

Performance and development documentation - March 2013

St. Francis Xavier Primary School, VIC

Contents

- Staff performance improvement (Information and process guide)
- Sample teacher annual plan
- Success and evidence protocol

The attached resources were produced by St. Francis Xavier Primary School and are published courtesy of the school. All rights reserved.

School context

St. Francis Xavier Primary School
Box Hill, Victoria

School type: Non-Government (Catholic)

Stage of schooling: Primary

School location: Metropolitan

About St. Francis Xavier Primary School

St. Francis Xavier Primary School is a Catholic primary school of approximately 350 students located in the middle Melbourne suburb of Box Hill, about 14 kms from the city. The school has been working on issues of teacher performance and development for over 4 years. In 2013, the school is continuing to develop these processes and it has commenced using the lesson study approach with classroom observation in the mathematics area.

Note

For further information on these materials and the school's process please contact:

The Principal

St. Francis Xavier Primary School

1087 Whitehouse Road, Box Hill VIC 3128

Ph: (03) 9890 1108

Email: enquiries@sfxboxhill.catholic.edu.au

AITSL gratefully acknowledge the principal at St. Francis Xavier Primary School for providing permission to share these resources.

Staff Performance Improvement

(Performance and Development Culture - PDC)

Rationale

Learning is greatly affected by the quality of teaching that students experience. Teachers and leaders therefore must ensure that their teaching skills, knowledge and commitment are continually improved.

Teachers new to the school need to be supported.

Aims

- To advance professional practice and improve teacher performance
- To support teachers and leaders to take responsibility for their own improvement in performance
- To support teachers new to the school

Implementation

Induction

1. The school Principal/Deputy Principal is responsible for ensuring each newly appointed teacher to our school, or teacher returning from extended leave, undertakes a supportive and effective induction program by implementing the School Induction Program.

Use of Multiple Sources of Feedback

2. Teachers will maintain data from student learning outcomes consistent with the schools assessment schedule and Assessment and Reporting policy.
3. The Deputy Principal will implement surveys for classroom teachers and specialists teachers late in Term 1 or early Term 2 and early in Term 4.
4. Teachers will participate in three formal peer observation sessions per year. In these sessions they choose a focus from their data (student outcomes or attitudinal surveys) or professional learning meetings that will help them achieve their focus for improvement. One observation session will be held in each of the three periods: March – May, June –August and September – November.
5. Staff will balance their peer observation sessions where they observe or are observed by a peer modelling teaching strategies.
6. Peer Observation Sessions will be directly linked to Customised Individual Development Plans (CIDP) and identified focuses in these plans.

7. Annual Review Meetings (ARM) are held towards the end of Term 3 or beginning of Term 4. These are formal opportunities to review teacher goals and expectations in light of their performance and professional growth.
8. Teachers will be required to bring along to the ARM evidence of their Peer Observation sessions and of student learning data or attitudinal survey data that supports their CIDP.
9. In order to strengthen aspects of our professional community the leadership team will obtain direct feedback from teachers about their perceptions of the professional development program. Teachers will provide this feedback through annual organisational health staff surveys.

Customised Individual Development Plans

10. All teachers including school leaders are required to maintain a Customised Individual Development Plan (CIDP). From each terms Professional Learning Meeting (PLM) schedule teachers develop a focus area for improvement that they include in their CIDP. Teachers then further investigate strategies introduced through professional learning that they can include in their teaching and learning practice that will help them to achieve their focus for improvement.
11. Whenever staff selects a focus for improvement in their CIDP they also link this focus to one of the Principles of Learning and Teaching (POLT). These are included on their CIDP.
12. Teachers may also develop a focus area for improvement that they include in their CIDP from their student outcomes data or their attitudinal survey data.
13. As part of the professional learning meeting schedule, teachers and leaders will be given time to discuss their CIDP with colleagues, giving and receiving feedback on their focus areas for improvement.

Quality Professional Development

14. All classroom teachers are members of a Professional Learning Team (PLT). These teams meet formally at least once each fortnight to review their planning and implementation, and to evaluate progress and strategies.
15. Domain area leaders support the sharing of professional knowledge through staff professional learning meetings. The leadership team schedules three professional learning meetings each fortnight.
16. In order to improve student learning, teachers will analyse a range of data including student attitudes to school data (Prep – 6), NAPLAN results, Success In Numeracy Education (SINE) results, and other data from the schools assessment schedule.

17. From data analysis the leadership team will link specific professional learning to data analysis results and the schools annual action plan will set targets and develops strategies to meet the targets.
18. Each term (subject to staffing), all classroom teachers will be released together for a half-day to plan for the following term. The planning day provides the opportunity for reflection on practice, evaluation of programs and improvement.
19. Teachers and school leaders will also be encouraged to develop further skills and knowledge through participating in sponsored tertiary study. Opportunities to engage in these studies will be communicated by the Principal.

References

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/PDCAdvancePP.pdf>

Evaluation

This policy will be reviewed as part of the school's review cycle.

This policy was reviewed and ratified by the St Francis Xavier Leadership Team on 21.06.2012



St Francis Xavier Primary School **BOX HILL**

YEAR	AREAS OF FOCUS FOR IMPROVEMENT AS A TEACHER	REASONS/EVIDENCE FOR FOCUS PoLT ADDRESSED	INDIVIDUAL ACTION PLAN	REQUESTED SUPPORT FROM SCHOOL	MATCHING SCHOOL PRIORITIES AND STUDENT LEARNING TO INDIVIDUAL NEEDS
2012	What do you see as your focus to improve learning outcomes for your students?	Examples: Feedback from teachers, students, data, reflection	How do YOU plan to address your development needs?	What assistance do you require from the school to meet your development needs?	How do your needs match the current needs of the school – alignment with SIP
	Catering for specific needs of EAL students to support growth in Literacy	<p>Anecdotal records Assessment data Observations</p> <p>3.1) uses strategies that are flexible and responsive to the values, needs and interests of individual students</p> <p>3.2) uses a range of strategies that support the different ways of thinking and learning</p> <p>3.3) builds on students' prior experiences, knowledge and skills</p>	<p>Read and find resources to support EAL learners in the mainstream classroom</p> <p>ESL myclasses page</p> <p>Use EAL teacher as a resource – work alongside what they are doing to support within classroom</p>	Peer mentoring – EAL teacher to observe structure of oral language group to develop vocab	<p>Differentiation</p> <p>Raising Literacy standards</p>

If my Learning focus is.....

Catering for specific needs of EAL students to support growth in Literacy

Student learning: *What will student learning look like, sound like, what will students be doing, what will the processes and products of learning be?*

Students will:

- Using oral language more successfully to support her learning
- Accessing learning at their point of need
- Confident to be a risk taker with learning through modelling
- Self assess against success criteria so that they are aware of their own success in learning

Teacher Pedagogy: *If students are to learn and achieve these things, then what are the implications for teacher pedagogy and practice?*

Therefore teachers will:

- Use the ESL Continuum to write clear objectives to support the children's needs
- Differentiating learning to support oral language development through focused literacy groups
- Planning and using resources to support EAL children within the mainstream classroom
- Enable the students to develop confidence through scaffolding learning to support success

Evidence

- Anecdotal evidence of EAL learners increased use of English
- Planning documents showing activities to support EAL learners
- Growth in Literacy outcomes – ROL, RR