

# 2018 Annual Implementation Plan

## for improving student outcomes

Dixons Creek Primary School (1585)



Submitted for review by Sharon Walker (School Principal) on 19 December, 2017 at 01:33 PM

Endorsed by Anne Stenhouse (Senior Education Improvement Leader) on 19 February, 2018 at 01:56 PM

Endorsed by Mark Hull (School Council President) on 02 April, 2018 at 07:53 PM

# Self-evaluation Summary - 2018

Dixons Creek Primary School (1585)

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

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

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

<b>Enter your reflective comments</b>	<p>With the release of the FISO documents in 2017 has come many opportunities for staff and leadership to analyse school progress against the 'Continua of Practice for School Improvement 2017' document. We have been able to celebrate our successes in many areas including: Building practice excellence; Strategic resource management; Vision, values and culture; Empowering students and Building school pride; Health and wellbeing; Intellectual engagement and self-awareness; Building communities and Parents and carers as partners. Our 2017 student and parent DET survey results show considerable improvement from the 2015 and 2016 results. The parent 'general satisfaction' component positive response rate was 91% in 2017, compared to 65% in 2015 and 76% in 2016. This work in building communities has been highly rewarding. Our enhanced vision, values and work in improving communication with parents and the wider community has led to a more inclusive, supportive school community. We have worked hard to empower students and to give them an authentic voice in school decisions. In 2015, 53% of students felt connected to the school. In 2016 the figure was 50%. In 2017 the figure was 78% positive responses in Years 4-6, as measured by the 'Attitudes to School Survey.' This increase in student attitudes ratifies the work we have undertaken in relation to student wellbeing and empowerment.</p>
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<b>Considerations for 2019</b>	<p>The key challenges facing the school in 2018 include:</p> <ul style="list-style-type: none"> <li>• Raising student enrolment levels</li> <li>• Raising the percentage of students achieving high growth in Literacy and Numeracy from Year 3 to Year 5</li> <li>• Improving rates of student attendance</li> <li>• Raising student perceptions of schooling</li> <li>• Maintaining high parent opinion</li> <li>• Raising the school's 'Differentiated Performance Group' from 'Transform' to 'Influence.'</li> </ul>
<b>Documents that support this plan</b>	2017-2021DixonsCreekPrimary_School_SSP.docx (0.06 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Dixons Creek Primary School (1585)

<b>Four Year Strategic Goals</b>	<b>Four Year Strategic Targets</b>	<b>Is this selected for focus this year?</b>	<b>12 month target</b>	<b>FISO initiative</b>
1. To develop consistency of practice in all aspects of teaching and learning.	School performance in all FISO dimensions to be assessed as 'Excelling.'	No	Outline what you want achieve in the next 12 months against your Strategic Plan target.	
	The school's differentiated performance group to be assessed as in the 'Influence' group.	No		

To improve learning growth for all students in literacy and numeracy.	70% of students in the medium to high growth category in all NAPLAN assessments	Yes	The percentage of children in the medium to high growth category in Spelling will increase from 50% in 2017 to 60% in 2018 The percentage of children in the medium to high growth category in Grammar and Punctuation will increase from 58% in 2017 to 65% in 2018	Evidence-based high-impact teaching strategies
	70% of Year 3 and Year 5 students working in the top 2 bands in all NAPLAN assessments	Yes	The percentage of children working in the top two bands of NAPLAN for Writing in Year 5 will increase from 7% in 2017 to 28% in 2018 The percentage of children working in the top two bands of NAPLAN for Writing in Year 3 will increase from 45% in 2017 to 60% in 2018	Evidence-based high-impact teaching strategies
	All factors in the 'Effective Teaching Practice for Cognitive Engagement,' as measured in the 'Students Attitudes to School' survey, be at or above the 60th percentile.	Yes	All factors in the 'Effective Teaching Practice for Cognitive Engagement,' as measured in the 'Students Attitudes to School' survey, be at or above the 50th percentile.	Health and wellbeing
	85% positive response to 'Collective Efficacy of Teaching and Learning' from the staff survey.	Yes	85% positive response to 'Collective Efficacy of Teaching and Learning' from the staff survey.	Evaluating impact on learning

