

2018 Annual Implementation Plan

for improving student outcomes

Buangor Primary School (2072)



Submitted for review by Marcus Murrell (School Principal) on 05 December, 2017 at 04:21 PM

Endorsed by Paul Nolan (Senior Education Improvement Leader) on 06 December, 2017 at 01:06 PM

Endorsed by Alison Tonkin (School Council President) on 13 December, 2017 at 08:57 AM

Self-evaluation Summary - 2018

Buangor Primary School (2072)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	
	Intellectual engagement and self-awareness	

Community engagement in learning	Building communities	Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	This year we conducted our school peer review which enabled all of our staff, students, parents/carers and community to evaluate our progress and to look at recommendations for the future. We believe that we are succeeding in many areas and have created a safe and positive learning environment for all students and families. We have already this year identified areas to address and have begun to put strategies into place including, an agreed whole school assessment schedule, greater school professional development, greater data analysis, student goal setting, introducing learning intentions and success criteria and means to increase parent/carer community participation. Staff have been challenged by a number of changes and new initiatives and have responded extremely well and professionally. A whole school approach and responsibility is being adopted.
Considerations for 2019	Moving forward to our new strategic plan next year we have identified a focus on building a collaborative learning community to improve growth of all students and to provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Buangor Primary School (2072)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Build a collaborative learning community to improve the learning growth of every student in English and Mathematics.</p>	<ul style="list-style-type: none"> * Improve the percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands for Reading, Writing and numeracy (Benchmark 2017). * To increase the percentage of Year 5 students achieving high growth in NAPLAN for Reading, Writing and numeracy (Benchmark 2017). * All students to achieve at least one year's growth in every year of the SSP in English and Mathematics according to teacher judgements. * Improve the accuracy of teacher judgements of student achievement in English and Mathematics, so that they are more consistent with NAPLAN and norm-referenced assessments (Benchmark 2017). 	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Improve the percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands for Reading, Writing and numeracy (Benchmark 2017).</p> <p>To increase the percentage of Year 5 students achieving high growth in NAPLAN for Reading, Writing and numeracy (Benchmark 2017).</p> <p>All students to achieve at least one year's growth in Reading, Writing and Mathematics.</p>	<p>Evidence-based high-impact teaching strategies</p>

	<p>* Positive endorsement on the staff survey will be above 90% for: Collective efficacy, Collective responsibility, Collective focus on student learning and Staff trust in colleagues (or new survey factors related to the provision of a collaborative professional learning culture).</p>			
<p>Provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.</p>	<p>* The percentage of positive responses in the student ATS Survey will be above 90% for : Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors.</p> <p>* Every student to achieve all of their ILP goals in every year of the SSP.</p> <p>* Parent Opinion Survey: To increase the percentage of positive responses for Stimulated learning, Student motivation and Teacher communication (or new survey factors that relate to student motivation and the provision of a stimulating learning environment).</p> <p>* To reduce the mean absence days for FTE students, in every year of the SSP.</p>	<p>Yes</p>	<p>The percentage of positive responses in the student ATS Survey will be above 90% for : Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors.</p> <p>Every student to achieve all of their ILP goals in every year of the SSP.</p>	<p>Intellectual engagement and self-awareness</p>

<p>Improvement Initiatives Rationale</p>
<p>If teachers' knowledge of the curriculum, their capacity to assess and track student progress, to implement explicit high-impact teaching strategies and to plan differentiated instruction for the range of student learning needs is strengthened individually and collectively, then student learning growth will improve.</p>

If the learning environment actively engages students in learning experiences that are challenging, stimulating and relevant, then students will be motivated to achieve to their full potential and develop the skills to be community members who make positive contributions locally and globally.

Goal 1	Build a collaborative learning community to improve the learning growth of every student in English and Mathematics.
12 month target 1.1	<p>Improve the percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands for Reading, Writing and numeracy (Benchmark 2017).</p> <p>To increase the percentage of Year 5 students achieving high growth in NAPLAN for Reading, Writing and numeracy (Benchmark 2017).</p> <p>All students to achieve at least one year's growth in Reading, Writing and Mathematics.</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Develop, document and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies.

