

# 2016 Annual Implementation Plan: for Improving Student Outcomes

5189

## Cranbourne West Primary School 2016

Based on Strategic Plan 2015 - 2018

### Endorsements

Endorsement by School Principal	Signed... <i>Andrew Bergmeier</i> Name...Andrew Bergmeier Date.....22/3/16
Endorsement by School Council	Signed... <i>Julie Brooke</i> Name...Julie Brooke Date...22/3/16
Endorsement by Senior Advisor	Signed..... Name..... Date.....

### Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

## Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

<b>Initiatives Rationale:</b>	
Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.	
<p><b>Cranbourne West Primary School has selected the following initiatives as a result of the school's priority review, the current school culture and a recent review of our school's Improvement and Strategic Plans.</b></p> <p><b>The implementation of a school wide consistent Numeracy instructional model follows on from our implementation of a school wide literacy instructional model throughout 2015. Student learning outcomes in Numeracy did not reach expected targets in 2015.</b></p> <p><b>The chairing of Professional Learning Team meetings throughout 2015 was shared among individual staff members. In 2016, one PLT Leader will be appointed to each level for the entire year in order to promote and strengthen the use of data to improve student learning outcomes.</b></p>	
<b>Key Improvement Strategies (KIS)</b>	
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Initiative:	KIS
<b>Building Practice Excellence</b>	<ul style="list-style-type: none"> <li><b>CWPS will develop a school wide approach to Reading, Writing and Numeracy</b> <ul style="list-style-type: none"> <li>TILER maths – Focus for 2016</li> <li>Oral language – Focus for 2016</li> <li>CAFÉ Reading – Maintain</li> <li>VOICES [previously Writing 9 +1] Maintain</li> </ul> </li> </ul>
<b>Building Leadership Teams</b>	<ul style="list-style-type: none"> <li><b>CWPS will build the capacity of staff to collaboratively plan, monitor and assess student learning through the use of highly effective professional learning teams</b></li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																			
<b>Goals</b> Maximise the learning growth of all students in Numeracy and Literacy.  To develop successful students through school wide approaches to Literacy, Numeracy, Social Competencies and relevant inquiry incorporating Big Ideas.	<b>Targets</b> Students to improve at least 12 months in AUSVELS growth in their Literacy and Numeracy.			<table border="1"> <tr> <td>READING</td> <td>Reduce Low Growth</td> <td>35% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>10% (2014) – 25% (2018)</td> </tr> <tr> <td>WRITING</td> <td>Reduce Low Growth</td> <td>50% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>09% (2014) 25% (2018)</td> </tr> <tr> <td>NUMERACY</td> <td>Reduce Low Growth</td> <td>36% (2014) 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>20% (2014) 25% (2018)</td> </tr> </table>			READING	Reduce Low Growth	35% (2014) 25% (2018)		Increase High Growth	10% (2014) – 25% (2018)	WRITING	Reduce Low Growth	50% (2014) 25% (2018)		Increase High Growth	09% (2014) 25% (2018)	NUMERACY	Reduce Low Growth	36% (2014) 25% (2018)		Increase High Growth	20% (2014) 25% (2018)	Increase the percentage of students in the top three NAPLAN bands and decrease the number of students below state level.  In Year 3 increase the percentage of students in the top three bands and decrease the number of students below state level.  To reduce the low growth from 35% to 25% in NAPLAN reading and to increase the high growth from 10% to 25%.										
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<b>12 month targets</b>			<table border="1"> <thead> <tr> <th>Reading</th> <th>Reduce Low Growth</th> <th>Increase High Growth</th> <th>Writing</th> <th>Reduce Low Growth</th> <th>Increase high Growth</th> <th>Numeracy</th> <th>Reduce Low Growth</th> <th>Increase High Growth</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>37.88%</td> <td>13.64%</td> <td>2015</td> <td>38.46%</td> <td>12.31%</td> <td>2015</td> <td>43.08%</td> <td>6.15%</td> </tr> <tr> <td>2016</td> <td>30%</td> <td>17%</td> <td>2016</td> <td>34%</td> <td>16%</td> <td>2016</td> <td>33%</td> <td>20%</td> </tr> </tbody> </table>			Reading	Reduce Low Growth	Increase High Growth	Writing	Reduce Low Growth	Increase high Growth	Numeracy	Reduce Low Growth	Increase High Growth	2015	37.88%	13.64%	2015	38.46%	12.31%	2015	43.08%	6.15%	2016	30%	17%	2016	34%	16%	2016	33%	20%			
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KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress																														
School to develop a school wide instructional model for Reading, Writing and Numeracy.	School wide consistent implementation of: TILER maths – Focus for 2016 Oral language – Focus for 2016 CAFÉ Reading – Maintain VOICES [previously Writing 9 +1] Maintain	Leadership Conference – Numeracy –main focus Determine Numeracy instructional model to implement Professional Development for all staff Continue current practices Continue to research oral language programs Provide additional support where and when required	PCOs Leadership team PLT Teams Individual teachers	Throughout 2016	70% of Year 1-6 students to improve 12 months in Numeracy according to PAT test results 70% of Preps to improve 12 months in number according to online numeracy testing - number  85% of Preps to improve 12 months in their reading according to Fountas and Pinnell and Early Years Evaluations  85% of students to improve 12 months in their reading according to Fountas and Pinnell																														

