through a strategic focus on number.
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<b>12 month target 1.1</b>	12 months: NAPLAN data to indicate improvement in the Numeracy achievement scores. 12 months: That between 12 and 24 students from year 2 be identified and supported with EMU intervention program in 2018.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	Whole School Numeracy Focus to continue with professional learning to achieve improved student learning outcomes. Area planning in Numeracy to reflect a consistent scope and sequence from the school defined areas of instruction based upon Victorian Curriculum.			
Actions	Bi-weekly whole school professional learning in numeracy. Assessment of numeracy to be targeted through acquisition and implementation of Essential Assessment for ongoing assessment of achievement. Peer mentoring and observation through numeracy leader. Teachers will use data i.e. Essential Assessment, when planning numeracy to establish that students have achieved proficiency of the topic prior to moving on to new topics and plan targeted revision or to revisit that proficiency.			
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Model and provide professional learning to increase understanding of the numeracy instructional practice</li> <li>• Monitor planning documents and provide regular, ongoing feedback to area teams on changes toward proficiency achievement its impact on improving outcomes.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Demonstrate commitment to adopting changes to the instructional approaches, providing regular feedback and discussion to colleagues on achieving proficiency.</li> <li>• Articulate clear and succinct learning intentions and success criteria for each lesson.</li> <li>• Collect and collate regular assessment data using Essential Assessment when planning numeracy to monitor student proficiency.</li> <li>• Participate in ongoing professional learning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to articulate the goals of each lesson and how they will know if they have been successful.</li> <li>• Understand and self-assess their progress and be able to articulate what they need to learn next</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Assistant Principal leading of developing our whole school approach to Numeracy. A.P. to finalise training in Extending	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Mathematical Understandings (EMU) from equity funding and continue with intervention.				
Principal lead whole school professional learning in implementing the Victorian Curriculum in Numeracy through a focus on proficiency as opposed to scheduled instruction. Purchase and implementation of Essential Assessment.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Achievement: To ensure that all students have the opportunity to achieve 12 months Learning Growth in Numeracy over the school year through a strategic focus on number.
<b>12 month target 1.1</b>	12 months: NAPLAN data to indicate improvement in the Numeracy achievement scores. 12 months: That between 12 and 24 students from year 2 be identified and supported with EMU intervention program in 2018.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 2</b>	Support students 'at risk' through the Extending Mathematical Understandings (EMU) program. Whole school professional learning to focus highly on concepts around instructional practice grounded in the EMU program.
Actions	Support student 'at risk' through the Extending Mathematical Understandings (EMU) program. Whole school professional learning to focus highly on concepts around instructional practice grounded in the EMU program.
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Continue to develop the instructional model and initiate broad discussion around proficiency.</li> <li>• NAPLAN Item Analysis to identify content gaps and build into planning processes</li> <li>• Participate in professional learning teams and facilitate discussion and inclusiveness.</li> <li>• Provide whole school professional learning activities</li> <li>• Model and demonstrate core pedagogical practices for teaching teams</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Attend professional learning about numeracy instructional model</li> <li>• Implement the new instructional model and observe colleagues around agreed area of focus</li> <li>• Engage with colleagues or Learning Specialist (subject to an appointment) to build capability around the core pedagogical practices</li> <li>• Work collaboratively with teaching teams to develop efficient use of assessment materials for students i.e. Essential</li> </ul>

