**2018 Annual Implementation Plan**

Submitted for review by Shane Sachse (School Principal) on 27 November, 2017 at 02:36 PM  
Endorsed by Alphonsus Crawford (Senior Education Improvement Leader) on 18 December, 2017 at 03:44 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Meredith Primary School (1420)



**Self-evaluation Summary - 2018**

Meredith Primary School (1420)

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|  | 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 | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Emerging |

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| **Professional leadership** |  | Building leadership teams | Emerging moving towards Evolving |
|  | Instructional and shared leadership | Emerging moving towards Evolving |
|  | Strategic resource management | Evolving |
|  | Vision, values and culture | Emerging moving towards Evolving |

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

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

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| **Enter your reflective comments** | After completing the self-analysis we are certainly aware that we need to concentrate on developing our capacity around analysing and using data. Our curriculum documentation needs to be centralized online so that all teachers have access to this. We are beginning to concentrate on whole school approaches, writing will continue to be a focus and we have identified the need to build a collective approach around numeracy . We identified the need to support and build leadership capacity within the school to assist in driving the teaching and learning within the school. |
| **Considerations for 2019** | Equity funding used to support development of leadership within the school.  Documentation visible to teachers and making sure time is given for self reflection and feedback towards PDP goals. Whole school focus on developing a numeracy approach using PLC model. Whole school focus on analysing and using data to inform teaching and learning. |
| **Documents that support this plan** |  |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Meredith Primary School (1420)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To maximise the learning growth in Literacy and Numeracy for every student. | **Grade 5 NAPLAN relative growth goals:**   * To increase the percentage of students demonstrating medium and high growth and reduce the percentage of students demonstrating low growth from the 2014 levels of Spelling (L: 42%, M: 42% H: 16%), Writing (L: 33%, M: 58% H: 8%) and Grammar & Punctuation (L: 42%, M: 33% H: 25%) by the end of the 2018 NAPLAN     Teacher judgement Victorian Curriculum goals:   * To achieve a mean of 90% of students achieving at or above the expected level in Writing, Reading and Mathematics (Number) over the four year period. * To achieve a mean of 90% of students to achieve at or above the expected level in the full range of curriculum domains throughout the 4 year period. * To achieve a mean of 10% of students achieving a learning growth of more than one year above their previous baseline standard in AusVELS Reading, Writing and Mathematics (Number). | Yes | The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 to increase from 0% in 2017 to 20% by 2018  The percentage of students assessed at low growth in NAPLAN reading from Year 3 to 5 to decrease from 36.4% in 2017 to less than 20% by 2018.  The percentage of students assessed at low growth in NAPLAN numeracy from Year 3 to 5 to decrease from 63.6% in 2017 to less than 30% by 2018. | Building practice excellence |
| Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. | To maintain and improve Attitudes to School survey data   * Student motivation (95%) from 91% 2017 & Learning confidence (80%) from 76% 2017. * School connectedness (93%) from 89% 2017. * Student voice for boys (70%) from 60% 2017. * Effective teaching time  (90%) from 85% 2017. | Yes | To maintain and improve attitudes to school survey data:  Stimulating learning from 79% in 2017 to 85% in 2018.  Learning confidence from 76% in 2017 to 85% in 2018  School connectedness (in particular ("I look forward to going to school" indicator) from 89% to 92% | Curriculum planning and assessment |

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| Improvement Initiatives Rationale |
| Based on an evaluation of school performance report from 2017, although we have moderate performance indicators, the measures have identified that there needs to be a renewed effort to move the school into the high performing category. The staff survey indicated that there is a high level of respect and trust amongst staff and a willingness to improve teacher capacity. The survey also indicated there is a need for academic emphasis, especially around the use of data, supported by strong instructional leadership . With the introduction of a new writing approach last year, the school will continue to build on implementing this approach consistently across the school. We have identified the need to focus on building a clear understanding of numeracy development in children and start to look at building a whole school approach to support this. Student engagement, stimulated learning and learning confidence will continue to be a focus, especially for boys. There will be a continued development of building leadership capacity of staff using equity funding. |

