

2018 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see [here](#).

School name: [Parkmore Primary School]

School number: [4881]

Based on School Strategic Plan: [2016-2019]

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	<ul style="list-style-type: none"> Maximise student learning outcomes for all students across all areas of the Victorian Curriculum. To ensure all data that is collected and evaluated is successfully used to inform teaching and learning for each individual student's needs
STRATEGIC PLAN TARGETS	<p>1. Matched cohort growth as measured by on-balance teacher judgements to be at least 12 months learning growth per year in</p> <ul style="list-style-type: none"> Mathematics (Number) Reading Writing <p>All students assessed by NAPLAN to achieve medium and high relative growth in Reading from years 3 to 5</p>
12 MONTH TARGETS	<ul style="list-style-type: none"> Progression point data will show a growth of at least 1.0 from December 2017 to December 2018 for all students in Reading and Number The greater % of students achieve High growth in Reading, Writing and Maths in NAPLAN Years 3 to 5
FISO IMPROVEMENT INITIATIVE	Excellence In Teaching and Learning-Building Practice Excellence
FISO IMPROVEMENT INITIATIVE RATIONALE	In 2017, teaching teams strengthened collaboration on student learning (curriculum, assessment and instruction) through the introduction of a whole school maths assessment tool, a pilot of a whole school Number consolidation program, a revision of the whole school spelling program and greater focus on collating and analysing cohort data for targeting teaching. Analysis of teacher judgement data from end of year 2017 suggests achieving SP targets will require further support. Analysis of NAPLAN relative growth shows good progress and more students achieving high growth with the exception of Writing which will also be a focus in 2018.

Key Improvement Strategy 1	<ul style="list-style-type: none"> Strengthened assessment practices to ensure student learning zone is targeted for all students
Actions	<p>Timetable, Planning tools and Assessment and Professional Learning Schedules facilitate collaboration between teachers across the whole school</p> <p>All of the school's professional learning identifies its purpose in relation to, (and explicitly references) student outcomes, derived from the analysis of student data.</p> <p>Professional learning emphasises collective responsibility for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p>
Evidence of impact	<p>TEACHERS</p> <ul style="list-style-type: none"> will routinely collaborate on assessment of student work, enabling greater consistency of teacher judgements of student learning. will routinely reference cohort data to target curriculum planning and delivery <p>STUDENTS</p> <ul style="list-style-type: none"> will be supported to track their learning progress over time <p>PARENTS</p> <ul style="list-style-type: none"> have the opportunity to share in their child's learning growth over time using student samples/artefacts (digital or portfolio)

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Participate in Victorian Professional Learning Communities (PLC) initiative <ul style="list-style-type: none"> Discuss and interrogate data from sources such as Essential Assessment and F & P, group students and target teaching. 	Literacy and Maths Leads, Teachers	Yes	Term1-Term 4			6 months: Teams of teachers meet weekly focused on data Teachers participate in PLC PD PLC goal identified in PDP	
						12 months: PLC informs teacher practice and professional learning schedule	
Publish scope and sequence documentation for all whole school programs	Literacy and Maths Leads	Yes	Term 1-Term4			6 months: Developing documents	
						12 months: Documents published on website	
	ALL	No	Terms 1- 4			6 months: Staff routinely use G-Suite	

Use G-Suite for Education to support and facilitate collaboration on monitoring and accelerating student learning progress						12 months: G-Suite evidences student-parent-teacher collaboration	
Trial learning management system 'SIMON' and test ongoing reporting of student progress and achievement to parents	All	No	Terms 1 - 4			6 months: All teachers routinely using management tool 'SIMON'	
						12 months: Test of ongoing reporting to parents completed	
Integration of all students, including students under the PSD program and those with formal diagnoses, to all school programs.	All	No	Terms 1 - 4			6 months: PSD students programs evidenced in planning documents	
						12 months: Continued planning for students on the PSD program.	

You may use multiples of the table below to document the KIS.

