

Define Evidence of Impact and Activities and Milestones - 2018

Rangeview Primary School (5431)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Evidence of Impact and Activities and Milestones - 2018

Rangeview Primary School (5431)

Goal 1	To maximise learning growth for every student across the curriculum.
12 month target 1.1	Increase the percentage of students in the top 2 bands in Writing (NAPLAN) in Year 3 to 68% and 5 to 33%. Increase the High relative growth of year 5 students in Writing Increase the Collective Efficacy to 77% and Teacher Collaboration to 62% and improve overall School Climate to 76%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	A Whole School Focus on Literacy and Numeracy Clearly identified and understood essential learnings/agreed practices for writing will be identified and taught across the school.
Actions	Implement individual students setting writing goals and adjusting those goals as required. Introduce an explicit focus at the start of all writing lessons. Incorporate the 6 Writing Traits into lesson planning and display them in all classrooms. Include reference to the focus Writing Trait throughout lessons. Embed the use of the teacher and student Writer's Notebook in all classrooms. Develop an agreed Writer's Workshop process used throughout the school. Develop a writing task for students to be assessed against the Achievement Standards for display in an Individual Student Portfolio. Implement whole school writing moderation each year. Implement the use of a Writing Rubric aligned to the Australian Curriculum for assessment. Implement whole staff Professional Development - 7 Steps of Writing.
Evidence of impact	Students: Can articulate their individual learning goal and how they are progressing in order to meet their goal. Can articulate the learning focus in writing lessons. Can articulate the 6 Writing Traits and their meaning. Can use their Writer's Notebook to record ideas for future writing. Can complete a writing piece for their Individual Student Portfolio. Teachers: Can support students to identify and set learning goals in writing, and support students to meet these goals.

	<p>Can explain an explicit focus at the beginning of each writing lesson. Can display the 6 Writing Traits in classrooms. Can plan writing lessons incorporating the 6 Writing Traits and will regularly refer to the focus Writing Trait during lessons. Can model the use of collecting ideas for writing by using their own Writer's Notebook, to assist student understanding of using individual Writer's Notebooks. Can deliver writing lessons using the agreed Writer's Workshop process. Can collaboratively develop a task for a writing piece for Individual Student Portfolios. Can support students to plan, draft and publish an assessment piece for their Individual Student Portfolio. Can prepare student writing and collaborate with colleagues for a whole school writing moderation. Can use a Writing Rubric for assessment and reporting.</p> <p>Leaders: Can facilitate professional learning to embed a uniform Writer's Workshop process. Can ensure writing moderation opportunities occur. Can actively support cooperative weekly team planning sessions. Can ensure staff include a specific goal related to improved writing in all PDPs. Can support staff to develop a writing task to assess and display in an Individual Student Portfolio.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Work with staff to ensure every staff member has a writing goal in their PDP.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1.00 <input type="checkbox"/> Equity funding will be used
Provide staff with the planning time to develop a writing task for Individual Student Portfolios.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Work with the Assistant Principal (Curriculum), Learning Specialists and teachers to support the creation of a proforma with a writing task and achievement standards to assess against for the Individual Student Portfolio.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Enable professional development in writing to staff	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Support Learning Specialists and teachers to develop an agreed writing piece with achievement standards for Individual Student Portfolios.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Support Learning Specialists and teachers to create a whole school Writing Rubric to be used for assessment and reporting of writing.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Work with Learning specialists to plan and implement coaching of best practice, demonstrating Lesson Focus and the Writer's Workshop using the Writing Traits.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Prepare and model lessons of best practice demonstrating the Writer's Workshop Process incorporating the 6 Traits of Writing.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Support teams in collaborative planning to incorporate a learning focus, the Writer's Workshop routine and Writer's Notebooks.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Use collaborative planning sessions to plan effective, structured writing lessons.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Attend Professional Learning on Writer's Workshop and Student Portfolios.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Work with the Assistant Principal (Curriculum) and Learning Specialists to develop tasks for Individual Student Portfolio writing pieces.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Set a writing goal in PDPs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Actively take part in whole school writing moderation.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Assist students to set writing goals and adjust their goals as required.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Enable whole school Professional Development - 7 Steps of Writing	Principal	<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

Goal 1	To maximise learning growth for every student across the curriculum.
12 month target 1.1	Increase the percentage of students in the top 2 bands in Writing (NAPLAN) in Year 3 to 68% and 5 to 33%. Increase the High relative growth of year 5 students in Writing Increase the Collective Efficacy to 77% and Teacher Collaboration to 62% and improve overall School Climate to 76%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Develop the school's culture of collaborative planning and collective responsibility. To enable level teams to collect and evaluate data to improve classroom practice and student learning outcomes.
Actions	Implement 90 minute collaborative planning blocks. Release all teachers within a level to attend collaborative planning blocks at the same time. Investigate and trial a web based online platform for planning documents accessible by the whole team. Allocate time in collaborative planning blocks to evaluate student data. Utilise analysed student data to drive differentiated planning. Further use whole school data documents to drive collaborative planning. Implement Student Learning Portfolios and develop learning tasks.

Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> Can attend and actively take part in lessons that have been collaboratively planned by teachers in the level. Can complete learning tasks for display in their Student Learning Portfolio. Can complete self reflection of their portfolio tasks. <p>Teachers:</p> <ul style="list-style-type: none"> Can attend and actively participate in weekly 90 minute collaborative planning sessions. Can use a web based online platform for planning documents. Can analyse student data in collaborative planning sessions and use student data to drive planning. Can use whole school data documents to drive planning. Can show a differentiated approach to lesson planning driven from the data. Can plan learning tasks for display in Student Learning Portfolios. Can assess learning tasks for display in Student Learning Portfolios. <p>Leaders:</p> <ul style="list-style-type: none"> Can provide a timetable with explicit 90 minute planning blocks for teams with all teachers released to attend. Can audit where the school sits on the FISO Continua of Practice in relation to curriculum planning and assessment. Can support teachers with professional development to implement Individual Student Portfolios. Can analyse data from different sources, and triangulate to identify literacy and numeracy needs and trends at the school, cohort, class and individual student level. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Assure timetabling allows 90 minute blocks of time where all teachers in a level can attend.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Support teachers to collect, analyse and plan from student data in Collaborative planning sessions.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Assure teacher PDPs are aligned with the Goals and Key Improvement Strategies of the Annual Implementation Plan.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00

				<input type="checkbox"/> Equity funding will be used
Work with the Assistant Principal (Curriculum) and Learning Specialists to audit where the school sits on the FISO Continua of Practice in relation to curriculum planning and assessment.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Work with Principal and Learning Specialists the analyse data from different sources, and triangulate to identify literacy and numeracy needs and trends at the school, cohort, class and individual student level.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Work with the Learning Specialists and teachers to implement the use of Student Learning Portfolios across the school.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Collaborate with the Assistant Principal (Curriculum) to develop tasks, assessment and self-reflection documents for the introduction of Individual Student Portfolios.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Lead data analysis conversations at collaborative planning sessions to drive differentiated planning.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Actively participate in Collaborative Planning sessions.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Plan lessons driven from individual student data.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Work with the Assistant Principal (Curriculum) and the Learning Specialists to plan Individual Student Portfolio tasks.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Assess Individual Student Portfolio tasks for reporting and display them to take home in Term 2 and 4.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity
12 month target 2.1	<p>STUDENT ATTITUDES TO SCHOOL SURVEY</p> <p>To improve the Student Attitudes to School Survey as follows:</p> <p>Classroom Behaviour 70%</p> <p>Resilience 75%</p> <p>School Connectedness 74%</p> <p>Respect for Diversity 68%</p> <p>Managing Bullying 65%</p> <p>Non-Experience of Bullying 75%</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Embedding a whole school community approach to a positive learning climate. If students' understanding of the world and their place in it as global citizens is deepened, then inclusion and a respectful culture is fostered.
Actions	<p>Deliver an Inclusion and Diversity whole school unit in Term 1.</p> <p>Build on the existing Term 1 curriculum Start Up Program to encompass an understanding of others, the wider community and the world.</p> <p>Incorporate the Commonwealth Games into the student learning in Term 1 and 2.</p> <p>Culminate the whole school unit in a celebration on Harmony Day.</p> <p>Further develop community partnerships to engage the student learning in real world examples.</p>
Evidence of impact	<p>Students:</p> <p>Can use the language of Inclusion and Diversity in their interactions with peers and teachers.</p> <p>Can develop an understanding of themselves as learners and also of their place in the wider community and the world.</p> <p>Can demonstrate an appreciation of difference across the school.</p>