<p>Build teacher capacity to understand and use data to improve student outcomes.</p> <p>Develop teacher capacity to deliver appropriate and consistent curriculum across the school.</p>	<p>All classroom based teaching staff to be active members of a PLT group</p>	<p>Participation in the weekly PLT meeting will develop teacher capacity in :  Professional discussion around data  Sharing data  Strategies  Professional reading</p>	<p>Tara</p>	<p>Throughout 2016</p>	<p>Minutes of meetings  Data evidence tables</p>
<p>Building capacity of staff to collaboratively plan, monitor and assess student learning through the use of highly effective professional learning teams.</p> <p>Implement a consistent approach to tracking and assessing student learning across the school.</p>	<p>School wide implementation of student assessment through the use of highly professional learning teams</p> <p>School wide consistent implementation and use of Sentral student tracking program</p>	<p>Appointment of PLT leaders  Build capacity of PLT leaders  Allocation of appropriate and timely PLT meeting time  Appropriate Professional Development  Guidance and support through instructive leadership [Data Manager]</p> <p>Fountas and Pinnell  AusVels  On Line Numeracy  EYE</p>	<p>Alex  Tara  PCOs  PLT Leaders</p> <p>Tara  All staff</p>	<p>Continue throughout 2016</p> <p>Refine and develop further as system allows</p>	<p>Consistent and agreed use of data to track students learning school wide.</p> <p>Consistent tracking and reporting of student outcomes through the use of Sentral</p>
<p>Performance plans of all staff to be linked closely to student learning outcomes and the School Improvement Plan.</p>	<p>School wide implementation of agreed Performance and Development processes</p>	<p>Continue current practice  Staff respond to the schools improvement model incorporating the seven AITSL standards  SMART goals developed based on AIP, strategic plan and responses to the AITSL standards</p>	<p>PCOs</p>	<p>Throughout 2016</p>	<p>Performance plans of all teaching staff to be linked closely to student learning outcomes, the School Improvement Plan and the AITSL standards</p>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	<p>Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice.</p> <p>Equip the students with the necessary skills and attitudes to become independent learners with global skills</p>		Targets	<p>Percentage growth of volunteers as measured through School Council reports</p> <p>Attitudes to School – Learning Confidence [Years 5 and 6] to increase from 78.8 [2014] to 84% in 2018</p> <p>Tell Them From Me Survey - Drivers of students outcomes Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 [2014] to 7.5 out of 10 in 2018</p> <p>Parent Opinion Survey – Parent Input variable from 4.74 [2014] to 4.9 [2018] School Connectedness variable from 5.32 [2014] to 5.6 [2018]</p> <p>Staff Opinion Survey – Parent and Community Involvement variable from overall score of 65.03 [2014] to 85.0 [2018]</p>	
		12 month targets	<p>Attitudes to School – Learning Confidence [Years 5 and 6] to increase from 79.1 in 2015 to 80.5% in 2016</p> <p>Tell Them From Me Survey - Drivers of students outcomes Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 7.6 out of 10 [2015] to 7.8 out of 10 in 2016</p> <p>Parent Opinion Survey – Parent Input variable from 5.44 [2015] to 5.5 [2016] School Connectedness variable from 5.83 [2015] to 6.0 [2016]</p> <p>Staff Opinion Survey – Parent and Community Involvement variable from overall score of 77.05 [2015] to 79.0 [2016]</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<b>Build teacher and leader capacity to implement personalised and differentiated teaching and learning approach</b>	<p>Accessing possible resource options setting up appropriate spaces in our flexible learning areas.</p> <p>Utilising more outside support and sponsorship to drive the literacy and numeracy models.</p>	<p>Differentiate teaching and learning</p> <p>Tracking of students' learning using data</p> <p>Continue to develop relationships with organisations and businesses</p>	<p>Di and Lynne</p> <p>Tara</p> <p>Debbie</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Ongoing throughout the year</p>	<p>Consistent agreement on starting points for students using a variety of assessment tools</p> <p>Using the inquiry model as the vehicle for our Big Ideas to improve student engagement.</p>
<b>Increased numbers and retention of Literacy advocates and Classroom Assistants providing support to identified students</b>	<p>Training of Literacy Advocate volunteers.</p> <p>Provision of appropriate roles, supports and feedback for community volunteers.</p> <p>Providing appropriate protocols around our volunteers including relationship support and upskilling.</p>	<p>Continue to recruit volunteers. Offer ongoing training and support</p> <p>Matching of volunteers to staff/students</p> <p>Parent and Community Liaison Officer available to support, advice and issue resolution Production of Volunteer Handbook Development of Volunteer Agreement</p>	<p>Debbie and Lynne</p> <p>Debbie</p> <p>Debbie</p>	<p>Once per term</p> <p>Ongoing</p> <p>As required</p> <p>Annual review Annual review</p>	<p>Increased numbers and retention of Literacy Advocates and classroom Assistants providing support to identified students.</p>

## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	<b>Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students</b>	<b>Targets</b>	Student Attitude to School Survey - Wellbeing: Student Morale variable from 74.1 (2014) to 80 (2018)  Parent Opinion Survey - Student Safety variable from 4.54 (2014) to 4.7 (2018) Classroom Behaviour 3.77 (2014) to 3.90 (2018)  Tell Them From Me Survey - Social and emotional behaviours variable From 78% of boys having a positive sense of belonging (2014) to 85% (2018).  Student Attendance - Number of absence days c/f state average 16.2 (2014) to 15.0 (2018)  Staff Opinion Survey - Collective responsibility from 74.20 (2014) to 82.00 (2018)		
<b>Goals</b>	<b>Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students</b>	<b>12 month targets</b>	Student Attitude to School Survey - Wellbeing: Student Morale variable from 78.4 (2015) to 78.7(2016)  Parent Opinion Survey - Student Safety variable from 4.87 (2015) 4.9 (2016) Classroom Behaviour 3.90 (2015) 3.90 (2016) -maintain  Tell Them From Me Survey - Social and emotional behaviours variable From 78% of boys having a positive sense of belonging 82% (2015) to 83% (2016).  Student Attendance - Number of absence days average 13.2 (2015) to 13.2 (2016) - maintain  Staff Opinion Survey - Collective responsibility from 82.0 (2015) to 82.0 (2016) - maintain		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>School wide commitment and implementation of agreed student management processes, education program implementation, opportunities for student voice and decision making that affects the whole school</b>	Student management and welfare to be more pro-active. Establish several alternative and sequential student management processes to address different levels of non-compliant behaviour	Revisiting of classroom management processes Investigation of alternative programs and other schools' procedures Continue to implement behaviour focus groups Continue to develop and utilise the welfare data base on Sentral Continue to implement agreed guidelines and procedures	Colin	Ongoing basis	Fewer incidents of misbehaviour both in the yard and in the classrooms
	Identify those students in need of extra assistance because of trauma, anger, social disconnection or medical reasons.	Continue to action 'Focus' cases Continue referrals to appropriate support service	Colin	On a needs basis	Identified students have been referred to appropriate SSSO or external support services for intervention.
	Student voice to provide students with opportunities for whole school projects and leadership opportunities and professional development	Continue to promote house system throughout the school Increase responsibilities of House Leaders Include SRC in whole school projects Attendance at special functions	Karen	Throughout 2016	House system becomes a real force for well thought out programs and change