Key Improvement Strategy 2	Build teacher content knowledge in the teaching of Writing						
Actions	Review current Writing curriculum delivery P-6 for consistency and effectiveness Analyse Writing achievement trend data and identify areas to strengthen Develop Writing Curriculum Continuum Reference HITS to implement across P-6						
Evidence of impact	<p>TEACHERS will</p> <ul style="list-style-type: none"> collaborate to develop a scaffolded writing program will identify and implement and reflect on high impact teaching strategies that improve students writing skills will build their subject knowledge in the area of teaching and the assessment of writing <p>STUDENTS</p> <ul style="list-style-type: none"> will articulate the components/elements of good writing (developmental) will practise a range of genres of writing will see consistency across the levels 						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Build knowledge of NAPLAN Writing Marking Guide	Literacy Lead and Teachers	Yes	Terms 1 & 2			6 months: Teachers have read and discussed Marking Guide	
All students Years 3 to 6 undertake UNSW Writing Test to triangulate with NAPLAN and Teacher Judgement	Literacy Lead and Teachers	Yes	Terms 1 & 2			12 months: Teacher practice reflects knowledge and application of key components of good writing	
						6 months: UNSW writing test and NAPLAN Writing completed	
Analysis of Writing Trend Data-Teacher Judgment, NAPLAN	Literacy Lead and Teachers	Yes	Terms 1 - 4			12 months: Data triangulated, moderated and used for grouping students and targeted teaching.	
						6 months: use of data for professional discussions and moderation.	
Participation in PLC initiative	Literacy Lead and Principal	Yes	Terms 1 - 4			12 months: report growth to students and parents	
						6 months: use data to accurately inform planning and grouping of students	
Adopt a consistent approach to writing instruction across the school.	Literacy Lead and Teachers	No	Terms 1 - 4			12 months: evidence for reporting.	
						6 months: teachers use a consistent model for writing development	
Use Essential Assessment writing assessments and writing moderation to inform teaching.	Literacy Lead and Teachers	No	Terms 1 - 4			12 months: Publish writing instructional approaches.	
						6 months: teachers use Essential Assessment data to inform teaching and to group students.	
						12 months: Presentation to staff on focus on Writing and progress made (with recommendations for 2019).	

Goal 2




The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring 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 GOAL 2	Students are supported to actively participate in a high performing, positive and motivating environment for learning
STRATEGIC PLAN TARGETS	Learning Confidence and teacher Effectiveness to be at or above the Region mean by 2019 as measured by the Student Attitudes to School Survey To increase the school mean over the life of the Strategic Plan in Classroom Behaviour and Student Safety as measured through the Student Attitude to School Survey Improvement in parent involvement in the school and include the parents in programs which promote and support parents as active and effective partners in student learning
12 MONTH TARGETS	Further strengthen student response to Attitudes to School Survey to Not Experiencing Bullying (from the 66th percentile to 80th percentile (or greater)) All Student Attitudes to School Survey response are beyond the first quartile Parent Opinion Survey – increase ‘school pride and confidence’ to the 80th (or greater) percentile
FISO IMPROVEMENT INITIATIVE	Positive Climate for learning
FISO IMPROVEMENT INITIATIVE RATIONALE	As a school underpinned by a strengths-based approach, this FISO initiative is a key driver for school improvement. The school is making good progress with its positive education program and is receiving local and international recognition with its innovative approaches to incorporating wellbeing interventions across the whole school. Building on the work undertaken in 2016 and 2017 with the Berry Street Education Model, in 2018, Parkmore Primary partners with Forest Hill College as a Visible Wellbeing School (VWB). The school will also continue on its focus on harnessing student voice and agency to improve student wellbeing, engagement and achievement.

Key Improvement Strategy 1	<ul style="list-style-type: none"> Build teacher capacity to engage students in develop a positive climate for learning through Positive Education interventions Develop and promote Student voice and agency to improve student learning outcomes (academic and social and emotional)
Actions	Collaborate with Forest Hill College as a Visible Wellbeing Partner School Continue to strengthen SRC leadership skills Continue to raise profile of SRC in the operations of the school
Evidence of impact	Teachers will: <ul style="list-style-type: none"> Routinely engage student voice in curriculum planning and daily program Integrate VWB interventions across the whole curriculum Routinely gather wellbeing data to measure the impact of VWB Students will: <ul style="list-style-type: none"> Articulate the relationship between their learning and Strengths; Growth Mindsets and Mindfulness (theories) Parents will: <ul style="list-style-type: none"> Participate in parent workshops Articulate the benefits of integrating wellbeing across the curriculum to their child’s development