	85% positive response rate to 'Academic Evidence' from the staff survey.	No	80% positive response rate to 'Academic Evidence' from the staff survey.	
	All students, Prep to Year 6 to have made 12 months growth in student achievement in one calendar year according to teacher judgements against the Victorian Curriculum Achievement Standards.	Yes	All students, Prep to Year 6 to have made 12 months growth in student achievement in one calendar year according to teacher judgements against the Victorian Curriculum Achievement Standards.	Evidence-based high-impact teaching strategies
To improve the whole school approach to health, wellbeing, inclusion and engagement.	All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6	Yes	All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6	Health and wellbeing
	Student Motivation and Interest' factor score in the 'Student Attitudes to School' (SASS) survey at or above positive response 90%	No		
	'Differentiated Learning Challenge' survey factor score (SASS) at or above positive response 90%	No		
	'Classroom Behaviour' survey factor score at or above positive response 90%	Yes	'Classroom Behaviour' survey factor score at or above positive response 60%	Intellectual engagement and self-awareness

	'General Satisfaction' factor in the 'Parent Opinion' (POS) survey at or above 85% positive	Yes	'General Satisfaction' factor in the 'Parent Opinion' (POS) survey at or above 70% positive	Health and wellbeing
	'School Pride and Confidence' factor in the POS at or above 90% positive	No		
	'High Expectations for Success' factor in the POS at or above 90% positive	No		
	'Stimulated Learning Environment' factor in the POS at or above 90% positive	No		
	'Stimulated Learning Environment' factor in the POS at or above 90% positive	No		

### Improvement Initiatives Rationale

Dixons Creek Primary School is striving to achieve improved student outcomes, higher levels of engagement and wellbeing by identifying current levels of staff proficiency and identifying practices and behaviours that will move the school through the higher levels of performance as identified in the 'Framework for Improving Student Outcomes' on the 'Continua of Practice for School Improvement 2017.'

To effect improved student outcomes, engagement and wellbeing, a number of 'essential elements' need to be present. If the leadership team, teachers, students and school community understand and adopt these elements, higher performance in all areas will be achieved.

The priorities in 2018 will be to:

- Audit the school's documented curriculum plan and edit where necessary to reflect the Victorian Curriculum
- Teachers to adopt changes in pedagogy according to chosen high impact teaching strategies and to share this practice through peer observation
- Build teacher capacity to plan effectively for all students in their classroom through a differentiated curriculum plan with clear student learning goals

- Teachers to effectively use student assessment data to evaluate their impact on student outcomes

The priorities in subsequent years – 2019 to 2021 will be to:

- Continue 2018 priorities
- Ensure school growth through the 'Continua of Practice for School Improvement' in identified priority areas and to ensure reflection and continual evaluation of all others
- Ensure that student, parent and staff satisfaction levels remain high

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.
<b>12 month target 1.1</b>	The percentage of children in the medium to high growth category in Spelling will increase from 50% in 2017 to 60% in 2018 The percentage of children in the medium to high growth category in Grammar and Punctuation will increase from 58% in 2017 to 65% in 2018
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>• Build teacher capacity to differentiate learning to ensure challenge and progress for every student.</li> <li>• Build teacher efficacy in evidence based high impact teaching strategies and the implementation of the instructional practices.</li> <li>• Develop teacher capacity in the use of multiple sources of data</li> </ul>
<b>12 month target 1.2</b>	The percentage of children working in the top two bands of NAPLAN for Writing in Year 5 will increase from 7% in 2017 to 28% in 2018 The percentage of children working in the top two bands of NAPLAN for Writing in Year 3 will increase from 45% in 2017 to 60% in 2018
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>• Build teacher capacity to differentiate learning to ensure challenge and progress for every student.</li> <li>• Build teacher efficacy in evidence based high impact teaching strategies and the implementation of the instructional</li> </ul>