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	Utilise all available resources [human, financial, time, space and materials] to determine the best learning environment and maximise outcomes for all of our students.  With the recognition that effective use of our people is the most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes.	Targets	Percentage of resources reflects emphasis on student learning outcomes Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate. Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018) Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 53.25 (2014) to 80.00 (2018)		
		12 month targets	Percentage of resources reflects emphasis on student learning outcomes Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program Parent Opinion Survey - School Improvement variable from 5.67 (2015) to 5.80 (2016) Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 77.37 (2015) to 78.0 (2016)		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Different outsources organisations will be approached and school premises opened up.	Possibilities explored around Out of Hours Use of the school premises	Continue to liaise with local agencies eg. Anglicare – 'Just One Day'	Debbie	Term 2	Different outsourced organisations approached and school premises opened up.
Resources will be distributed to the best advantage and where most needed for rapid improvement in Student Learning Outcomes	Equitably resource identified areas of need	Continue employment of Parent and Community Liaison Officer New employment – Multi Cultural aide New employment – Student Counsellor Focus resources towards Prep, Year One and Year Two students Volunteers Outside Agency support	PCOs Finance Committee	Planning for 2016 in 2015 Throughout the year	Decrease in student suspension rates Increase in school attendance Decrease in 'Time Out' incidents Improvement in classroom behaviour
Resource audit to be undertaken where a resource stocktake is undertaken	Resources audit to be undertaken where a resource stocktake is undertaken	PCOs to co-ordinate a stocktake of all items and identify appropriate storage and/or distribution	PCOs ES Resource Staff	Throughout 2016	Resources will be distributed to the best advantage and where most needed for rapid improvements in Student Learning Outcomes.
Utilise physical spaces to maximise student achievement and wellbeing	All major building projects completed and layout of flexible learning spaces reviewed.	Investigate current resource allocation Investigate current uses of storage Investigate and review archival space Investigate alternatives to Resource Room Utilise Gym store for archives	Facilities Sub Committee Infrastructure Manager PCOs School Council	Throughout 2016	Storage spaces to be more friendly and flexible learning spaces to reflect the needs of the students

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Implement Numeracy program		<ul style="list-style-type: none"> <li>All four phases of TiLER maths (Tune In, Launch, Explore, Reflect) will be evident in planning documents</li> <li>All four phases of TiLER maths will be evident to an observer of a maths session                             <ul style="list-style-type: none"> <li>Tune-In phase – no new learning/ revision /consolidating</li> <li>Launch phase - visual representation of Learning Goals and success criteria</li> <li>Explore phase – individuals/groups solving tasks, explaining and justifying their methods of working out to each other – Target teaching/ Independent learning</li> <li>Reflect phase – students articulating their learning, explaining their thinking, making connections to the Big Ideas of maths (Number sense/Spatial Sense/Data sense)</li> </ul> </li> <li>Teaching strategies which may be observed in explore phase include                             <ul style="list-style-type: none"> <li>Maths Talks used to develop number sense – anchor charts</li> <li>Roles for students when working in groups on tasks</li> </ul> </li> <li>Easily accessible Maths resources available between two home groups to support learning – tens frames, dice, MAB blocks etc</li> <li>Results of benchmark George Booker numeration pre and post assessment conducted in Term 1 – used to track learning growth as a result of PLT discussions.</li> <li>Introduction of benchmark maths assessment P – 6 – Online Numeracy Assessment</li> <li>Documents developed to outline TiLER maths instructional model and expectations</li> <li>PAT maths conducted in Term 1 with Year 1- 6 students to use as baseline data for 2016 target</li> <li>Prep online numeracy data from Term 1, 2016 to be used as baseline data for 2016 target</li> <li>Term 2: Mentors observe and give feedback on a TiLER session</li> </ul>		<ul style="list-style-type: none"> <li>70% Year 1-6 students achieve 12 months growth according to the PAT test</li> <li>70% Prep students achieve 12 months growth according to the online numeracy assessment</li> <li>Mentor observation records</li> <li>All phases of TiLER instructional model evident in all classrooms</li> <li>Teachers planning and sharing TiLER maths sessions at PLT meetings in response to data.</li> <li>Five hours per week timetabled for TiLER maths instruction</li> <li>Common planning documentation containing agreed essential elements readily available</li> </ul>	
Integrate Oral Language across the curriculum				<ul style="list-style-type: none"> <li>PD calendar</li> <li>Agreed approach to Oral Language essential elements evident in planning documents                             <ul style="list-style-type: none"> <li>Social Talk</li> <li>Talking to Learn</li> <li>Formal Talk</li> </ul> </li> <li>Anchor charts visible in classrooms - prompt language for use by students when reflecting on/ articulating learning and giving feedback.</li> <li>Students able to choose and use appropriate language in different situations</li> <li>Presentations, assemblies, expos, reflection time, HPV etc utilised for students to continue to develop oral language skills</li> </ul>	

