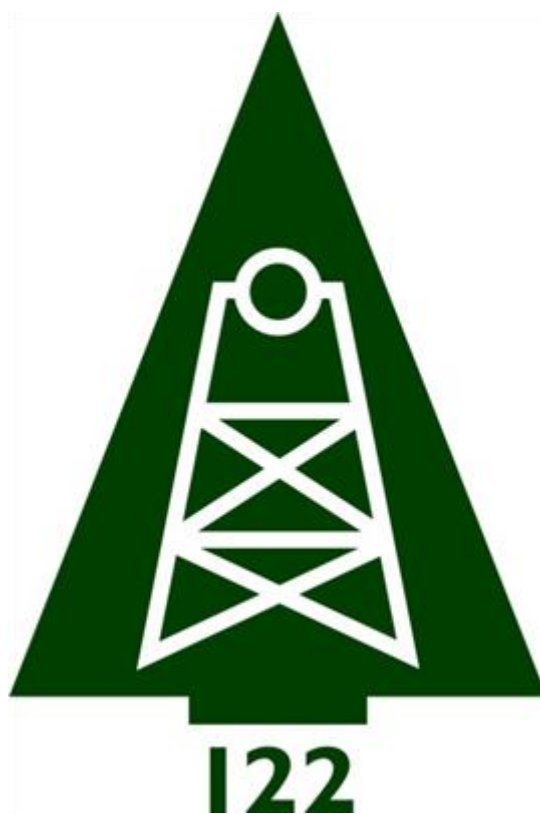


2019 Annual Implementation Plan

for improving student outcomes

Creswick Primary School (0122)



Submitted for review by Melanie Stewart (School Principal) on 16 December, 2018 at 03:48 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	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	Emerging moving towards Evolving