	practices. <ul style="list-style-type: none"> <li>Develop teacher capacity in the use of multiple sources of data</li> </ul>
<b>12 month target 1.3</b>	All factors in the 'Effective Teaching Practice for Cognitive Engagement,' as measured in the 'Students Attitudes to School' survey, be at or above the 50th percentile.
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Build an improved whole-school approach to health and wellbeing ensuring engagement with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</li> <li>Audit the whole-school curriculum plan for social and emotional outcomes</li> </ul>
<b>12 month target 1.4</b>	85% positive response to 'Collective Efficacy of Teaching and Learning' from the staff survey.
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Build teacher capacity to demonstrate and apply current pedagogical knowledge that develops high-order thinking and metacognition to extend all learners.</li> <li>Ensure teachers have a deep understanding of teaching and the effect it has on student learning.</li> <li>Build teacher practice of HITS.</li> </ul>
<b>12 month target 1.5</b>	All students, Prep to Year 6 to have made 12 months growth in student achievement in one calendar year according to teacher judgements against the Victorian Curriculum Achievement Standards.
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Build teacher efficacy in evidence based high impact teaching strategies and the implementation of agreed whole school instructional practices.</li> <li>Develop teacher capacity in the use of multiple sources of data to evaluate their impact on learning.</li> </ul>

<b>Goal 2</b>	To improve the whole school approach to health, wellbeing, inclusion and engagement.
<b>12 month target 2.1</b>	All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Use a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</li> <li>Build integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving.</li> </ul>
KIS 2	<ul style="list-style-type: none"> <li>Build an improved whole-school approach to health and wellbeing ensuring engagement with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</li> <li>Audit the curriculum plan for 'Personal and Social Capabilities' content.</li> </ul>
<b>12 month target 2.2</b>	'Classroom Behaviour' survey factor score at or above positive response 60%
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategies</b>	
KIS 1	•Build integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.
<b>12 month target 2.3</b>	'General Satisfaction' factor in the 'Parent Opinion' (POS) survey at or above 70% positive
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	<ul style="list-style-type: none"> <li>Ensure the leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry and evaluation cycle.</li> <li>Develop Individuals/teams open to critically evaluating their practice in a culture of trust and a strong sense of collective responsibility</li> </ul>

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

Dixons Creek Primary School (1585)