	Assessment <ul style="list-style-type: none"> <li>Collaboratively develop resources to support students to self-assess their learning</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Numeracy leader to continue training in Extending Mathematical Understandings (EMU), continue with intervention program mainly for the early years students in numeracy. EMU to form the basis of professional learning to all staff aiming to further improve pedagogical practice in delivery of the numeracy program across the school.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Achievement: To ensure that all students have the opportunity to achieve 12 months Learning Growth in Numeracy over the school year through a strategic focus on number.
<b>12 month target 1.1</b>	12 months: NAPLAN data to indicate improvement in the Numeracy achievement scores. 12 months: That between 12 and 24 students from year 2 be identified and supported with EMU intervention program in 2018.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 3</b>	Teachers focus on incorporating the 10 High Impact Teaching Strategies (HITS) into planning documents to increase student learning through their application.
Actions	The School Improvement Team along with area coordinators will develop an implementation plan for the dissemination of practices from the HITS. PLT meetings to include a focus on HITS.
Evidence of impact	Leaders will: <ul style="list-style-type: none"> <li>Work as a Professional Learning Team with Area coordinators to develop strategies to incorporate HITS into the instructional practice.</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>Articulate in planning documents the evidence that High Impact Teaching Strategies (HITS) are incorporated into the work that teachers do as part of their instructional practice.</li> <li>Develop planning documents which include reference to how the HITS have been considered in the teaching framework.</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Take an active role in PLTs and engage in discussion to come up with the specific strategies that will be used to ensure that teams include High Impact Teaching Strategies (HITS) into their planning documents and instructional practice.</li> <li>The Leadership team will meet with area coordinators to ensure that HITS are being used by teachers in their areas as part of their instructional practice.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Include in their planning documents where HITS are being included the instructional practice.</li> <li>Participate in PLTs with a focus on strategically using HITS</li> <li>Evidence in their planning documents their use of HITS</li> </ul>	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Achievement: To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling.
<b>12 month target 2.1</b>	<p>Teachers will have a greater understanding of Morphemic Awareness, the recognition, understanding, and use of word parts that carry significance, building blocks for reading fluency, reading comprehension, and spelling and this will be demonstrated in their weekly work programs.</p> <p>Improvement of all students' test results from the Codebreakers 100 Word Encoding Skills Screen which will be a measure of growth from the pre to the post-test.</p> <p>12 months: For all grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices Years 4-6.</p> <p>12 months: NAPLAN data in Reading and Writing to continue to exceed State at Grade 3 and move towards State at Grade 5.</p> <p>12 months: Documentation of structured writing model for Years 4-6 based on the Writer's Workshop in current work programs and Writing planning documents.</p> <p>12 months: High Impact Teaching Strategies (HITS) evidence of 'multiple exposure' practice in literacy and numeracy planning documents. Evidence of HITS in PLT meetings as a strategy for best practice.</p>

<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Development of a whole school instructional practice (Morphemic Masters) linking Code Breaker phonemic awareness to morphemic awareness practice. Implementation of professional learning in 'Morphemic Masters' for students in years 3-6 following on from 'Code Breakers' phonemic awareness in years 1-3			
<b>Actions</b>	Implementation of professional learning in 'Morphemic Masters' for students in years 3-6 following on from 'Code Breakers' phonemic awareness in years 1-3. Development of a morphemic awareness instructional practice in spelling to compliment the Code Breakers instructional model for phonemic awareness. Appointment of Learning Specialist to oversee implementation and model lessons.			
<b>Evidence of impact</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Model and provide resources to facilitate the professional learning to all staff on the new instructional practice.</li> <li>• Support the development of the modelled lessons.</li> <li>• Attend and participate in the professional learning sessions.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Attend the fortnightly Morphemic Masters professional learning.</li> <li>• Deliver the sequenced modelled lesson to their class according to their year level</li> <li>• Demonstrate commitment to adopting changes to the instructional approaches, providing regular feedback and discussion to colleagues on achieving proficiency.</li> <li>• Articulate clear and succinct learning intentions and success criteria for each lesson.</li> <li>• Collect and collate pre and post assessment data using Codebreakers test and Morphemic test once available.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to articulate the language of Codebreakers and Morphemic masters.</li> <li>• Understand and self-assess their progress and be able to articulate each new stage of their learning.</li> <li>• Receive instruction via the modelled lesson, Years 1 -3 actively following the Code Breakers model and Years 3-6 to implement Morphemic Masters model.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Engage with Learning Specialist to develop the instructional model for Morphemic Masters.</li> <li>• Participate in whole school professional learning activities</li> </ul>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>with all staff</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Engage with Learning Specialist to build capability around the core pedagogical practices in Codebreakers and Morphemic Masters.</li> <li>Participate in whole school professional learning activities</li> <li>Plan for and follow the sequence of modelled lessons for Codebreakers and or Morphemic Masters.</li> <li>Submit to leadership pre and post test data provided by the Learning Specialist</li> </ul>				
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<b>Goal 2</b>	Achievement: To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling.
<b>12 month target 2.1</b>	<p>Teachers will have a greater understanding of Morphemic Awareness, the recognition, understanding, and use of word parts that carry significance, building blocks for reading fluency, reading comprehension, and spelling and this will be demonstrated in their weekly work programs.</p> <p>Improvement of all students' test results from the Codebreakers 100 Word Encoding Skills Screen which will be a measure of growth from the pre to the post-test.</p> <p>12 months: For all grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices Years 4-6.</p> <p>12 months: NAPLAN data in Reading and Writing to continue to exceed State at Grade 3 and move towards State at Grade 5.</p> <p>12 months: Documentation of structured writing model for Years 4-6 based on the Writer's Workshop in current work programs and Writing planning documents.</p> <p>12 months: High Impact Teaching Strategies (HITS) evidence of 'multiple exposure' practice in literacy and numeracy planning documents. Evidence of HITS in PLT meetings as a strategy for best practice.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Establishment of an explicit teaching model for reading in the Years 4-6 area of the school. Implementing a structured writing model for Years 4-6 based on the Writer's Workshop principles.