	<p>Teachers: Can plan and deliver a whole school unit on inclusion and diversity in Term 1. Can incorporate the Commonwealth Games into their lessons in Term 1 and 2. Can work with the whole school community to celebrate Harmony Day. Can further develop community partnerships create real world learning for the students. Will have built strong home/school connections. Can foster and model an appreciation of difference across the school.</p> <p>Leaders: Can support the delivery of a whole school unit of Inclusion and Diversity in Term 1. Can have strong connections to individuals and organisations in the wider community. Can foster and model an appreciation of difference across the school.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Work with the Assistant Principals (Curriculum and Wellbeing) to scaffold staff development of the the Inclusion and Diversity whole school unit.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Provide staff with planning time to develop and effectively deliver the whole school and Harmony Celebration.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Assistant Principals (Curriculum and Wellbeing) work with the Principal to scaffold staff development of the Inclusion and Diversity whole school unit.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principals (Curriculum and Wellbeing) co-facilitate the Harmony Day celebration.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Develop stronger connections to the wider school community.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1	\$100.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Prepare model lessons and demonstrate best practice in the delivery of the whole school unit on Inclusion and Diversity.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$400.00 <input type="checkbox"/> Equity funding will be used
Work with the Learning Specialists to develop best practice lessons within the whole school unit.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Work with the Assistant Principals to plan and deliver the whole school unit on Inclusion and Diversity.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Incorporate the Commonwealth Games into lessons with students in Term 1 and 2.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$100.00 <input type="checkbox"/> Equity funding will be used
Celebrate Harmony Day across the school.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Leverage digital technology to share student learning at home.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity
12 month target 2.1	STUDENT ATTITUDES TO SCHOOL SURVEY To improve the Student Attitudes to School Survey as follows:

	Classroom Behaviour 70% Resilience 75% School Connectedness 74% Respect for Diversity 68% Managing Bullying 65% Non-Experience of Bullying 75%
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	Mental Health, Wellbeing and Ethical Digital Literacy The Rights Resilience and Respectful Relationships (RRRR) Curriculum will be taught and embedded across the school. Kids Matter will continue to be developed.
Actions	Introduce the Rights, Resilience and Respectful Relationships (RRRR) Curriculum across the school. Provide professional learning to teachers around RRRR. Introduce Component 2 of the Kids Matter Program. Provide professional learning to teachers around the Kids Matter Component 2. Create an eSmart team with membership from each level.
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> Can use the language of RRRR and SEL in their interactions with peers and staff. Can outline multiple strategies to self-modulate and socially problem solve. Can demonstrate an understanding of Respectful Relationships appropriate to their developmental level. Can demonstrate an awareness of cyber-safety and show ethical online behaviour. <p>Teachers:</p> <ul style="list-style-type: none"> Will deliver lessons at least once weekly with a focus on RRRR curriculum and SEL curriculum. Can use the language of RRRR and SEL in their interactions with students and staff. Are utilising the resources and support of the eSmart team member in their level in classes regularly. <p>Leaders:</p> <ul style="list-style-type: none"> Deliver lessons regularly with a focus on RRRR curriculum and SEL curriculum. Can use the language of RRRR and SEL in their interactions with the school community. Are supporting the showcasing of the RRRR, Kids Matter and eSmart initiatives and best practice across the school.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Assign part of the student free Professional Learning Day in Term 1 to RRRR and Kids Matter.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used
Work with Assistant Principal (Wellbeing) to promote and support the teachers leading RRRR and Kids Matter.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Work with Assistant Principal (Curriculum) to scaffold staff to report on Personal and Social Capabilities.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (Wellbeing) work with the Principal to promote and support the teachers leading RRRR and Kids Matter.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (Wellbeing) work with the RRRR lead teacher to provide staff professional learning in Term 1 on RRRR.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (Wellbeing) work with the Kids Matter team to provide staff professional learning in Term 1 on Component 1.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (Wellbeing) work with the eSmart team to further develop the eSmart group to include all levels.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Assistant Principal (Wellbeing) work with the eSmart team to develop and deliver a Cybersafety seminar for teachers, parents	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

and carers.				be used
Assistant Principal (Curriculum) work with the Principal to scaffold staff to report on the Personal and Social Capabilities.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Prepare model lessons and demonstrate best practice in the delivery of the RRRR curriculum and SEL curriculum.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Prepare model lessons and demonstrate best practice in the utilisation of resources to support cyber-safety and ethical online behaviour.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Deliver lessons at least once a week utilising the RRRR Curriculum / SEL Curriculum.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Deliver lessons regularly that utilise resources and learning tools around cyber-safety and online ethical behaviour.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Report on student progress within the Personal and Social Capabilities.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Work with the eSmart teacher in their level to further develop their resources and learning tools around cyber-safety and online ethical behaviour.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Attend professional learning on RRRR and Kids Matter.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Work with the Learning Specialists to develop best practice delivery	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1	\$100.00

of RRRR and SEL Curriculum.			to: Term 4	<input type="checkbox"/> Equity funding will be used
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