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.			
<b>12 month target 1.1</b>	The percentage of children in the medium to high growth category in Spelling will increase from 50% in 2017 to 60% in 2018 The percentage of children in the medium to high growth category in Grammar and Punctuation will increase from 58% in 2017 to 65% in 2018			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>• Build teacher capacity to differentiate learning to ensure challenge and progress for every student.</li> <li>• Build teacher efficacy in evidence based high impact teaching strategies and the implementation of the instructional practices.</li> <li>• Develop teacher capacity in the use of multiple sources of data</li> </ul>			
<b>Actions</b>	<p>Review how Spelling and Grammar/Punctuation is taught in the school and document a cohesive approach.            'I Can' statements to be used as individual goal setting for students and as 'trackers' for class progress.            Teachers to choose a HIT to work on and develop through peer observation sessions.            Teachers to have detailed ongoing individual student data throughout each term to inform further teaching and learning programs.            Student data to be analysed at the end of every month by the teaching team.</p>			
<b>Evidence of impact</b>	<p>Teacher planning documents will demonstrate differentiation of the curriculum. Teachers will display clear learning intentions for every lesson. Students will be working on individual goals for each teaching domain. Individual student data will be comprehensive and form the basis for the teaching and learning program. Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation. Teaching will teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Teachers will display clear learning intentions for every lesson and students will be working on personal goals aligned with the 'I Can' statements.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.			
<b>12 month target 1.2</b>	The percentage of children working in the top two bands of NAPLAN for Writing in Year 5 will increase from 7% in 2017 to 28% in 2018 The percentage of children working in the top two bands of NAPLAN for Writing in Year 3 will increase from 45% in 2017 to 60% in 2018			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Build teacher capacity to differentiate learning to ensure challenge and progress for every student.</li> <li>Build teacher efficacy in evidence based high impact teaching strategies and the implementation of the instructional practices.</li> <li>Develop teacher capacity in the use of multiple sources of data</li> </ul>			
Actions	<p>Teach the 'Pack a Punch' writing formula.</p> <p>Ensure all writing genre are taught each year and aligned to the Integrated Units where possible.</p> <p>Teachers to choose a HIT to work on and develop through peer observation sessions.</p> <p>Teachers to analyse the 2017 NAPLAN Writing results to pinpoint changes needed to the teaching and learning program.</p>			
Evidence of impact	<p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning linked to Writing. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Teachers will analyse individual student responses in the 2017 NAPLAN Writing assessment and use this data to inform their planning for 2018.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
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<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.			
<b>12 month target 1.3</b>	All factors in the 'Effective Teaching Practice for Cognitive Engagement,' as measured in the 'Students Attitudes to School' survey, be at or above the 50th percentile.			
<b>FISO Initiative</b>	Health and wellbeing			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Build an improved whole-school approach to health and wellbeing ensuring engagement with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</li> <li>Audit the whole-school curriculum plan for social and emotional outcomes</li> </ul>			
Actions	<p>Survey children each month with teacher designed surveys.</p> <p>Teachers to choose a HIT to work on and develop through peer observation sessions.</p> <p>Build the SRC capacity to develop an improved school approach to student motivation and wellbeing.</p>			
Evidence of impact	<p>Teachers value positive and productive relationships with students and understand this to be an essential element for learning. Teachers have regular, positive conversations with students, providing encouragement and support. They identify at risk students and respond appropriately. Explicit student feedback is sought to enhance the quality of relationships with students and to inform teacher practice. Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Form a SRC and ensure practices to make this an effective vehicle for change in the school.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.			
<b>12 month target 1.4</b>	85% positive response to 'Collective Efficacy of Teaching and Learning' from the staff survey.			
<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>• Build teacher capacity to demonstrate and apply current pedagogical knowledge that develops high-order thinking and metacognition to extend all learners.</li> <li>• Ensure teachers have a deep understanding of teaching and the effect it has on student learning.</li> <li>• Build teacher practice of HITS.</li> </ul>			
Actions	Establish a robust peer observation program to support continual teacher improvement. Teachers to choose a HIT to work on and develop through peer observation sessions.			
Evidence of impact	The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs. The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. Structured mentoring and coaching programs are established.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Establish a robust peer observation program to support continual teacher improvement.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve learning growth for all students in literacy and numeracy.			
<b>12 month target 1.5</b>	All students, Prep to Year 6 to have made 12 months growth in student achievement in one calendar year according to teacher judgements against the Victorian Curriculum Achievement Standards.			
<b>FISO Initiative</b>	Evidence-based high-impact teaching strategies			

<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Build teacher efficacy in evidence based high impact teaching strategies and the implementation of agreed whole school instructional practices.</li> <li>Develop teacher capacity in the use of multiple sources of data to evaluate their impact on learning.</li> </ul>			
Actions	<p>Appoint a Literacy Coordinator and teacher to attend Bastow Literacy leader Training.</p> <p>'I Can' statements to be used as individual goal setting for students and as 'trackers' for class progress.</p> <p>Teachers to choose a HIT to work on and develop through peer observation sessions.</p> <p>Teachers to have detailed ongoing individual student data throughout each term to inform further teaching and learning programs.</p> <p>Student data to be analysed at the end of every month by the teaching team.</p>			
Evidence of impact	<p>Teachers will display clear learning intentions for every lesson. Students will be working on individual goals for each teaching domain. Individual student data will be comprehensive and form the basis for the teaching and learning program. Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation. Teaching teams will regularly observe and provide feedback on teaching, with support and input from leaders and input from students. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Teachers will display clear learning intentions for every lesson and students will be working on personal goals aligned with the 'I Can' statements.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the whole school approach to health, wellbeing, inclusion and engagement.
<b>12 month target 2.1</b>	All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Use a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</li> <li>Build integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving.</li> </ul>