Goal 2	Provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.
12 month target 2.1	<p>The percentage of positive responses in the student ATS Survey will be above 90% for : Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors.</p> <p>Every student to achieve all of their ILP goals in every year of the SSP.</p>
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	

KIS 1	Strengthen processes for actively engaging students in setting learning goals, evaluating their progress and for the provision of teacher feedback.
KIS 2	Develop Individual Learning Plans (ILP) for every student.

Define Evidence of Impact and Activities and Milestones - 2018

Buangor Primary School (2072)

Goal 1	Build a collaborative learning community to improve the learning growth of every student in English and Mathematics.
12 month target 1.1	<p>Improve the percentage of Year 3 and 5 students achieving in the top 2 NAPLAN bands for Reading, Writing and numeracy (Benchmark 2017).</p> <p>To increase the percentage of Year 5 students achieving high growth in NAPLAN for Reading, Writing and numeracy (Benchmark 2017).</p> <p>All students to achieve at least one year's growth in Reading, Writing and Mathematics.</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Develop, document and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies.
Actions	<ul style="list-style-type: none"> - Research and evaluate a range of instructional teaching models. - Develop a collective understanding of High Impact Teaching Strategies (HITS). - Develop and document an agreed instructional model that ensures consistent teaching across the school. - Implement and evaluate the efficacy of the agreed instructional model across the school.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - can articulate the goals of each lesson, and how they will know if they have successfully achieved them. - can effectively identify areas for individual improvement, and reflect on and articulate progress and achievement. - can discuss their progress during student-teacher conferencing and explain how this supports their learning. <p>TEACHERS:</p>

	<ul style="list-style-type: none"> - demonstrate a deep knowledge of High Impact Teaching Strategies (HITS) and how they impact individual student learning. - analyse student data to reflect and review the impact of their practice on learning outcomes. - identify and adopt differentiated pedagogical practices that meet the learning needs of their students. - provide regular feedback to colleagues, based on evidence collected through observation of practice. <p>LEADERS:</p> <ul style="list-style-type: none"> - provide regular feedback to colleagues, based on evidence collected through observation of practice. - supporting teachers with implementation of an agreed instructional model through professional development and collegial/coaching conversations. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Collate a range of instructional models from other schools.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Discuss and evaluate at PLT meetings, in order to develop our own agreed instructional model.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT meetings - professional development component to include explicit focus on High Impact Teaching Strategies (HITS).	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and document an agreed instructional model specific to our school's needs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement and evaluate the agreed instructional model across the school.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Provide a structured framework for teacher observation and feedback. Teachers released from class to observe others.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 2	Provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.
12 month target 2.1	The percentage of positive responses in the student ATS Survey will be above 90% for : Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors. Every student to achieve all of their ILP goals in every year of the SSP.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Strengthen processes for actively engaging students in setting learning goals, evaluating their progress and for the provision of teacher feedback.
Actions	<ul style="list-style-type: none"> - Teachers explicitly teach and model goal setting processes (goal selection, pathway to success, success criteria and evaluation). - Teachers articulate learning intentions and success criteria for students. - Students set individual learning goals in consultation with the teacher. - Students record and revisit individual learning goals on a regular basis. - Students to monitor and evaluate, in consultation with teachers, individual progress and achievement of goals.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - can articulate their learning goals and how they will know if they have successfully achieved them. - can understand and self-assess their progress, and articulate what they need to learn next. - discuss their progress during conferencing and explain how this supports their learning. <p>TEACHERS:</p> <ul style="list-style-type: none"> - conduct conferences to support students to discuss their progress and identify their next learning goal. - identify and adopt differentiated pedagogical practices that meet the learning needs of each of their students. <p>LEADERS:</p> <ul style="list-style-type: none"> - will support staff through professional learning and coaching/collegial conversations to deepen their understanding of goal setting and feedback. - support staff in building their capacity to collect and analyse student data.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT meetings - professional development to explicitly focus on student goal setting and evaluation. Teachers develop a consistent student goal template.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to participate in learning walks with learning intentions and success criteria the collaborative focus.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement explicit instruction of goal setting processes in the classroom.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Students set learning goals and conference with teachers on a regular basis.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers and students collaboratively monitor, evaluate and reset goals throughout the year.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to visit other schools to observe best practice with goal setting processes and student voice.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Provide a stimulating learning environment where students are active and independent learners who connect with the school and the wider community.
12 month target 2.1	The percentage of positive responses in the student ATS Survey will be above 90% for : Learning confidence, Student voice and agency, Stimulated learning and Motivation and interest survey factors.