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| Goal 1 | To maximise the learning growth in Literacy and Numeracy for every student. |
| 12 month target 1.1 | The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 to increase from 0% in 2017 to 20% by 2018  The percentage of students assessed at low growth in NAPLAN reading from Year 3 to 5 to decrease from 36.4% in 2017 to less than 20% by 2018.  The percentage of students assessed at low growth in NAPLAN numeracy from Year 3 to 5 to decrease from 63.6% in 2017 to less than 30% by 2018. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Develop an agreed and consistently implemented instructional model (HATTIE) that ensures the invidvidual learning needs of all students are being met in Literacy and Numeracy |
| KIS 2 | Implement a PLC model to build teacher capacity with analysing and using data to inform teaching and learning practices. |

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| Goal 2 | Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. |
| 12 month target 2.1 | To maintain and improve attitudes to school survey data:  Stimulating learning from 79% in 2017 to 85% in 2018.  Learning confidence from 76% in 2017 to 85% in 2018  School connectedness (in particular ("I look forward to going to school" indicator) from 89% to 92% |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategies |  |
| KIS 1 | Develop whole school scope and sequence documents that promote high quality teaching and learning in Literacy and Numeracy |

**Define Evidence of Impact and Activities and Milestones - 2018**

Meredith Primary School (1420)

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| 12 month target 1.1 | The percentage of students assessed at high growth in NAPLAN writing from Year 3 to 5 to increase from 0% in 2017 to 20% by 2018  The percentage of students assessed at low growth in NAPLAN reading from Year 3 to 5 to decrease from 36.4% in 2017 to less than 20% by 2018.  The percentage of students assessed at low growth in NAPLAN numeracy from Year 3 to 5 to decrease from 63.6% in 2017 to less than 30% by 2018. | | | | |
| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Develop an agreed and consistently implemented instructional model (HATTIE) that ensures the invidvidual learning needs of all students are being met in Literacy and Numeracy | | | | |
| Actions | Implement and document a consistent instructional model based around Hattie's Big 4. Implement and use consistent planning documents through Google Drive Continue to implement Writers Workshop  Implement CAFE reading approach Introduce a classroom observation timetable | | | | |
| Evidence of impact | Students: - can articulate the goals of each lesson, and will know if they have successfully achieved them - can understand and self-assess their progress - can explain concepts to teachers and peers and record their understanding in multiple ways - can discuss their progress during conferencing and identify what they need to do next to improve - can provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.  Teachers: - are using common planning templates focused around Hattie's Big 4. - plan and implement lessons that cater for the different needs of students - conduct conferences to support students to discuss their progress and to identify their next learning goal - work collaboratively with colleagues to implement Mappen Curriculum - participate in classroom observation strategy - work collaboratively with colleagues to implment and reflect on the use of identified HITS  Leaders: - provide regular feedback to teachers based on evidence collected through observation of practice related to Hatties Big 4. - support one another to lead professional learning opportunties for teachers - facilitate and support collaborative practices across the school | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Ensure all key documentation related to KIS and student learning data is visible and easily identified in staff meeting area | | Principal | 🞎 No | from: Term 1  to: Term 1 | $0.00 🞎 Equity funding will be used |
| Staff to have incorporated HITS related goal setting into their PDP documentation. | | All Staff | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Organise and develop classroom observation strategy to support implemementation of Writers Workshop, HITS and Instructional model based around Hattie's big 4. | | School Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $4,000.00 🗹 Equity funding will be used |
| Attend PL on HITS. Prepare and model lessons to demonstrate selected aspects of HITS. Monitor teacher lesson plans for HITS. | | Leadership Team | 🗹 Yes | from: Term 2  to: Term 2 | $1,000.00 🗹 Equity funding will be used |
| Organise curriculum day to support implementation of Writers Workshop. | | Leadership Team | 🗹 Yes | from: Term 2  to: Term 2 | $2,500.00 🗹 Equity funding will be used |
| Implement and facilitate a 'classroom swap' cycle (1 day per term) to build knowledge, understanding and skills related to working with students from different year levels. | | Teacher(s) | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Fund additional time to enable ES staff member to run Mini-Lit and Multi-Lit programs | | Principal | 🞎 No | from: Term 1  to: Term 1 | $12,000.00 🗹 Equity funding will be used |
| CAFE reading approach visible and being used by teachers within reading lessons | | Team Leader(s) | 🞎 No | from: Term 1  to: Term 4 | $1,600.00 🞎 Equity funding will be used |
| Literacy and Numeracy role descriptors developed and teachers assigned to roles | | Principal | 🞎 No | from: Term 1  to: Term 1 | $0.00 🞎 Equity funding will be used |
| Team of teachers particpate in PLC Bastow course. | | School Improvement Team | 🞎 No | from: Term 2  to: Term 4 | $8,000.00 🗹 Equity funding will be used |
| Staff participate in Numeracy PD - Di Siemon - Big Ideas in Number during Term 1. | | All Staff | 🞎 No | from: Term 1  to: Term 1 | $650.00 🗹 Equity funding will be used |

