

2018 Annual Implementation Plan

for improving student outcomes

Inverloch Primary School (2776)



Submitted for review by Wendy Caple (School Principal) on 19 December, 2017 at 01:37 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 04 January, 2018 at 08:52 AM
Endorsed by Dermot Griffin (School Council President) on 16 January, 2018 at 09:58 AM

Self-evaluation Summary - 2018

Inverloch Primary School (2776)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments

This year we have focused on improving staff literacy data skills and on collecting data that is relevant to what is being taught, and which will assist in tailoring future lessons to students' needs. New assessment tools have been utilised - Soundwaves on line, updated Torch, all year levels use Benchmarking, On Demand testing and data collated to a central storage which can be accessed by all staff.

	Work has been done through professional learning sessions on how to analysis data to determine the next step in a student's learning and also to deepen staff's understanding of the developmental journey through the curriculum in English and Mathematics.
Considerations for 2019	To ensure that there is a clear vision of the Inverloch/Kongwak Primary School Pedagogical approach.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Inverloch Primary School (2776)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.	The indicator for "School Connectedness" on the Student Attitudes to School survey to be consistently at or above the State mean. The indicator for "Stimulating Learning" and "Learning Confidence" on the Student Attitudes to School survey to improve to reach the third quartile	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Increase proportion of A's and B's in teacher judgement assessment. Currently Naplan data shows 36% of students in the top 2 bands for reading in Year 3 and 26% in the top 2 bands for Number. Our data show 33% and 22% for Year 3 respectively.	Building practice excellence
To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.	Percentage of students in the top three bands in NAPLAN to be better than the State mean across all five areas. Students to achieve at least one year's growth for one year of school as measured by Teacher Judgements against the Victorian Curriculum or two years' growth as measured by NAPLAN.	Yes	Increase number of students achieving one year's growth in Reading and Number. At end of 2017 was 91% achieving one year's growth in Reading, and 92.5% achieving one year's growth in Number.	Building practice excellence
To reduce students' average number of days absent, to no more than 14 days	To reduce students' average number of days absent, to no more than 14 days.	No	Maximum 14 days absence	
To continue to implement and consolidate the KidsMatter initiative across the school.	The indicator for "Connectedness to School" on the Parent Opinion survey to be in the 3rd quartile.	No		
To further develop open and clear lines of communication between all levels of staff.	The indicators in the "School Climate" section of the School Staff survey for Guaranteed and Viable Curriculum, Teacher Collaboration and feedback to reach the "All Primary Schools" mean by 2019	No		
To ensure that the school continues to provide positive and supportive transitions into, through and beyond the school. Kinder/Prep, 2/3, 4/5, 6/7	The indicator for "Transitions" on the Parent Opinion survey to reach the 3rd quartile or better by 2019.	No		

Improvement Initiatives Rationale

Need to embed English teaching practices from work over previous two years. In 2017 have worked on the foundations of curriculum documentation and assessment and are ready to move on to an instructional model in 2018.

Goal 1	To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.
12 month target 1.1	Increase proportion of A's and B's in teacher judgement assessment. Currently Naplan data shows 36% of students in the top 2 bands for reading in Year 3 and 26% in the top 2 bands for Number. Our data show 33% and 22% for Year 3 respectively.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and implement a consistent instructional model for Reading and Number across the school.

Goal 2	To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.
12 month target 2.1	Increase number of students achieving one year's growth in Reading and Number. At end of 2017 was 91% achieving one year's growth in Reading, and 92.5% achieving one year's growth in Number.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Further develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To implement a whole school pedagogical approach that is inclusive of student voice through a personalised learning program.			
12 month target 1.1	Increase proportion of A's and B's in teacher judgement assessment. Currently Naplan data shows 36% of students in the top 2 bands for reading in Year 3 and 26% in the top 2 bands for Number. Our data show 33% and 22% for Year 3 respectively.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop and implement a consistent instructional model for Reading and Number across the school.			
Actions	Teachers will work with Learning Specialists to develop an instructional model for teaching Reading/Writing and Number. This will be done through whole staff PD sessions, PLT and curriculum team planning time and on an individual coaching basis. The model will include learning intentions and success criteria. The implementation of the model will be monitored through the PLT planning.			
Evidence of impact	Teachers will be consistent throughout the PLTs in their approach to teaching Reading/Writing and Number when using the school developed model. Expectations will be explicit through a clear learning intent and success criteria. Students will know what to expect in lesson format and will know what success looks like in a lesson. Leaders will be able to see consistency in approach throughout the school in language and lesson delivery.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD at staff meetings, in PLTs and in Curriculum team meetings to develop a clear teaching model such as whole/part/whole lessons.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

PD will also focus on developing learning intentions and success criteria from the curriculum.				
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Goal 2	To improve learning outcomes in English and Mathematics for all students by embedding a differentiated approach to student learning across the school.			
12 month target 2.1	Increase number of students achieving one year's growth in Reading and Number. At end of 2017 was 91% achieving one year's growth in Reading, and 92.5% achieving one year's growth in Number.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Further develop teacher's data literacy to inform teaching for differentiation and to monitor students learning growth through the use of vigorous and planned assessment and moderation processes.			
Actions	Learning Specialists work with PLTs to examine and interpret student data. This is then matched with points on the Victorian Curriculum/school curriculum documentation to inform the next level of teaching for all students.			
Evidence of impact	Increase in the number of students achieving one years growth in Reading and Mathematics. Teachers will utilise the data to target their teaching to the student's point of need. Students will be working at, and just beyond, their ability level, to achieve targetted growth.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Concentrated work in PLTs when looking at assessment and data.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum teams to work on what are the most important elements and milestones in curriculum documentation to then share with staff.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Target students not achieving one years growth for specific intervention in Reading.	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PD at staff meetings, in PLTs and in Curriculum team meetings to develop a clear teaching model such as whole/part/whole lessons. PD will also focus on developing learning intentions and success criteria from the curriculum.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Concentrated work in PLTs when looking at assessment and data.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Curriculum teams to work on what are the most important elements and milestones in curriculum documentation to then share with staff.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Target students not achieving one years growth for specific intervention in Reading.	Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Speech Therapist	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.