

Annual Implementation Plan: for Improving Student Outcomes

School name: Port Fairy Consolidated

Year: 2017

School number: 6247

Based on School Strategic Plan: 2016 - 2020

Endorsement:

Principal Mark Chapman

22/3/2017

Senior Education Improvement Leader Lindy Sharp

22/3/2017

School council Brendan Condon

22/3/2017

Section 1: The school's FISO Improvement Initiatives - summary

Report here the goals identified in the current School Strategic Plan and tick the FISO Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

SCHOOL STRATEGIC PLAN GOALS	FISO IMPROVEMENT PRIORITIES	FISO IMPROVEMENT INITIATIVES [Drafting note: Considering your SSP goals and 2016 performance data – chose one or two FISO improvement initiatives for focus in the 2017 year]		
<ul style="list-style-type: none"> By the end of this Strategic Planning cycle we will ensure staff effectively collaborate and consistently plan, assess and deliver to the personalised learning needs of all students. There will be evidence of all students achieving expected or greater than expected learning growth in all areas of literacy and numeracy. By the end of this Strategic Planning cycle we will strengthen the home / school partnership to empower teachers, parents and students to ensure the personalised learning needs are met and that all students are achieving expected or greater growth in all areas of the curriculum. By the end of this Strategic Planning cycle we will have embedded a whole school community approach to wellbeing so that there will be evidence of a safe and secure learning environment and students being ready to learn. By the end of this Strategic Planning cycle we will have developed and implemented a resourcing strategy that supports the physical, human and social resourcing requirements associated with this Strategic Plan so that all targets associated with the plan are achieved. 	Excellence in teaching and learning	Building practice excellence	X	
			Curriculum planning and assessment	X
		Professional leadership	Building leadership teams	
		Positive climate for learning	Empowering students and building school pride	
			Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities		

FISO IMPROVEMENT INITIATIVES RATIONALE:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for 2017. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Key areas for improvement as identified in our Peer review in 2015 included:

- Literacy in the early years (Foundation, Year One, Year Two)
- Professional Practices of Teaching Staff and School Leadership
- Teacher Knowledge (Curriculum and Pedagogy)
- An analysis of our 2016 data from our 'Supplementary School Level Report' and the 'School Information Portal' indicates that our AusVELS data (teacher assessed) remains significantly lower than our NAPLAN results. Our AusVELS data in English and Mathematics shows us below other Network schools and the State, yet our NAPLAN data shows us out performing Similar Schools, Network Schools and the State, both in terms of students in the top 2 bands and Relative Growth. This analysis strongly supports the priority for our teaching staff to 'Build Practice Excellence' and improve 'Curriculum Planning and Assessment'.

KEY IMPROVEMENT STRATEGIES (KIS)

List Key Improvement Strategies for implementation of the chosen FISO Improvement Initiative/s. This could include existing strategies as well as new ones identified through analysis of data, evaluation of impact, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

FISO IMPROVEMENT INITIATIVE	KEY IMPROVEMENT STRATEGIES(KIS)
Building Practice Excellence	<ul style="list-style-type: none"> To develop and build a Professional Learning Team model characterised by agreed consistency, non-negotiables and protocols and accountability
Curriculum Planning & Assessment	<ul style="list-style-type: none"> To develop and document a school wide instructional model incorporating research based teaching, learning and engagement practices. Develop a guaranteed and viable Victorian Curriculum, along with a revised Assessment Schedule and Reporting processes.



Section 2: FISO Improvement Initiative - detail

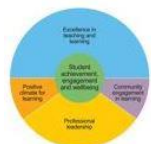
The table below is designed to plan for and monitor the FISO Improvement Initiative.

Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOALS	By the end of this Strategic Planning cycle we will ensure staff effectively collaborate and consistently plan, assess and deliver to the personalised learning needs of all students. There will be evidence of all students achieving expected or greater than expected learning growth in all areas of literacy and numeracy.							
FISO IMPROVEMENT INITIATIVE	Building Practice Excellence							
STRATEGIC PLAN TARGETS	Every student, deemed capable, to make a minimum of one year's growth in a year, each year. By the end of this plan, Naplan Growth to consistently show greater than 50% in medium and 25% in High. By the end of this plan 'Teacher Collaboration' will rate 80 % or above on the annual School Staff Survey. (2015 - 58%)							
12 MONTH TARGETS	<ul style="list-style-type: none"> 100% of students deemed capable to make a minimum of one year's growth in English and Mathematics (as per teacher assessment/Victorian Curriculum) 2017 NAPLAN Relative Growth Data to show 20% or less students in the 'low growth category and 40% or more in the high growth category for each domain 2017 School Staff Survey Data to rate 'Teacher Collaboration' at 70% or greater 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To develop and build a Professional Learning Team model characterised by agreed consistency, non-negotiables and protocols and accountability	<u>Seek Professional Feedback</u> Develop and implement a formal structure that allows for the seeking and receiving of regular feedback from peers, with the support of leaders and external experts. <ul style="list-style-type: none"> Peer Observation Schedule Performance & Development Schedule Critical Friend Initiative 	Executive Team	End of term one	6 months: <ul style="list-style-type: none"> Peer Observational Schedule Organised and Actioned Performance & Development Plans set up and shared with Learning Communities Critical Friend Organised and Actioned (termly visits) 	● ● ●	<ul style="list-style-type: none"> Report from critical friend 		
				12 months: <ul style="list-style-type: none"> Teachers to provide evidence of the impact of the Professional Feedback program on their increased capabilities Performance & Development Plans completed and signed off 	● ● ●			
	<u>Professional Focus on Student Learning</u> All teachers to use the Professional Learning Community Model, where student learning is central to all PLC meetings. Assessment information used to monitor, diagnose and identify gaps in student learning <ul style="list-style-type: none"> Rigorous Assessment Tasks/Schedule 	Literacy Leader Numeracy Leader	Beginning of year	6 months: <ul style="list-style-type: none"> Data Plan Organised and Actioned Assessment Tasks X 3 (English/Mathematics) 	● ● ●	<ul style="list-style-type: none"> Documented progress on the PLC Matrix 		
				12 months: <ul style="list-style-type: none"> Assessment Tasks X 4 additional (English/Mathematics) Data Plan Actioned 	● ● ●			
	<u>Professional Collaboration with Other Teachers</u> Develop staff capacity to work in collaborative teams through the implementation of the PLC Model. Create time and protocols for teachers to collaborate together to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching. <ul style="list-style-type: none"> DET PLC Maturity Matrix used to develop baseline data as to the level of effectiveness of 	Executive Team Leadership Team	Beginning of year	6 months: <ul style="list-style-type: none"> Revised Meeting Schedule Organised and Actioned Baseline data established on the DET Maturity Matrix New Teaching Planners Organised and Actioned Evidence of Moderation and other Assessment Data Analysis in Teacher's APT time (Evidence brought to mid-cycle P & D Meetings) SPA task developed & Actioned 	● ● ●	<ul style="list-style-type: none"> Evidence of consistency with teacher judgement and NAPLAN 		
				12 months: <ul style="list-style-type: none"> Increased evidence of Data Table production & use of SPA (Evidence brought to mid-cycle P & D Meetings) Progression towards excelling on the Maturity Matrix 	● ● ●		<ul style="list-style-type: none"> Teachers are uploading data to SPA as per schedule 	




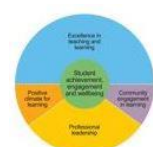
	PLC's and Subsequent professional learning to enable the PLCs to develop and mature <ul style="list-style-type: none"> Revised Meeting Schedule New Planner Developed Targeted Focus APT 							
	<u>Extended Opportunities for Professional Learning</u> Plan extended opportunities for teachers to develop new and improved capabilities. <ul style="list-style-type: none"> Regular Professional Learning Forums Opportunities to work with Mentor Schools in Melbourne Professional Learning embedded into the PLC structures and conversations 	Executive Team	Beginning of year (ongoing)	6 months: <ul style="list-style-type: none"> Professional Learning Forums Scheduled (minimum 6 per term) Professional Learning Forums content recorded Connections established with at least 2 exemplary schools outside our network Evidence of the strengthening of teaching and learning as a result of professional experiences Teachers provide peers with documented accounts of the experience along with the sharing of resources 	● ● ●			
				12 months: <ul style="list-style-type: none"> Evidence of new and improved capabilities in teacher's Performance & Development Plans Connections strengthened with at least 2 exemplary schools outside our network 	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



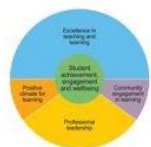
Section 2: FISO Improvement Initiative – detail

The table below is designed to plan for and monitor the FISO Improvement Initiative. Please note: In Progress status section ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed. Delete dots as appropriate.]

