# Willsden Primary School Improvement Plan 2016

<table>
<thead>
<tr>
<th>Priority</th>
<th>Outcomes to be achieved</th>
<th>Key Strategies to achieve outcomes</th>
<th>Progress measures to be used</th>
</tr>
</thead>
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| **Expert Teachers** |  • Teachers understanding the links between TfEL and AITSL Professional Teacher Standards  
  • 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.  
  • Student Voice is developed in the school through Instructional Rounds.  
  • Data Wise Teams regularly review and identify areas of pedagogical practices that can be reported on and improved |  • 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  
  • 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.  
  • Spelling and Writing agreements are updated following Instruction Rounds and Observations  
  • Staff are active participants in Data Wise Teams |  • 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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| Literacy and Numeracy | Increase in the number of students achieving in the upper bands for NAPLAN Reading, Writing and Numeracy | - Teachers change their pedagogical focus so that they are:  
  - Challenging expert learners  
  - Developing powerful expert learners  
  - All teachers incorporate the four pedagogic models within ELL and TfEL including: Executive Functions, Transforming Tasks, Engagement and SOLO  
  - Develop whole school agreement for Maths teaching  
  - All staff understand how to develop academic language proficiency across all areas of the curriculum  
  - Early Years literacy plan developed on the teaching and learning of reading | - 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 |
|                      | 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  
- PLC in the Early Years undertake action research on developing basic concepts using Boehm Test of Basic Concepts to determine focus for teaching and learning  
- Staff explicitly teach oral language requirements of Australian Curriculum subjects |
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| School and Community Connections | • Respectful relationships between the school, students, families and community are further developed  
• Students attendance and participation is improved through school and community connections | • Use TfEL Framework 1.4 Engage with the Community to work with staff:  
  o To develop processes for teachers communicating with families and wider community  
  o To develop a richer understanding of their learners by seeking dialogue and feedback from families  
  o Use ICT to engage with families and the global and online communities | • 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 |