

Priority Improvement Plan based on an ESR 1 Year return

School Willsden PS Principal Linda Ritchie Education Director Rob Harkin Commencement Date 08/11/2017

Direction(s) from the External School Review	Strategies/Actions to Address Direction	Who/How	3 Months Success indicators		6 Months Success indicators		9 Months Success indicators		12 Months Success indicators	
			Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track	Measurable Progress/Evidence	On Track
Support Students to understand how to improve through ensuring learning intentions are understood, providing effective feedback and activate student influence as co-construction in determining performance indicators for success	<ol style="list-style-type: none"> Implement Visible Learning Plan, focusing on Learning Intentions and Success Criteria <ul style="list-style-type: none"> Step 1: Staff Professional development related to writing learning intentions and success criteria. 'What do they look like?' How are they used? Making sure learning intentions include what and why. Collaboratively planning learning intentions based on learning design within the English Block. Step 2: Implementing learning intentions and success criteria during English block (Big 6). Step 3: revisit/review the use of learning intentions and success criteria. Professional learning about formative assessment and the use of the SOLO Taxonomy, develop agreement around the use of the SOLO taxonomy with Success criteria to help with differentiation for individual student goals. Step 4: Implement agreement in all classes. Begin using learning intentions and success criteria in math lessons. Step 5: Add agreement to staff handbook, observation process and induction/mentoring package 	<p>Who: Principal and Impact Coach How: Through meetings, observations and training and development</p>	Step 1 and 2 completed		Step 3 completed		Step 4 completed		Step 5 completed	
Increase levels of student achievement and expectations by developing and implementing consistent approaches to pedagogy (Reading)	<ol style="list-style-type: none"> Develop review cycle for implementation of each section of the Big 6 (starting with oral language), including: <ul style="list-style-type: none"> Step 1: Evidence collection, training and development and development of oral language agreement (6 weeks) Step 2: Implementation of agreement, observation of implementation, feedback from implementation, further training and development (6 weeks) Step 3: Review agreement and make necessary changes, formalise agreement and implement (6 weeks) Step 4: Implementation of agreement, observation of implementation until embedded practice (6 weeks) Step 5: Add agreement to staff handbook, observation process and induction/mentoring package Connect with Senior Speech Pathologist and Site Speech Pathologist to plan for support of oral language implementation 	<p>Who: Leadership How: following review cycle process</p> <p>Who: Principal How: Meetings Collaboration: follow procedure developed with Speech Pathologist</p>	Step 1 and 2 completed		Step 3 and 4 completed		Step 1 and 2 completed		Step 3 and 4 completed	

Build teacher capacity to use data diagnostically to design teaching and learning that is responsive and differentiated to the needs of all students	<ol style="list-style-type: none"> Develop training and development and process for staff to analyse data <ul style="list-style-type: none"> Step 1: develop a data collection and analysis procedure. Step 2: Including the analysis of data in our staff meeting times (hub groups twice a term, with summary to be shared at following staff meeting). Step 3: analysis of data used in learning designs to direct teaching and learning improvement and shared in professional development meetings. Step 4: Review of data collections and analysis cycle Step 5: Add agreement to staff handbook, observation process and induction/mentoring package Develop teachers questioning skills through moderation 	<p>Who: Principal/Mentor How: Meetings</p> <p>Who: Principal/LID How: Meetings</p>	Step 1 and 2 completed		Step 3 completed		Step 4 completed		Step 5 completed	
Review and refine intervention processes across the school to ensure students are developing targeted skills to increase their learning growth	<ol style="list-style-type: none"> Implement PALL intervention plan, using evidence based, data driven and reviewed intervention strategies, aligned to DECD best advice paper, including: <ol style="list-style-type: none"> Connecting with other site intervention implementation (Hincks Ave PS, Read Write Inc) <ul style="list-style-type: none"> Step 1: complete blueprint around intervention needs of the school. Step 2: Professional development for all staff to support reading intervention/differentiation as identified through assessment and intervention blueprint. Step 3: formulating a procedure to support the 3 waves of reading interventions within the English block. Step 4: Implementing new model in all classrooms Step 5: Review effectiveness of interventions for different cohorts e.g. whole class, groups and individual (3 waves) Step 6: Add agreement to staff handbook, observation process and induction/mentoring package 	<p>Who: PALL participants How: Meetings</p>			Step 1 and 2 completed		Step 3 and 4		Step 5 and 6	
Processes/Documents	<ol style="list-style-type: none"> Develop processes/documents to support the strategies addressing directions, including: <ol style="list-style-type: none"> Parent/Teacher Interview Process (3 way conversations) Enrolment Process Review-cycle Staff handbook 	<p>Who: Leadership How: Leadership Meetings/Staff input</p>	Process (c) developed and implemented		Process (a) developed and implemented		Process (b) developed and implemented		Process (d) developed and implemented	

The next External School Review will be scheduled within 15 months of the commencement of this Priority Improvement Plan.

Executive Director, Preschool and School Improvement _____