<p><b>Maintain Reading program</b></p>		<ul style="list-style-type: none"> <li>• Teachers planning in teams for CAFÉ using PLT data</li> <li>• All elements of CAFÉ approach will be evident to an observer of a reading session <ul style="list-style-type: none"> <li>○ Explicit phase</li> <li>○ Reading phase</li> <li>○ Strategy group phase</li> </ul> </li> <li>• Anchor charts – CAFÉ</li> <li>• CAFÉ conference records and menus</li> <li>• Term 1: Mentors observe and give feedback on an agreed element of a CAFÉ session – observation records</li> <li>• PD on elements of CAFÉ as identified for reviewing from observations</li> <li>• Planning documents</li> <li>• Meeting minutes</li> </ul>		<ul style="list-style-type: none"> <li>• 85% of students Years 1 – 6 achieving 12 months growth in reading based on Fountas and Pinnell</li> <li>• 85% of Preps to improve 12 months in their reading according to Fountas and Pinnell</li> <li>• Mentor observations of practice and feedback – CAFÉ</li> <li>• All elements of CAFÉ approach will be evident to an observer of a reading session <ul style="list-style-type: none"> <li>○ Explicit phase</li> <li>○ Reading phase</li> <li>○ Strategy group phase</li> </ul> </li> </ul>	
<p><b>Maintain Writing program</b></p>		<ul style="list-style-type: none"> <li>• Teachers planning in teams for Voices using PLT data</li> <li>• All elements of VOICES approach will be evident to an observer of a writing session</li> <li>• Anchor charts – VOICES</li> <li>• Term 2: Mentors observe and give feedback on an agreed element of a VOICES Writing session - observation records</li> <li>• PD on elements of VOICES as identified for reviewing from observations</li> <li>• Planning documents</li> <li>• Meeting minutes</li> <li>• Writing moderation PD session -May</li> </ul>		<ul style="list-style-type: none"> <li>• Mentor observations of practice and feedback – VOICES</li> <li>• All elements of VOICES approach will be evident to an observer of a writing session</li> </ul>	
<p><b>Effective PLT teams</b></p>		<ul style="list-style-type: none"> <li>• PLT leaders PD minutes – Dec 2015</li> <li>• Minutes reflect new methodology and use of evidence/data in planning</li> <li>• PLT minutes reflect student cohort growth and learning is tracked</li> <li>• Protocols and, expectations agreed, published and referred to at each meeting</li> <li>• Staff are following the schools expectations for data collection and school wide Assessment Schedule</li> <li>• Timetable weekly formal minuted PLT meetings for each Learning unit (Prep, Junior, Middle &amp; Senior) that are specifically focused around data.</li> <li>• Online Numeracy Assessment conducted &amp; graphs analysed to inform teaching – PLT minutes</li> </ul>		<ul style="list-style-type: none"> <li>• Targeted Student cohorts showing evidence of growth based on triangulated data</li> <li>• PLT leaders/data manager meeting minutes showing methodology and quality of implementation</li> <li>• Agendas and minutes are recorded for weekly PLT meetings</li> <li>• Timetable</li> <li>• Staff survey – results in collective responsibility and collaboration</li> <li>• PAT maths results</li> <li>• Evidence tables</li> <li>• Improved results in NAPLAN</li> </ul>	
<p><b>Performance + Development process</b></p>		<ul style="list-style-type: none"> <li>• School improvement model document includes the AITSL standards</li> <li>• All teaching staff are members of a mentor triad based on PLT</li> <li>• Mentor triad groups meet with PCO's in Term 1</li> <li>• School wide learning targets set for Numeracy and Literacy in line with the AIP and Strategic Plan.</li> <li>• Smart Goals completed</li> <li>• Term 1 &amp; 2 mentor observation sheets</li> </ul>		<ul style="list-style-type: none"> <li>• Area Teams meet with PCO's to discuss Area data - showing student achievement and evidence of support provided to students not reaching learning target.</li> <li>• Term 3 &amp; 4 mentor observation sheets</li> </ul>	