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| Goal 1 | To maximise the learning growth in Literacy and Numeracy for every student. | | | | |
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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 2 | Implement a PLC model to build teacher capacity with analysing and using data to inform teaching and learning practices. | | | | |
| Actions | Implement the use of Essential Assessment for numeracy and literacy (reading) Assessment schedule reviewed and implemented for numeracy Develop individual literacy and numeracy learning goals for each student Develop a classroom feedback strategy to gather feedback and data around classroom practice Common assessement tasks for writing for all year levels to support moderation Create and display a numeracy and literacy data wall | | | | |
| Evidence of impact | Students: - can articulate their literacy and numeracy goals for each term - can understand and self-assess their progress - can discuss their progress during conferencing and identify what they need to do next to improve - can provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.  Teachers: - collecting evidence based on PDP goals - are using Essential Assessment data regularly to inform their planning - literacy and numeracy learning goals identified for students - conduct conferences to support students to understand their results and to discuss their learning goals - work collaboratively with colleagues to identify and use a variety of strategies to measure impact - participate in classroom observations  Leaders: - PDP's conducted . - support one another to lead professional learning opportunities for teachers - facilitate and support collaborative practices across the school to support PL around data | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Classes linked to Essential Assessment | | Teacher(s) | 🞎 No | from: Term 1  to: Term 1 | $1,200.00 🞎 Equity funding will be used |
| Literacy and Numeracy goal templates created for each student | | Teacher(s) | 🞎 No | from: Term 1  to: Term 1 | $100.00 🞎 Equity funding will be used |
| Literacy and Numeracy learning goals documented and linked to planning templates | | Leadership Team | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Data impact meeting added to term meeting schedule to support discussions around growth and impact. | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Literacy and Numeracy Data wall visible in teacher meeting area | | Leadership Team | 🞎 No | from: Term 1  to: Term 1 | $100.00 🞎 Equity funding will be used |
| Parent/Student/Teacher meetings conducted with a focus around student learning goals | | Teacher(s) | 🞎 No | from: Term 1  to: Term 3 | $0.00 🞎 Equity funding will be used |
| PDP process monitored and implemented using online PDP system | | Principal | 🗹 Yes | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Moderation meetings for writing occurring during PLT meeting schedule/professional learning days | | All Staff | 🞎 No | from: Term 2  to: Term 4 | $0.00 🞎 Equity funding will be used |
| Literacy and Numeracy Leaders used to support teachers with analysing and using data to inform teaching and learning as well as leading classroom observation strategy. | | Leadership Team | 🗹 Yes | from: Term 2  to: Term 4 | $2,500.00 🗹 Equity funding will be used |