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	Evolving

Enter your reflective comments	<p>Our self-assessment on the FISO continua was extremely thorough, 2018 as we completed our school review in term 3 2018 . The process included staff completing self-assessment followed by the review panel doing the same. As a result of the review process the rating for some sections of the continua was changed. These included :</p> <p>Evaluating Impact on Learning - From Evolving to Emerging Health and Wellbeing - From Emerging to Evolving Intellectual Engagement and self awareness from Evolving to Emerging towards Evolving.</p> <p>The FISO high impact improvement areas that were suggested as findings from the review process were - Building Practice Excellence and Curriculum Planning and Assessment connected to our Goal of improving the learning growth and outcomes for all students in literacy and numeracy. Empowering Students and Building School Pride and Building Practice Excellence connected to our goal of Empower students to be self-regulated learners actively engaged in their learning community.</p> <p>Building communities is a strength and is a necessary strength particularly for a small country school that is the largest in</p>
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	the town.
Considerations for 2020	<p>2018 was the final year of our SSP and our year of review. It was also a year of major change with the Principal of the past 7 and a half years retiring at the end of 2017. The leading teacher who came to the school in April 2017 ,took up the position of Acting Principal for the whole of 2018. Due the uncertain nature of the previous principals position over the course of the year has seen us basically be one staff member down as a classroom teacher fulfilled the role of LT/well being co-coordinator.</p> <p>The school has continued its school wide positive behaviour journey- working on our behaviour management plan, behaviour matrices and continued staff professional learning around restorative practices, circle time and using Respectful relationships & zones of regulations as the basis for our social and emotional learning program.</p> <p>The school has only a small percentage of Koorie, PSD and Non-English speaking students and thus analysis of these cohorts is limited.</p> <p>The other consideration looking forward to 2019 will be concerning leadership. The principal position will be advertised in term One to start in Term two 2019. The outcome of this process could result in changes in staffing/leadership structures and school priorities.</p>
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
To improve learning growth and outcomes for all students in literacy and numeracy.	Yes	<p>By 2022 improve the percentage of students in the top two NAPLAN bands at Year 3 (bands 5 & 6) as follows:</p> <table border="1" data-bbox="853 603 1520 849"> <thead> <tr> <th></th> <th>Benchmark Average 2015-18</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>55%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>50%</td> </tr> </tbody> </table>		Benchmark Average 2015-18	2022 Target	Reading	56%	60%	Writing	51%	55%	Numeracy	46%	50%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2019 to improve the percentage of students in the top two Naplan Bands at Year 3 (Bands 5 & 6)</p> <p>Reading - 57% Writing - 53% Numeracy 48%</p> <p>In 2019 To increase the percentage of students to achieve at or above level in Teacher judgment in Reading, Writing (2018 - 61%) and Number (2018-64.5%). To increase the percentage of students deemed capable to achieve a mean growth of 1.0 Vic Curriculum level in Reading, Writing(2018-69.5%) and Number(64.5%)</p>
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Writing	51%	55%													
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<p>By 2022 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <table border="1" data-bbox="853 1214 1520 1410"> <thead> <tr> <th></th> <th>Benchmark Average 2015-18</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>19%</td> </tr> </tbody> </table>		Benchmark Average 2015-18	2022 Target	Reading	51%	53%	Writing	17%	19%	<p>By 2019 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows: Reading - 53.6% Writing -17.5% Numeracy -33%</p>					
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		<p>By 2022 the medium and high learning growth from Year 3 to Year 5 to improve from the average growth for 2015-18:</p> <ul style="list-style-type: none"> • Reading from 80% to 84% • Writing from 71% to 75% • Numeracy from 73% to 75% 	<p>By 2019 the medium and high learning growth from Year 3 to Year 5 to improve from the average growth for 2015-18:</p> <p>Reading from 83.3%(2018)% to 90% Writing from 71% to 72% Numeracy from 87% (2018) to 87%</p>			
		<p>By 2022 improve the percentage of positive responses for the following factors on the Staff Survey (School Climate module) to 80%</p> <ul style="list-style-type: none"> • Teacher collaboration (2017 benchmark 75%) • Guaranteed and viable curriculum (2017 benchmark 71%) • Academic emphasis (2017 benchmark 73%) • Collective efficacy (2017 benchmark 76%). 	<p>By 2019 improve the percentage of positive responses for the following factors on the Staff Survey (School Climate module)</p> <p>Teacher collaboration-77% Guaranteed and viable curriculum (74% Academic emphasis 75% Collective efficacy 78%.</p>			
Empower students to be self regulated learners actively engaged in their learning and community.	Yes	<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 to 86% for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 75% (average 2017-18) to 86% • Student voice & agency from 71% (average 2017-18) to 86% 	<p>By 2019 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <p>Stimulated learning 80% Student voice & agency 78% Effective teaching time 82% Differentiated learning challenge 86% Motivation and interest from 82%</p>			

		<ul style="list-style-type: none"> • Effective teaching time from 79% (average 2017-18) to 86% • Differentiated learning challenge from 85% (average 2017-18) to 86% • Motivation and interest from 82% (average 2017-18) to 86%. 	<p>Sense of confidence 80%</p> <p>By 2019 improve the percentage of positive responses to 90% on the Parents Survey for the following factors: Student cognitive engagement Effective Teaching (2018 85%) High expectations for success (2018 87%) Stimulating Learning Environment (2018 82%) Student motivation and support (2018 77%) Student development Student agency and voice (2018 85%)</p> <p>By 2019 improve the percentage of positive responses on the Staff Survey for the following factors: Promote student ownership of learning (2018-91%) - to 95% Focus learning on real life problems (2018 64%) - to 80%</p>
		<p>By 2022 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 86% (average 2017-18) to 88% • Effective classroom behaviour from 72% (average 2017-18) to 86% • Managing bullying from 78% (average 2017-18) to 86% • Resilience from 73% (average 2017-18) to 86% • Respect for diversity from 80% (average 2017-18) to 88% • Sense of inclusion from 86% (average 2017-18) to 88%. 	