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12 MONTH TARGETS	<ul style="list-style-type: none"> 100% of students deemed capable to make a minimum of one year's growth in English and Mathematics (as per teacher assessment/Victorian Curriculum) 2017 NAPLAN Relative Growth Data to show 20% or less students in the 'low growth category and 40% or more in the high growth category for each domain 2017 School Staff Survey Data to rate 'Teacher Collaboration' at 70% or greater 									
KEY IMPROVEMENT STRATEGIES	ACTIONS			WHO	WHEN	SUCCESS CRITERIA	MONITORING			
							Progress Status	Evidence of impact	Budget	
									Estimate	YTD
<p>To develop and document a school wide instructional model incorporating research based teaching, learning and engagement practices.</p> <p>Develop a guaranteed and viable Victorian Curriculum, along with a revised Assessment Schedule and Reporting processes.</p>	<p><u>Deep Curriculum Knowledge</u></p> <p>Structure forums for teachers to share knowledge about curriculum content and to sequence and organise learning programs.</p> <ul style="list-style-type: none"> Revised Meeting Schedule Regular Professional Learning Forums Focus on Victorian Curriculum Implementation Rigorous Assessment Tasks/Schedule 			<p>Executive Team</p> <p>Leadership Team</p>	Beginning of year (ongoing)	<p>6 months:</p> <ul style="list-style-type: none"> Revised Meeting Schedule Organised and Actioned Professional Learning Forums Scheduled (minimum 6 per term) 'Teaching and Learning' Program developing as per Victorian Curriculum Data Plan Organised and Actioned Assessment Tasks X 3 (English/Mathematics) 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
						<p>12 months:</p> <ul style="list-style-type: none"> 'Teaching and Learning' Program Documented as per Victorian Curriculum Assessment Tasks X 4 (English/Mathematics) Data Plan Actioned 	● ● ●			
	<p><u>Deep Pedagogical Content Knowledge</u></p> <p>Develop teacher capabilities to choose specific strategies and materials that are accessible, engaging, developmentally appropriate and challenging for all students.</p> <ul style="list-style-type: none"> Implement New Literacy Approach Strengthen Inquiry Process Explicit Teaching Focus Direct Instruction Focus Focus on Victorian Curriculum 			<p>Executive Team</p> <p>Leadership Team</p> <p>Literacy Leader</p> <p>Inquiry Leader</p>	Beginning of year (ongoing)	<p>6 months:</p> <ul style="list-style-type: none"> 'Synthetic Phonics through a Multi-Sensory Approach' initiated as new Literacy Direction All teaching spaces and teaching planners to show evidence of the 'Inquiry Process' Teacher Professional Development opportunities with an 'Explicit Instruction' focus Teacher Professional Development opportunities with an 'Direct Instruction' focus 'Teaching and Learning' Program developing as per Victorian Curriculum 'Good Start Program' initiated 	● ● ●			



	<ul style="list-style-type: none"> Good Start Room 			12 months: <ul style="list-style-type: none"> 'Synthetic Phonics through a Multi-Sensory Approach' embedded as new Literacy Direction Teachers demonstrating awareness of 'Explicit Teaching' & 'Direct Instruction' in their Performance & Development conversations Teaching and Learning' Program Documented as per Victorian Curriculum 'Good Start Program' embedded 	● ● ●			
	<u>Effective Formative Assessment and Rich Feedback to Stakeholders</u> Develop teacher capabilities to use formative assessment to identify and address gaps in students' learning, and monitor the progress of each student. Plan for and implement regular, formal opportunities for teachers to discuss assessment results with students and parents/carers. <ul style="list-style-type: none"> Rigorous Assessment Tasks/Schedule Targeted Professional Development Increased use of Data Tables/SPA Three step Reporting to Parents/Carers 	Executive Team Leadership Team Curriculum Leaders	Beginning of year (ongoing)	6 months: <ul style="list-style-type: none"> Data Plan Organised and Actioned Assessment Tasks X 3 (English/Mathematics) Staff Professional Development needs Identified All staff producing some evidence of use of data tables and SPA SPA task developed & Actioned Student-Led Reporting planned and actioned Written Reports completed and sent first semester 	● ● ●			
				12 months: <ul style="list-style-type: none"> Assessment Tasks X 4 (English/Mathematics) Data Plan Actioned Staff Professional Development needs met Increased use of Data Table production & SPA as evidenced in teacher Performance & Development process Written Reports completed and sent second semester 	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other FISO Dimensions

This section is for documenting FISO dimensions that schools may be focusing on, in addition to the one or two chosen priority initiatives.

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STRATEGIC PLAN GOALS	[Drafting Note these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
OTHER IMPROVEMENT MODEL DIMENSIONS	[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
STRATEGIC PLAN TARGETS	[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
12 MONTH TARGETS	[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. On Demand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



Section 4: School Self-Evaluation

[**Drafting Note** School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

