

2018 Annual Implementation Plan

for improving student outcomes

Narracan Primary School (2295)



Submitted for review by Kevin Bradford (School Principal) on 29 January, 2018 at 04:10 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 01 March, 2018 at 10:37 AM
Endorsed by Hanno Schloetel (School Council President) on 02 May, 2018 at 03:21 PM

Self-evaluation Summary - 2018

Narracan Primary School (2295)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	
	Curriculum planning and assessment	Evolving	
	Evidence-based high-impact teaching strategies		
	Evaluating impact on learning		
Professional leadership	Building leadership teams	Evolving	
	Instructional and shared leadership		
	Strategic resource management		
	Vision, values and culture		

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

Community engagement in learning	Building communities	Emerging moving towards Evolving	
	Global citizenship		
	Networks with schools, services and agencies		
	Parents and carers as partners		

Enter your reflective comments	Next steps in 2018 is to add evidence and the next steps for the growth of practice against the FISO continuum
Considerations for 2019	Narracan Primary has had an enrollment increase of 41% (+13 students) in 2018 The school is part of the Moe Small Schools Cluster. The work here will support our maths goal in 2018.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Narracan Primary School (2295)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student outcomes in numeracy.	As a minimum all students achieve one level of growth in numeracy over a 12 month period in the Victorian Curriculum and on demand testing (years 3 – 6). Students who are identified as more than 12 months behind the expected numeracy level will achieve more than 1 year’s growth in a 12 month period.	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>As a minimum 90% students achieve one level of growth in numeracy over a 12 month period in the Victorian Curriculum and on demand testing (years 3 – 6).</p> <p>Students who are identified as more than 12 months behind the expected numeracy level will achieve more than 1 year’s growth in a 12 month period.</p>	Building practice excellence
To improve teacher practice related to assessment of teacher learning.	There will be stronger correlation between teacher judgements and external assessments Teachers will be able to use and provide evidence to demonstrate how assessment information is used to plan for teaching.	Yes	<p>There will be stronger correlation between teacher judgements and external assessments</p> <p>Teachers will be able to use and provide evidence to demonstrate how assessment information is used to plan for teaching.</p>	Curriculum planning and assessment

Strengthen engagement in learning by teachers, students and parents.	<p>All students have collaboratively developed learning goals, commencing with numeracy, each semester.</p> <p>There will be an improvement in staff trust in parents and students in the staff survey from 60 to 80+.</p> <p>There will be improvement in the level of parent and student trust in teachers in the parent opinion survey in the category of Learning focus to 90+ and in the student attitude to school survey in the categories of:</p> <ul style="list-style-type: none"> - learning confidence to 4+. - motivation to 4+. - teacher effectiveness to 4+. 	Yes	<p>There will be improvement in the level of parent and student trust in teachers in the parent opinion survey in the category of Learning focus to 75+ positive endorsement and in the student attitude to school survey in the categories of:</p> <ul style="list-style-type: none"> - learning confidence to 75+ - motivation 75+ - teacher effectiveness to 75+ 	Parents and carers as partners
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Improvement Initiatives Rationale
<p>The three key learning areas that were developed from our School review in 2016, are as follows:</p> <ul style="list-style-type: none"> - numeracy, - teacher practice related to assessment of student learning - and engagement in learning by teachers, students and parents.

Goal 1	To improve student outcomes in numeracy.
12 month target 1.1	<p>As a minimum 90% students achieve one level of growth in numeracy over a 12 month period in the Victorian Curriculum and on demand testing (years 3 – 6).</p> <p>Students who are identified as more than 12 months behind the expected numeracy level will achieve more than 1 year's growth in a 12 month period.</p>
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	Continued Professional Development around Best Practice (Maths)

Goal 2	To improve teacher practice related to assessment of teacher learning.
12 month target 2.1	There will be stronger correlation between teacher judgements and external assessments Teachers will be able to use and provide evidence to demonstrate how assessment information is used to plan for teaching.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Common Unit Planning across the Cluster in year level teams for Maths Allow time for teachers in like year levels to come together for planning.