Actions	Introduction of new reading model for Year's 4-6 team, guiding them through the processes involved in the model-connections to text, reading conferences, teacher guided group-Guided/reciprocal. Regular meetings with areas to discuss how the process is going, make improvements. Implementing a structured writing model for Years 4-6 based on the Writer's Workshop principles.			
Evidence of impact	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Introduction of the new reading instructional model for years 4-6 team</li> <li>• Model and provide resources to facilitate the professional learning to all staff on the new instructional practice.</li> <li>• Guiding teachers through the processes involved in the model-connections to text, reading conferences, teacher guided group-Guided/reciprocal.</li> <li>• Attend regular meetings with areas to discuss how the process is going, make improvements.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• All grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices.</li> <li>• Articulate through planning documents the implementation of the instructional model to their class.</li> <li>• Demonstrate commitment to adopting changes to the instructional approaches, providing regular feedback and discussion to colleagues on achieving proficiency.</li> <li>• Articulate clear and succinct learning intentions and success criteria for each lesson.</li> <li>• Collect and collate pre and post assessment data using on student progress.</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>• Leading Teacher to work alongside the School Improvement team to develop the instructional model.</li> <li>• Literacy Leading Teacher to provide professional learning sessions during staff meetings or alternatively at area meetings.</li> <li>• Create and resource the Literacy Lounge for ongoing best practice in literacy.</li> <li>• Leading Teacher to model lessons in the dedicated Literacy Lounge Learning space.</li> <li>• Planning documents reflect the new instructional teaching model is operating.</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Achievement: To maximise student achievement in Literacy and Numeracy with a particular emphasis on a whole school structured reading focus, strategic focus on spelling.			
<b>12 month target 2.1</b>	<p>Teachers will have a greater understanding of Morphemic Awareness, the recognition, understanding, and use of word parts that carry significance, building blocks for reading fluency, reading comprehension, and spelling and this will be demonstrated in their weekly work programs.</p> <p>Improvement of all students' test results from the Codebreakers 100 Word Encoding Skills Screen which will be a measure of growth from the pre to the post-test.</p> <p>12 months: For all grades in the Years 4-6 area fully adopting and implementing the reading instructional model in their literacy practices Years 4-6.</p> <p>12 months: NAPLAN data in Reading and Writing to continue to exceed State at Grade 3 and move towards State at Grade 5.</p> <p>12 months: Documentation of structured writing model for Years 4-6 based on the Writer's Workshop in current work programs and Writing planning documents.</p> <p>12 months: High Impact Teaching Strategies (HITS) evidence of 'multiple exposure' practice in literacy and numeracy planning documents. Evidence of HITS in PLT meetings as a strategy for best practice.</p>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	Teachers focus on incorporating the 10 High Impact Teaching Strategies (HITS) into planning documents to increase student learning through their application.			
Actions	The School Improvement Team along with area coordinators will develop an implementation plan for the dissemination of practices from the HITS. PLT meetings to include a focus on HITS.			
Evidence of impact	Planning documents will include reference to how the HITS have been considered in the teaching framework.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Planning documentation.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used



# Professional Learning and Development Plan - 2018

Strathaird Primary School (5463)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Numeracy leader to continue training in Extending Mathematical Understandings (EMU), continue with intervention program mainly for the early years students in numeracy. EMU to form the basis of professional learning to all staff aiming to further improve pedagogical practice in delivery of the numeracy program across the school.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders will: <ul style="list-style-type: none"> <li>Engage with Learning Specialist to develop the instructional model for Morphemic Masters.</li> <li>Participate in whole school professional learning activities with all staff</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>Engage with Learning Specialist to build capability around the core pedagogical practices in Codebreakers and</li> </ul>	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Morphemic Masters.</p> <ul style="list-style-type: none"> <li>• Participate in whole school professional learning activities</li> <li>• Plan for and follow the sequence of modelled lessons for Codebreakers and or Morphemic Masters.</li> <li>• Submit to leadership pre and post test data provided by the Learning Specialist</li> </ul>						
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### Documents that support the plan

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