

	High Impact Strategies (What is expected of me as a teacher at WPS?)	2018 Resourcing and Budgeting to support implementation of high impact strategies.	Self Review Processes - monitoring for impact.	Whole School Targets
L i t e r a c y	<p>Actively engage in T&D to more effectively incorporate oral language for academic purposes within literacy lessons including</p> <ul style="list-style-type: none"> Explicitly teaching listening skills Creating opportunities for students to discuss, argue and express opinions and alternative points of view through <ul style="list-style-type: none"> Impromptu Speeches; Doughnut Circles or Rounds in JP Socratic Seminars in MP and UP. Students developing paraphrasing and elaboration questioning as tools to support meaningful talk. <p style="text-align: right;">(Led by Principal)</p> <p>Actively participate in small group co-designed 'Intervention For All' Guided Reading program with my class. Including</p> <ul style="list-style-type: none"> A thorough understanding of Sheena Cameron's 'Balance Reading programme'. i.e. gradual release of responsibility of Modelled, Shared, Guided and Independent Reading Guided reading sessions structured with Introduction (including predicting and tricky words); Lesson Focus (unpacking the learning intentions); Guided Independent Reading (with Round Robin Reading Observation) and Wrap up (including Review) <p style="text-align: right;">(Led by Literacy Coach)</p> <p>Incorporate critical thinking strategies for improved reading comprehension including</p> <ul style="list-style-type: none"> Explicitly teaching skills in using generic activities and graphic organisers for independent reading groups Using Ian Gilbert thinking strategies to promote creative and critical thinking Story Paths (JP) and Story Maps (MP & UP) Reciprocal Teaching Cross Curricular Literature Circles <p style="text-align: right;">(Led by Intellectual Stretch Coordinator)</p> 	<p>Fund 0.25FTE release time for a dedicated Literacy Coach.</p> <p>Fund Intellectual Stretch Coordinator position.</p> <p>Purchase multiple copies of Sheena Cameron's 'The oral language book'.</p> <p>Extra SSO hours to support individual/small group interventions.</p> <p>Principal member of Partnership Reading Design Team,</p> <p>Funding release for teachers to attend internal Reading PLCs.</p> <p>Staff meeting + SFDs:- time allocated to T&D of high impact Reading strategies.</p> <p>All teachers and SSO's to attend whole day trying on reading comprehension by Anne Bayetto and Sheena Cameron.</p>	<p>PASM - Feb Oral Language developmental checklist for Reception Year 1s Feb Other standard tests e.g. spelling etc; Feb</p> <p>Individual Student Report in-depth analysis of student data to set SIP targets and set student Literacy Goals; Feb</p> <p>NAPLAN - Reading Comprehension: School Performance Report plus each student; Aug</p> <p>PAT R analysis for growth + trends; Nov</p> <p>4 internal Writing samples and Reading Comprehension responses marked against NAPLAN rubrics. 1 each per term as prescribed in WPS Literacy Agreement.</p> <p>Literacy Pro for ongoing monitoring of reading comprehension.</p> <p>Triangulation of various reading comprehension data sets including Running Records, Naplan, PAT-R, Literacy Pro, Internal comprehension scans and English A-E grades</p>	<p>Increase % of students reaching SEA in Year 1, 2 Running Records and 5 and 7 Naplan Reading Comprehension</p> <p>Greater % of students reaching Higher Bands in Naplan Reading Comprehension in Year 3, 5 and 7</p> <p>Greater retention of students in Year 3 - 5, 5-7 and 3-7 Higher bands in Naplan Reading Comprehension</p> <p>Specific targets:</p> <p>25 out of 31 (81%) for WPS RR for all Yr1s 22 out of 30 (73%) for WPS RR for all Yr2s</p> <p>25 out of 36 (69%) for SEA For all Yr 3s 29 out of 33 (88%) for SEA For all Yr 5s 25 out of 26 (96%) for SEA For all Yr 7s</p> <p>11 out of 31 (35%) HB for all Yr 1s 11 out of 30 (37%) HB for all Yr 2s 12 out of 36 (33%) HB for all Yr 3s 19 out of 33 (58%) HB for all Yr 5s 14 out of 26 (54%) HB for all Yr 7s</p> <p>18 out of 19 (95%) HB retention for all Yr 3-5s 14 out of 16 (87%) HB retention for all Yr 3-7s</p>
N u m e r a c y	<p>Continue to improve skills in developing problem solving tasks that are unfamiliar and meaningful and questioning techniques that encourage students to persevere when in a state of 'productive struggle'. Explicitly teach problem solving skills.</p> <p>Actively engage in LDAM T&D and participate in annotating work samples; creating portfolios and collaboratively moderating with Lobethal Primary School Teachers.</p> <p>Work with the STEM coach and STEM500 teachers and STEM Student Ambassadors to co-design an interdisciplinary unit of work, which requires students to apply skills from each of the specific disciplines, within an authentic context, fostering creativity, critical thinking and problem solving.</p>	<p>Fund Intellectual Stretch Coordinator position. Part of role is to be a member of Partnership LDAM Design Team.</p> <p>Fund costs of teacher teacher participating in the Jo Boaler 'How to Learn Maths For Teachers' online program. Provide time to complete this as a group (Staff-meetings/SFDs) ~\$130AUD per person.</p> <p>Extra SSO hours to support individual/small group interventions.</p> <p>Some NIT aligned for small groups of WPS teachers to collaborate on task design and internally moderate.</p> <p>New teachers released to attend TK induction with SLIPP.</p>	<p>Age appropriate TK misconception pre and post tests; Feb & Aug</p> <p>Individual Student Report in-depth analysis of student data to set SIP targets and set student Numeracy Goals; Feb</p> <p>NAPLAN - Numeracy: School Performance Report plus each student; Aug</p> <p>Cross-school Maths moderation. Twice in 2018; date & times TBC</p> <p>PAT M analysis for growth + trends; Nov</p> <p>Triangulation of various reading comprehension data sets including Naplan, PAT-M, Misconception scans, Problem solving moderation and Maths A-E grades</p> <p>----- Staff, student & parent opinion survey; Oct</p> <p>Staff PDP process; using new DECD template, twice per year.</p> <p>Student Led conferences - students owning their data; Mid each semester</p>	<p>Increase % of students reaching SEA in Year 5 Naplan Numeracy</p> <p>Greater % of students reaching Higher Bands in Naplan Numeracy in Year 3, 5 and 7</p> <p>Greater retention of students in Year 3 - 5, 5-7 and 3-7 Higher bands in Naplan Numeracy</p> <p>Specific targets:</p> <p>29 out of 36 (81%) for SEA For all Yr 3s 27 out of 33 (82%) for SEA For all Yr 5s 23 out of 26 (88%) for SEA For all Yr 7s</p> <p>9 out of 36 (25%) HB for all Yr 3s 14 out of 33 (42%) HB for all Yr 5s 4 out of 26 (15%) HB for all Yr 7s</p> <p>13 out of 16 (81%) HB retention for all Yr 3-5s 4 out of 11 (36%) HB retention for all Yr 3-7s</p>