		By 2022 improve factors on the Parent Opinion Survey (to be finalised)	

Goal 1	To improve learning growth and outcomes for all students in literacy and numeracy.
12 Month Target 1.1	<p>By 2019 to improve the percentage of students in the top two Naplan Bands at Year 3 (Bands 5 & 6)</p> <p>Reading - 57% Writing - 53% Numeracy 48%</p> <p>In 2019 To increase the percentage of students to achieve at or above level in Teacher judgment in Reading, Writing (2018 -61%) and Number (2018-64.5%). To increase the percentage of students deemed capable to achieve a mean growth of 1.0 Vic Curriculum level in Reading, Writing(2018-69.5%) and Number(64.5%)</p>
12 Month Target 1.2	<p>By 2019 improve the percentage of students in the top two bands of NAPLAN at Year 5 (bands 7 & 8) as follows:</p> <p>Reading - 53.6% Writing -17.5% Numeracy -33%</p>
12 Month Target 1.3	<p>By 2019 the medium and high learning growth from Year 3 to Year 5 to improve from the average growth for 2015-18:</p> <p>Reading from 83.3%(2018)% to 90% Writing from 71% to 72% Numeracy from 87% (2018) to 87%</p>

12 Month Target 1.4	By 2019 improve the percentage of positive responses for the following factors on the Staff Survey (School Climate module) Teacher collaboration-77% Guaranteed and viable curriculum (74%) Academic emphasis 75% Collective efficacy 78%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop, document and embed an agreed research-based instructional model and sequential curriculum.	No
KIS 2 Building practice excellence	Embed the PLC collaborative culture and improvement cycle across the school.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Develop data literate teachers who effectively use evidence and assessment to differentiate student learning	Yes
KIS 4 Instructional and shared leadership	Build practice excellence and instructional leadership through professional learning and regular feedback processes.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our review process in 2018 highlighted that - inconsistent analysis of assessment and lack of regular formative assessment to drive differentiated planning and variable approaches to student voice and agency were barriers for student engagement. In 2019 we will be undertaking the Department PLC initiative training under the guidance of Mel Swanson for the whole year with a focus on Numeracy. In our self-evaluation we are currently in the Evolving stage of the continuum in this area. Although all teachers have shared visions around school improvement, instructional practice, use of data and collaboration is not consistent across the school. PLC training will encourage the use of the FISO improvement cycle where responsibility for the learning of the students is shared by all - collective responsibility. As a whole school our staff has made small gains in their data literacy, with agreed approaches to data collection and evaluation. Our next steps are moving towards systematically collecting, analysing and evaluating teaching practices and student achievement data. Where teams collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical practices.	

Goal 2	Empower students to be self regulated learners actively engaged in their learning and community.	
12 Month Target 2.1	<p>By 2019 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <p>Stimulated learning 80% Student voice & agency 78% Effective teaching time 82% Differentiated learning challenge 86% Motivation and interest from 82% Sense of confidence 80%</p> <p>By 2019 improve the percentage of positive responses to 90% on the Parents Survey for the following factors:</p> <p>Student cognitive engagement Effective Teaching (2018 85%) High expectations for success (2018 87%) Stimulating Learning Environment (2018 82%) Student motivation and support (2018 77 %) Student development Student agency and voice (2018 85%)</p> <p>By 2019 improve the percentage of positive responses on the Staff Survey for the following factors:</p> <p>Promote student ownership of learning (2018-91%) - to 95% Focus learning on real life problems (2018 64%) - to 80%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	Develop and embed a shared understanding of student voice, leadership and agency.	
KIS 2 Evaluating impact on learning	Build feedback loops between teachers and learners.	
	No	

KIS 3 Building practice excellence	Build teacher capability to design learning sequences to build deep levels of thinking and application to real life contexts.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Conclusions from our review in term 3 2018 showed - Data from the ATSS (years 4-6) showed that the factor for voice and agency had the second lowest percentage of positive responses. The panel determined that we were at the Emerging stage along the FISO continuum for empowering students and building school pride. There was evident variation in the extent that students were empowered as self-regulated and active participants in their learning across classes. The panel also determined there was scope for building greater student vice, agency and leadership. Our goal is to give students a strong sense of agency in their learning so they : work harder, have greater focus, have more interest, are less likely to give up, are better at planning, are more likely to choose challenging tasks, set higher goals and have improved concentration when facing difficulties.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning growth and outcomes for all students in literacy and numeracy.
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12 Month Target 1.4	<p>By 2019 improve the percentage of positive responses for the following factors on the Staff Survey (School Climate module)</p> <p>Teacher collaboration-77% Guaranteed and viable curriculum (74% Academic emphasis 75% Collective efficacy 78%.</p>