Goal 3	Strengthen engagement in learning by teachers, students and parents.
12 month target 3.1	There will be improvement in the level of parent and student trust in teachers in the parent opinion survey in the category of Learning focus to 75+ positive endorsement and in the student attitude to school survey in the categories of: - learning confidence to 75+ - motivation 75+ - teacher effectiveness to 75+
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	All students have collaboratively developed learning goals, commencing with numeracy, each semester.

Define Evidence of Impact and Activities and Milestones - 2018

Narracan Primary School (2295)

Goal 1	To improve student outcomes in numeracy.			
12 month target 1.1	<p>As a minimum 90% students achieve one level of growth in numeracy over a 12 month period in the Victorian Curriculum and on demand testing (years 3 – 6).</p> <p>Students who are identified as more than 12 months behind the expected numeracy level will achieve more than 1 year's growth in a 12 month period.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Continued Professional Development around Best Practice (Maths)			
Actions	<p>Fortnightly Moe Small Schools Cluster PLC meetings</p> <p>Moe Small Schools Cluster P.D with Doug Clark- 12/02/18= School Closure Day</p> <p>Regular tracking of student learning growth in CATS by cluster PLCs.</p> <p>Trialling the use of Accelerus to track student learning growth and identify students at risk of not meeting learning growth targets.</p> <p>Interventions designed for students identified as making low growth or being more than 12 months behind the expected level.</p>			
Evidence of impact	<p>Ongoing monitoring of impact of teaching and learning then update AIP on SPOT.</p> <p>Interventions for individual/small groups</p> <p>ILPs developed for all students</p> <p>PLC data showing maths learning growth on pre/post CATS in Maths</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Fortnightly Moe Small Schools Cluster PLC meetings focused on collective learning and building quality practice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve teacher practice related to assessment of teacher learning.			

12 month target 2.1	There will be stronger correlation between teacher judgements and external assessments Teachers will be able to use and provide evidence to demonstrate how assessment information is used to plan for teaching.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Common Unit Planning across the Cluster in year level teams for Maths Allow time for teachers in like year levels to come together for planning.			
Actions	Two professional practice days per Term, for each classroom teacher for P.D with the Moe Small Schools Cluster teachers in their year level/s teams Resource and organize a CRT replacement teacher for each teacher on their set year level day during weeks 4 and 8 of each Term PLC meetings to analyse pre assessment to design teaching groups and strategies and also to measure growth and identify students requiring interventions.			
Evidence of impact	Teacher documentation of the use of data to inform teaching and track growth of students and identify students requiring additional interventions/support.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLC- Professional Practice Days (2 per term, per teacher) focused on the use of data to inform teaching and track growth of students	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Strengthen engagement in learning by teachers, students and parents.			
12 month target 3.1	There will be improvement in the level of parent and student trust in teachers in the parent opinion survey in the category of Learning focus to 75+ positive endorsement and in the student attitude to school survey in the categories of: - learning confidence to 75+ - motivation 75+ - teacher effectiveness to 75+			
FISO Initiative	Parents and carers as partners			

Key Improvement Strategy 1	All students have collaboratively developed learning goals, commencing with numeracy, each semester.				
Actions	Each semester, all students collaboratively develop learning goals Seek feedback from students, staff, parents and School Council				
Evidence of impact	Documented feedback from students, staff, parents and School Council Update AIP on SPOT ILPs for all students				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget	
Each semester, each student with their teacher and parent/s collaboratively develop learning goals	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used	

Professional Learning and Development Plan - 2018

Narracan Primary School (2295)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Fortnightly Moe Small Schools Cluster PLC meetings focused on collective learning and building quality practice	Teacher(s)	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Moe-Regional Office
PLC- Professional Practice Days (2 per term, per teacher) focused on the use	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site

of data to inform teaching and track growth of students			<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		Moe-Regional Office
Each semester, each student with their teacher and parent/s collaboratively develop learning goals	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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