Actions	<p>Teachers to follow the 'Philosophy' statement that audits classroom management.</p> <p>'I Can' statements to be used as individual goal setting for students and as 'trackers' for class progress.</p> <p>Teachers to choose a HIT to work on and develop through peer observation sessions.</p> <p>Teachers to have detailed ongoing individual student data throughout each term to inform further teaching and learning programs.</p> <p>Student data to be analysed at the end of every month by the teaching team.</p> <p>PLT meetings to focus on teacher understanding and teaching of the 'Personal and Social' capabilities curriculum.</p>			
Evidence of impact	<p>The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement.</p> <p>The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.</p> <p>The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review the 'Student Conduct and Behaviour' Policy Audit curriculum plan for explicit teaching of personal and social capabilities lessons	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the whole school approach to health, wellbeing, inclusion and engagement.
<b>12 month target 2.1</b>	All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategy 2</b>	<ul style="list-style-type: none"> <li>Build an improved whole-school approach to health and wellbeing ensuring engagement with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</li> <li>Audit the curriculum plan for 'Personal and Social Capabilities' content.</li> </ul>
Actions	<p>Teachers to follow the 'Philosophy' statement that audits classroom management.</p> <p>'I Can' statements to be used as individual goal setting for students and as 'trackers' for class progress.</p> <p>Teachers to choose a HIT to work on and develop through peer observation sessions.</p>



	Teachers to have detailed ongoing individual student data throughout each term to inform further teaching and learning programs. Student data to be analysed at the end of every month by the teaching team.			
Evidence of impact	The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement. The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly. The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review the 'Student Conduct and Behaviour' Policy Audit curriculum plan for explicit teaching of personal and social capabilities lessons	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the whole school approach to health, wellbeing, inclusion and engagement.
<b>12 month target 2.2</b>	'Classroom Behaviour' survey factor score at or above positive response 60%
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategy 1</b>	•Build integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.
Actions	Peer observation to focus on classroom behaviour and HITS.
Evidence of impact	Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise. The school program allows for opportunities for all students to participate in physical activity. The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home. The school establishes links with community services to support the delivery of the physical health curriculum and the specific health

	<p>needs of individual students.  The school's curriculum plan includes positive self-identity and self-management strategies.  Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.  Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review the 'Student Conduct and Behaviour' Policy Audit curriculum plan for explicit teaching of personal and social capabilities lessons	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve the whole school approach to health, wellbeing, inclusion and engagement.
<b>12 month target 2.3</b>	'General Satisfaction' factor in the 'Parent Opinion' (POS) survey at or above 70% positive
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategy 1</b>	<ul style="list-style-type: none"> <li>Ensure the leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry and evaluation cycle.</li> <li>Develop Individuals/teams open to critically evaluating their practice in a culture of trust and a strong sense of collective responsibility</li> </ul>
Actions	<p>Appoint a 'Community Liaison' coordinator to develop community partnerships.  Continue to refine the school - parent interaction channels.  Regularly conduct parent focus feedback sessions.</p>
Evidence of impact	<p>The school provides opportunities for parent/carer participation in the operations of the school. It engages parents/carers in their child's learning and in the priorities of the school.  Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.  The school builds community partnerships  The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents.</p>

<p>The school collaboration with community partners is planned with clear goals, roles and responsibilities, focused on student learning and wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.</p>				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Appoint a 'Community Liaison' coordinator. Develop protocols and processes to guide community/school interactions.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	<p>\$200.00 <input type="checkbox"/> Equity funding will be used</p>

## Professional Learning and Development Plan - 2018

Dixons Creek Primary School (1585)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers will display clear learning intentions for every lesson and students will be working on personal goals aligned with the 'I Can' statements.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will analyse individual student responses in the 2017 NAPLAN Writing assessment and use this data to inform their planning for 2018.	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Teachers will display clear learning intentions for every lesson and students will be working on personal goals aligned with the 'I Can' statements.	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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site  Visit to Clifton Hill PS
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### Documents that support the plan

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

#### Self-evaluation Summary

[2017-2021DixonsCreekPrimary\\_School\\_SSP.docx \(0.06 MB\)](#)

#### 2018 Annual Implementation Plan

[2017-2021DixonsCreekPrimary\\_School\\_SSP.docx \(0.06 MB\)](#)

[Pre-review Self-evaluation Tool conf.docx \(0.18 MB\)](#)

[Strategic Intent with Suggested Targets blank template.docx \(0.02 MB\)](#)

[Terms of Reference - completedPeer Review template v2.docx \(0.08 MB\)](#)