KIS 1 Building practice excellence	Embed the PLC collaborative culture and improvement cycle across the school.
Actions	<p>Workforce planning - Two PLC leaders, Numeracy coordinator and Principal to participate in Victorian Professional Learning Community Initiative. To employ a Learning Specialist 0.5 as of Term 3, 2-19 who will support PLC work.</p> <p>Strategic Resource Management Develop a line of sight between the work of the leadership team and the PLC's work and impact. Review and where appropriate allocate resources to this area of work</p> <p>Professional Learning Develop teacher knowledge and capacity to work as effective teams utilising a PLC process to improve numeracy outcomes through collaborative planning and assessment practices, including moderation. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Numeracy Develop teacher capacity and knowledge to analyse and use student data to plan for effective teaching in Numeracy. Identify and embed processes in a PLC to track and monitor students Develop teacher knowledge and capacity of the inquiry improvement cycle in PLC's Build staff understanding of and capacity to work as effective Professional Learning Communities Monitoring using the Improvement Cycle Utilise FISO and SPOT to monitor progress throughout the year Utilise the improvement cycle to monitor student learning growth Evaluate the impact of teaching and learning in Number by analysing multiple sources of data in PLC's . Establish routine processes and procedures to enable disciplined use of the improvement cycle Ensure professional learning for staff is embedded in the approach to implementation Identify and target areas for Professional Learning for refinement across PLC's Use data and evidence to monitor progress and adjust strategies as required</p>
Outcomes	<p>This strategy is demonstrated when :</p> <p>Leaders Lead staff to a collective responsibility for ALL students Provide ongoing feedback to and support to build collective efficacy- that all teachers believe that they can impact on student learning Provide support and Professional learning to build collective responsibility - the learning of students shared by all Identify and target areas of PD to build collective efficacy- Teacher learning needs are driven by the learning needs of students.</p> <p>Teachers Place student needs at the centre of program planning and delivery- set and communicate clear lesson goals to help students understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge Use worked examples to reduce cognitive load, enabling them to focus on understanding a process which leads to an answer, not</p>

	<p>the answer itself. Monitor student learning and support students to move towards independent practice. Design authentic, fit for purpose assessments to reflect the learning program and objectives Use assessment data to diagnose student learning needs and plan for learning Provide regular feedback to students on their progress against individual learning goals Analyse student achievement data to improve their practice Evaluate the impact of teaching on learning by analysing multiple sources of data Draw on current research and use an inquiry improvement cycle Challenge and support each other to improve practice Students Self-evaluating their learning, building the skills to monitor, review and reflect on their progress. Provide evidence they believe demonstrates achievement of their goal Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks because the worked example is pitched at the right level of challenge Move with confidence from worked example to independent practice. Providing feedback to the teacher about their teaching practice.</p>
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators: Staff, student or parent surveys Teaching and learning programs ie: term, semester, weekly work program, lesson plans, learning resources Peer/ Classroom observations,i.e lesson observation notes, video clips of practice, student survey data, peer observation notes. Reflection and feedback - student perception surveys, student conference notes, teacher/student records, parent feedback Student assessment and learning- assessment plans and schedules, assessment tools, data walls Collaboration and communication - co-constructed resources, common assessment tasks, data inquiry cycles Professional Learning - professional learning plans, action research, PLC minutes/journals, Professional learning workshops</p>
KIS 2 Evidence-based high-impact teaching strategies	Develop data literate teachers who effectively use evidence and assessment to differentiate student learning
Actions	<p>Workforce planning - Two PLC leaders, Numeracy coordinator and Principal to participate in Victorian Professional Learning Community Initiative. To employ a Learning Specialist 0.5 as of Term 3, 2-19 who will support PLC work. Appoint Literacy Leaders to develop teacher capacity and knowledge Strategic Resource Management Develop a line of sight between the work of the leadership team and the PLC's work and impact.</p>