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Participate in VWB Partner schools training with Forest Hill College	VWB Lead				● ● ●	6 months : VWB evidenced across the school and scheduled involvement with FHC FISO team established with FHC (Positive Climate for Learning)	
					● ● ●	12 months: Strengthened partnership with FHC . FHC and PPS present their VWB partnership to Network	
Provide Parent Workshops (Visible Wellbeing, Maths, Literacy, Robotics, Respectful Relationships)	Leaders (VWB, Maths, Literacy and Robotics Leads)				● ● ●	6 months: Parent workshop scheduled for both schools.	
					● ● ●	12 months: Parent workshop held.	
Continue to provide opportunities for parent feedback – surveys, dojo	Principal				● ● ●	6 months: Parents provide feedback via a number of avenues.	
					● ● ●	12 months: Parent feedback continues.	
Curriculum planning documents and lesson observations include student voice	Teachers				● ● ●	6 months: SRC and student voice evident in planning documents	
					● ● ●	12 months: School leaders share ideas with teachers and principal	
SRC attend VicSRC workshop.	VWB Lead				● ● ●	6 months: SRC involvement in the VicSRC workshops and feedback to council/staff.	
					● ● ●	12 months: SRC consider entry into the VicSRC competition.	
Continue to build the capacity of the SRC through fortnightly meetings. <ul style="list-style-type: none"> provide opportunities for School Captains to share ideas with School Council 	VWB Lead				● ● ●	6 months: minuted SRC meetings. SRC ideas shared with staff and School Council when timely.	

<ul style="list-style-type: none"> senior SRC members to take on a mentoring role with junior members e.g. train the new Peer Mediators. 						12 months: Peer mediator program flourishing	
Participate in the Maths Anxiety Project - ACER	Maths Lead					6 months: Complete surveys and share thoughts with researchers. 4 staff attend PL session at ACER.	
						12 months: Project findings shared with PPS.	

Key Improvement Strategy 2	All members of the school community will be encouraged and supported to build an inclusive, high performing, positive and motivating environment for learning						
Actions	<ul style="list-style-type: none"> Promote the school to the wider community Provide parent sessions Support student voice across all areas of the school 						
Evidence of impact	ALL members of the school community will express pride in belonging to Parkmore Primary School TEACHERS, STUDENTS and PARENTS will promote Parkmore Primary School to the wider community						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
Update new website weekly with emphasis on positive education, student voice and notable achievements	Principal, Website Leader and Business Manager				● ● ●	6 months: website regularly updated (at least fortnightly)	
					● ● ●	12 months: Fresh and updated website.	
Parent information sessions and workshops	Principal and Leaders				● ● ●	6 months: Regular information sessions and workshops.	
					● ● ●	12 months: Information sessions held and well attended (more than 50% of families).	
Increase number of 'parent events'	Principal (in liaison with Parents' Association)				● ● ●	6 months: regular parent events and opportunities for parents to have involvement with the school community.	
					● ● ●	12 months: Increased parent events and interest in Parents' Association.	
Provide opportunities for community members to enter the Learning Space <ul style="list-style-type: none"> Supporting students with reading Attending events Class expos Class breakfasts 	Teachers				● ● ●	6 months: scheduled events encouraging parental involvement.	
					● ● ●	12 months: increased community involvement within the school.	
Regular reports to parents using 'SIMON'.	Assessment and Reporting Lead and Teachers				● ● ●	6 months: frequent reports via SIMON	
					● ● ●	12 months: Increased individualised reporting of student learning growth to parents.	

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, [here](#).

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
Participate in Victorian Professional Learning Communities (PLC) initiative	Literacy and Maths Leaders, Principal, Teaching Teams		<input checked="" type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site (please describe)
Visible Wellbeing Partnership with Forest Hill College	All Classroom Teachers, Principal		<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External Consultants (please add details below) VWB – See http://www.visiblewellbeing.org/	<input type="checkbox"/> On-site <input checked="" type="checkbox"/> Off-site (please describe)
			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)

Section 4: School Self-Evaluation

For the six FISO Improvement Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your selection of proficiency level status. Include a discussion of your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice [here http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx) . This can also be easily completed in [SPOT](#).

Schools undergoing review in 2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis [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]
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	[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 and targets.]
	Curriculum planning and assessment	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	Yes	2 - Evolving	
	Evaluating impact on learning	Yes	2 - Evolving	
Professional leadership	Building leadership teams	No	2 - Evolving	
	Instructional and shared leadership	No	2 - Evolving	
	Strategic resource management	No	2 - Evolving	
	Vision, values and culture	No	3 - Embedding	
Positive climate for learning	Empowering students and building school pride	Yes	3 - Embedding	
	Setting expectations and promoting inclusion	No	3 - Embedding	
	Health and wellbeing	Yes	3 - Embedding	
	Intellectual engagement and self-awareness	Yes	2 - Evolving	
Community engagement in learning	Building communities	Yes	2 - Evolving	
	Global citizenship	No	2 - Evolving	
	Networks with schools, services and agencies	No	2 - Evolving	
	Parents and carers as partners	Yes	3 - Embedding	
Reflective comments:				
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:				