



Willsden Primary School Improvement Plan 2017

Priority	Outcomes to be achieved	Key Strategies to achieve outcomes	Progress measures to be used
<p style="text-align: center;">Expert Teachers & Learners</p> <p><i>All staff is implementing TfEL in their classrooms. All day everyday</i></p>	<ul style="list-style-type: none"> Teachers understanding the links between TfEL and AITSL Professional Teacher Standards. New Graduates participate in the Early Career Professional Development Program. All teachers are provided with the opportunity to improve their practice through peer feedback and observation Moderation processes of tasks including the use of questions developed Instructional Rounds used to identify good practices during literacy block. Students as evaluators is developed and embedded through SRC, including instructional rounds. Evidence-based reviews to identify areas of pedagogical practices that can be reported on and improved 	<ul style="list-style-type: none"> All staff undertake AITSL Self Review to establish base line for development and improvement All staff undertake performance development cycle that is based on the AITSL standards Students have access to learning intentions and success criteria PD delivered through school closures, staff meeting and release time workshops that reflect The Australian Curriculum All staff use the TfEL as the basis for reflection and hub group discussions sharing processes used. English agreements are updated following Instruction Rounds and Observations Staff are active participants in Data Wise Teams Learning intentions and success criteria are implemented in all classrooms Observations of guided reading Using 'words their way' as part of our spelling agreement, to begin in term 2 	<ul style="list-style-type: none"> Percentage of staff implementing TfEL in their classrooms Percentage of staff accessing quality feedback through teachers observing teachers process Percentage of staff participating in Professional Learning Community for their year level band Percentage of staff using data analysis to identify areas of pedagogical practices that could be improved within their teaching and learning program
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<p style="text-align: center;">Literacy and Numeracy</p> <p><i>Increase in the number of students achieving in the upper bands for NAPLAN Reading, Writing and Numeracy</i></p>	<ul style="list-style-type: none"> Teachers develop their pedagogical focus so that they are: <ul style="list-style-type: none"> Challenging expert learners Developing powerful expert learners All teachers incorporate the Proficiencies within Empowering Local Learners and the Teaching for Effective Learning framework domains, including: Executive Functions, Transforming Tasks, Engagement and Structure of observed learning outcomes taxonomy. Embedded whole school agreement for Maths teaching All staff understand how to develop academic language proficiency across all areas of the curriculum Our policies, practices and reporting reflect the three strands of the English curriculum. All aspects of the big 6 to be taught and developed during English block. 	<ul style="list-style-type: none"> All staff participate in training on TfEL including the four pedagogic modules All staff participate in training on academic language proficiency Whole school Maths agreement developed and implemented by all staff All staff undertake a Numeracy Audit – Numeracy AITSL Teacher Standards Whole school PLC focus on oral language, listening and vocabulary development Staff explicitly teach oral language requirements of Australian Curriculum subjects Reviewing English policy as whole staff to ensure all have authorship and ownership Translating achievement standards into 'I can' statements for all learners (could be done during PLCs) 	<ul style="list-style-type: none"> 5% improvement in the number of students who are achieving in the upper bands of NAPLAN Assessment Whole school agreement for maths developed Common agreement reached within the Junior Primary for teaching and learning processes of Reading

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<p><i>School and Community Connections</i></p> <p><i>Improvement in the attendance rate of Willsden school to meet the DECD standard</i></p>	<ul style="list-style-type: none"> • Respectful relationships between the school, students, families and community are further developed • Students attendance and participation is improved through school and community connections • School wellbeing agreement implemented across the site. 	<ul style="list-style-type: none"> • Use TfEL Framework 1.4 Engage with the Community to work with staff: <ul style="list-style-type: none"> ○ To develop processes for teachers communicating with families and wider community ○ To develop a richer understanding of their learners by seeking dialogue and feedback from families ○ Use ICT to engage with families and the global and online communities 	<ul style="list-style-type: none"> • 5% improvement in attendance of students • At least 3 Aboriginal parents are members of the Governing Council to ensure that all voices are heard from the community