	<p>Review and where appropriate allocate resources to this area of work</p> <p>Professional Learning Literacy Leaders to develop teacher capacity and knowledge by conducting Professional Learning from Bastow Data and Assessment Practices Develop teacher knowledge and capacity to work as effective teams utilising a PLC process to improve student outcomes through collaborative planning and assessment practices, including moderation. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices -Develop teacher capacity and knowledge to analyse and use student data to plan for effective teaching Identify and embed processes in a PLC to track and monitor students Develop teacher knowledge and capacity of the inquiry improvement cycle in PLC's Develop teacher data literacy through Department Professional Learning</p> <p>Monitoring using the Improvement Cycle Utilise FISO and SPOT to monitor progress throughout the year Utilise the improvement cycle to monitor student learning growth Evaluate the impact of teaching and learning in Number by analysing multiple sources of data in PLC's . Establish routine processes and procedures to enable disciplined use of the improvement cycle Ensure professional learning for staff is embedded in the approach to implementation Identify and target areas for Professional Learning for refinement across PLC's Use data and evidence to monitor progress and adjust strategies as required</p>
<p>Outcomes</p>	<p>This strategy is demonstrated when :</p> <p>Leaders Lead staff to a collective responsibility for ALL students Provide ongoing feedback to and support to build collective efficacy- that all teachers believe that they can impact on student learning Provide support and Professional learning to build collective responsibility - the learning of students shared by all Identify and target areas of PD to build data literacy</p> <p>Teachers Relies on formative assessment to monitor student learning progress toward and beyond learning goals Use a range of teaching strategies that support different abilities and ways of thinking and learning Use group and targeted interventions to remediate learning difficulties Assess student work against prior achievements rather than against other students work Monitor student learning and support students to move towards independent practice. Design authentic, fit for purpose assessments to reflect the learning program and objectives Use assessment data to diagnose student learning needs and plan for learning</p>

	<p>Provide regular feedback to students on their progress against individual learning goals Student assessment data is analysed and findings explicitly inform curriculum planning and teaching practice Evaluate the impact of teaching on learning by analysing multiple sources of data Draw on current research and use an inquiry improvement cycle Challenge and support each other to improve practice Students Self-evaluating their learning, building the skills to monitor, review and reflect on their progress Choose learning activities based on agreed goal Provide evidence they believe demonstrates achievement of their goal Frame future learning goals based on identified strengths and areas for improvement Engage actively in tasks because the worked example is pitched at the right level of challenge Move with confidence from worked example to independent practice. Providing feedback to the teacher about their teaching practice.</p>
Success Indicators	<p>Success will be measured through our evaluation and diagnosis processes using the following indicators: Staff, student or parent surveys Teaching and learning programs ie: term, semester, weekly work program, lesson plans, learning resources Peer/ Classroom observations,i.e lesson observation notes, video clips of practice, student survey data, peer observation notes. Reflection and feedback - student perception surveys, student conference notes, teacher/student records, parent feedback Student assessment and learning- assessment plans and schedules, assessment tools, data walls Collaboration and communication - co-constructed resources, common assessment tasks, data inquiry cycles Professional Learning - professional learning plans, action research, PLC minutes/journals, Professional learning workshops</p>
Goal 2	Empower students to be self regulated learners actively engaged in their learning and community.
12 Month Target 2.1	<p>By 2019 improve the percentage of positive responses on the Attitudes to School Survey for Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> Stimulated learning 80% Student voice & agency 78% Effective teaching time 82% Differentiated learning challenge 86% Motivation and interest from 82% Sense of confidence 80% <p>By 2019 improve the percentage of positive responses to 90% on the Parents Survey for the following factors: Student cognitive engagement Effective Teaching (2018 85%)</p>