	Every student to achieve all of their ILP goals in every year of the SSP.			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 2	Develop Individual Learning Plans (ILP) for every student.			
Actions	<ul style="list-style-type: none"> - Teachers gather and analyse evidence of student learning in order to identify individual areas of need. - Conference with students in order to build student voice and agency in regards to their learning. - Develop and document individual learning plans (ILPs) for every student. - Regular teacher-student conferencing regarding ILPs. - Communicate ILPs to parents/carers and seek parent endorsement of the plans. 			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - will be able to articulate the 'what? why? how?' of their learning. - demonstrate increased agency in the direction of their learning (including inquiry units) - use assessment rubrics to direct and evaluate their learning, including self and peer assessment. - increase in their capacity to communicate learning growth with parents/carers. <p>TEACHERS:</p> <ul style="list-style-type: none"> - build their capacity to analyse and use student data to implement point-of-need teaching. - work collaboratively to develop student-guided inquiry units. - provide opportunity for regular, reciprocal student-teacher feedback. <p>LEADERS:</p> <ul style="list-style-type: none"> - support staff in building their capacity to collect and analyse student data through regular PLT meeting and professional development. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Revise the school assessment schedule to determine appropriateness of assessment tools.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Invest in Fountas and Pinnell Benchmark Assessment System, as recommended through our 2017 school review.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate all staff participating in Bastow Literacy Data, Assessment and Practice Course.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT - professional development to focus on student data, including analysis. Provide teachers with time to analyse student data to inform their point-of-need teaching.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and document individual learning plans for each student. Regular teacher/student conferencing. Communicate ILP's to parents/carers on a regular basis.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Buangor Primary School (2072)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collate a range of instructional models from other schools.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Discuss and evaluate at PLT meetings, in order to develop our own agreed instructional model.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

PLT meetings - professional development component to include explicit focus on High Impact Teaching Strategies (HITS).	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist	<input checked="" type="checkbox"/> On-site
Develop and document an agreed instructional model specific to our school's needs.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Implement and evaluate the agreed instructional model across the school.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Provide a structured framework for teacher observation and feedback. Teachers released from class to observe others.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
PLT meetings - professional development to explicitly focus on student goal setting and evaluation. Teachers develop a consistent student goal template.	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Teachers to participate in learning walks with learning intentions and success criteria the collaborative focus.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Implement explicit instruction of goal setting processes in the classroom.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Students set learning goals and conference with teachers on a regular basis.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Teachers and students collaboratively monitor, evaluate and reset goals throughout the year.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Teachers to visit other schools to observe best practice with goal setting processes and student voice.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Network Schools Other School Visits
Revise the school assessment schedule to determine appropriateness of assessment tools.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Invest in Fountas and Pinnell Benchmark Assessment System, as recommended through our 2017 school review.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Investigate all staff participating in Bastow Literacy Data, Assessment and Practice Course.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
PLT - professional development to focus on student data, including analysis. Provide teachers with time to analyse student data to inform their point-of-need teaching.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Develop and document individual learning plans for each student. Regular teacher/student conferencing. Communicate ILP's to parents/carers on a regular basis.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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