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| Goal 2 | Increase opportunities for higher levels of student cognitive engagement, challenge, self-directed inquiry and deep thinking. | | | | |
| 12 month target 2.1 | To maintain and improve attitudes to school survey data:  Stimulating learning from 79% in 2017 to 85% in 2018.  Learning confidence from 76% in 2017 to 85% in 2018  School connectedness (in particular ("I look forward to going to school" indicator) from 89% to 92% | | | | |
| FISO Initiative | Curriculum planning and assessment | | | | |
| Key Improvement Strategy 1 | Develop whole school scope and sequence documents that promote high quality teaching and learning in Literacy and Numeracy | | | | |
| Actions | Literacy and Numeracy scope and sequence developed including use of common planning templates Assessment schedule linked to scope and sequence | | | | |
| Evidence of impact | Students: - can clearly identify what they are learning  - can understand and self-assess their progress - can discuss their progress during conferencing and identify what they need to do next to improve  Teachers: - work collaboratively with colleagues to document scope and sequence on agreed planning templates - teachers referencing and using scope and sequence in PLT meetings - working through assessment schedule and using data within meetings - identify and use a variety of strategies to measure impact  Leaders: - ensuring scope and sequence documents are completed - support one another to lead professional learning opportunities for teachers - facilitate and support collaborative practices across the school to support PL around data | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Numeracy and Literacy Scope and Sequence, displayed, documented and linked to Google drive | | Leadership Team | 🞎 No | from: Term 1  to: Term 2 | $0.00 🞎 Equity funding will be used |
| 2018 Assessment schedule displayed,documented and linked to Google drive | | Leadership Team | 🞎 No | from: Term 1  to: Term 1 | $0.00 🞎 Equity funding will be used |
| School based data documented and stored on Google drive for easy access for staff. | | Principal | 🞎 No | from: Term 1  to: Term 4 | $0.00 🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Meredith Primary School (1420)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Staff to have incorporated HITS related goal setting into their PDP documentation. | All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Leadership partners | 🗹 On-site |
| Organise and develop classroom observation strategy to support implemementation of Writers Workshop, HITS and Instructional model based around Hattie's big 4. | School Leadership Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 Literacy expertise | 🗹 On-site |
| Attend PL on HITS. Prepare and model lessons to demonstrate selected aspects of HITS. Monitor teacher lesson plans for HITS. | Leadership Team | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Leadership partners | 🗹 On-site |
| Organise curriculum day to support implementation of Writers Workshop. | Leadership Team | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Student Free Day | 🗹 External consultants  Aim is to work with Deb Surkana and look at possiblity to share cost with another school | 🗹 Off-site  looking at shared PL opportunity with other school. |
| Data impact meeting added to term meeting schedule to support discussions around growth and impact. | Principal | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Leadership partners | 🗹 On-site |
| PDP process monitored and implemented using online PDP system | Principal | from: Term 1  to: Term 4 | 🗹 Individualised Reflection | 🗹 PLC/PLT Meeting | 🗹 Leadership partners | 🗹 On-site |
| Literacy and Numeracy Leaders used to support teachers with analysing and using data to inform teaching and learning as well as leading classroom observation strategy. | Leadership Team | from: Term 2  to: Term 4 | 🗹 Preparation  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Leadership partners | 🗹 Off-site  formalised PLC meeting established through BASTOW |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 3       [High Impact Teaching Strategies Summary - Staff Assessment.docx (0.03 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/1420/2652/3/High%20Impact%20Teaching%20Strategies%20Summary%20-%20Staff%20Assessment.docx) Dimension 9       [Student Leadership Role Descriptors.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/1420/2652/9/Student%20Leadership%20Role%20Descriptors.docx) |