	<p>High expectations for success (2018 87%) Stimulating Learning Environment (2018 82%) Student motivation and support (2018 77 %) Student development Student agency and voice (2018 85%)</p> <p>By 2019 improve the percentage of positive responses on the Staff Survey for the following factors: Promote student ownership of learning (2018-91%) - to 95% Focus learning on real life problems (2018 64%) - to 80%</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Develop and embed a shared understanding of student voice, leadership and agency.</p>
<p>Actions</p>	<p>Workforce planning - Allocate PLC leaders to build capacity of staff in their understanding of voice, leadership and agency Allocate teachers to lead Junior School Council and allocate time in timetable for planning/collaboration Build community partnerships within local shire and with network schools Allocate staff member to lead whole school use and knowledge of WebEx and Virtual Learning Professional Learning Staff PD on whole school vision and values Develop teacher understanding and knowledge around Student Voice, Agency and leadership by unpacking Department Amplify Document. Review existing processes to capture school and community views and understandings Up skill staff member to lead whole school use and knowledge of WebEx and Virtual Learning Up skill JSC staff by creating networks with other schools with high functioning Junior School Councils and sourcing other Professional Learning Learning opportunities/training for students in leadership forums Unpacking student survey data Hands on Learning Program training for School Maintenance worker and Wellbeing Coordinator Training of Playground Mentors in peer support program Continued work with School Wide Positive Behaviour Coach Ruth Cornell to create a safe learning environment and shared vision. Further develop teacher knowledge in student feedback</p>

	<p>Monitoring using the Improvement Cycle Utilise FISO and SPOT to monitor progress throughout the year Utilise the improvement cycle to monitor student learning growth Evaluate the impact of teaching and learning in Number by analysing multiple sources of data in PLC's . Establish routine processes and procedures to enable disciplined use of the improvement cycle Ensure professional learning for staff is embedded in the approach to implementation Identify and target areas for Professional Learning for refinement across PLC's Use data and evidence to monitor progress and adjust strategies as required</p>
<p>Outcomes</p>	<p>This strategy is demonstrated when :</p> <p>Leaders Lead staff through reflecting on the current structures and processes and practices that are in place that amplify student empowerment Lead staff to create the conditions and employ the practices and develop the behaviours, attitudes and learning environment that are conducive to student voice, agency and leadership. Lead the school community in exploring and enhancing their understanding of student voice, agency and leadership. Lead teachers and students to collaborate and plan how they will boost student voice, agency and leadership in the classrooms and school community. Identify and target areas of PD to build teacher knowledge and capacity in these areas using Amplify and High Impact Teaching Documents</p> <p>Teachers Design authentic, fit for purpose assessments to reflect the learning program and objectives Provide regular feedback to students on their progress against individual learning goals Recognising the need for 'Learning for life' and the need for students to develop the capabilities Consistently using Learning Intentions and Success Criteria and developing them with students Challenge and support each other to improve practice through feedback loops and peer observations</p> <p>Students - Will be empowered to take ownership of their learning and make purposeful contributions to their learning environments and willing to tackle issues arising in the world around them. Using virtual learning to connect with other students in other schools to learn and collaborate together. Participating in feedback loops between themselves & teachers Engaging in their learning and showing understanding of how the learning applies to real life contexts 'Owning' their learning and development and being problem solvers Evaluating their own work & discussing their progress and achievement with each other and teachers Attending teacher planning sessions Providing feedback to the teacher about their teaching practice</p>

Success Indicators	Success will be measured through our evaluation and diagnosis processes using the following indicators: Staff, student and parent surveys PIVOT survey Teaching and learning programs ie: term, semester, weekly work program, lesson plans, learning resources Peer/ Classroom observations,i.e lesson observation notes, video clips of practice, student survey data, peer observation notes. Reflection and feedback - student perception surveys, student conference notes, teacher/student records, parent feedback Student assessment and learning- assessment plans and schedules, assessment tools, data walls Collaboration and communication - co-constructed resources, common assessment tasks, data inquiry cycles Professional Learning - professional learning plans, action research, PLC minutes/journals, Professional learning workshops
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