

2018 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



ASCOT VALE PRIMARY SCHOOL

No.2608

Submitted for review by Susan Osborne (School Principal) on 13 December, 2017 at 02:08 PM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 02 March, 2018 at 04:01 PM

Endorsed by Helen Millar (School Council President) on 21 March, 2018 at 10:07 PM

Self-evaluation Summary - 2018

Ascot Vale Primary School (2608)

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

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

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

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| Enter your reflective comments | The Leadership Team completed this FISO self evaluation together in November - December 2017. The team considered the process a good opportunity to help identify areas for celebration and improvement. |
| Considerations for 2019 | Employment of Learning Specialist Participation in the Professional Learning Community initiative Continuation of coaching program facilitated by Helen Harris. Planning for 2018, which is a year of self-evaluation and review. |
| Documents that support this plan | |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Ascot Vale Primary School (2608)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
|---|---|---------------------------------------|---|-------------------------------------|
| <p>Staff will work collaboratively to ensure high expectations in learning achievements for all students are established and reached.</p> <p>To develop learners who are inquiring, self-directed, problem solvers.</p> | <p>To work towards the Education State target of "25% more Year 5 students will reach the highest levels in Reading and Mathematics in Naplan by 2020".</p> <p>To achieve an average cohort growth of 1.00-1.25 AusVELS levels by the end of each school year in number and writing.</p> <p>EAL students to have achieved 12 months growth on the EAL Continuum every year</p> <p>To increase the percentages of A and B grades in AusVELS teacher judgments across the school in number & algebra from 41.5% in 2014 to 47% in 2017 and in writing from 39.5% in 2014 to 45% in 2017.</p> <p>To achieve an average relative gain of 2-2.5 NAPLAN levels for year 5 students in Writing and Number.</p> <p>To improve the percentages of students making high relative growth</p> | <p>Yes</p> | <p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>An increase in Year 5 students reaching levels 8, 9, 10 in Reading bands in Naplan from 3 students in 2017 to 4 in 2018</p> <p>An increase in Year 5 students reaching levels 8, 9, 10 in Mathematics bands in Naplan from 1 in 2017 to 2 in 2018</p> <p>To achieve an average cohort growth of 1.00-1.25 VicCurriculum levels by the end of each school year in number and writing.</p> <p>To increase the percentages of A and B grades in VicCurriculum teacher judgments across the school in number & algebra and in writing.</p> <p>To achieve an average relative gain of 2-2.5 NAPLAN levels for year 5</p> | <p>Building practice excellence</p> |

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| | <p>in NAPLAN measures in writing and number to at or above 25% each year of the SSP.</p> <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Guaranteed and Viable Curriculum from 384 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 576).</p> <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Collective Responsibility from 416 to equal or exceed the 67% (which, in 2014 was 569).</p> | | <p>students in Writing and Number.</p> <p>To improve the percentages of students making high relative growth in NAPLAN measures in writing and number to at or above 25% each year of the SSP.</p> <p>By term 4 2017, the School Staff Survey will increase the overall mean score in Guaranteed and Viable Curriculum to equal or exceed the 67th percentile.</p> <p>By term 4 2017, the School Staff Survey will increase the overall mean score in Collective Responsibility to equal or exceed the 67% percentile.</p> | |
| <p>All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.</p> | <p>By Term 4 2018, the Student Attitudes to School Data, Teaching and Learning indicators will improve as follows:</p> <ul style="list-style-type: none"> • Stimulating learning from 3.63 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.16) • Teacher effectiveness from 4.12 to equal or exceed the State factor mean score (which, in 2014 was 4.44) • Teacher empathy from 4.17 to equal the State factor mean score (which, in 2014 was 4.45) | No | <p>ENGAGEMENT</p> <p>By the end of the 2017 school year:</p> <p>The Student Attitudes to School Data, Teaching and Learning indicators will improve/maintain as follows:</p> <ul style="list-style-type: none"> - Stimulating learning to equal or exceed the State factor mean score - Teacher effectiveness to equal or exceed the State factor mean score - Teacher empathy to equal or exceed the State | |

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| | <p>By term 4 2018, the Parent Opinion Survey, Stimulating Learning result will increase from the third quartile in 2014 (6.04) to reach the fourth quartile.</p> <p>By term 4 2018, the Parent Opinion Survey, Connectedness to Peers result will increase from the second quartile in 2014 (5.91) to equal or exceed the third quartile.</p> <p>By term 4 2018, the Parent Opinion Survey, Student Motivation result will increase from the third quartile in 2014 (5.85) to reach the fourth quartile.</p> | | <p>factor mean score The Parent Opinion Survey:</p> <ul style="list-style-type: none"> - Stimulating Learning result will exceed the 2016 AVPS result - Connectedness to Peers result will exceed the 2016 AVPS result - Student Motivation result will exceed the 2016AVPS result <p>WELLBEING By Term 4 2017, the Student Attitudes to School Survey, Wellbeing & Student Relationships indicators will maintain or increase as follows:</p> <ul style="list-style-type: none"> - Student Distress to equal or exceed the 2016 State factor mean score - Student Morale to equal or exceed the 2016 State factor mean score - Connectedness to Peers to equal or exceed the 2016 State factor mean score <p>PRODUCTIVITY By the end of the 2017 school year: The School Staff Survey will improve in Professional Learning – Overall score (mean) to equal or exceed</p> | |
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| | | | <p>the 25th percentile. The Student Attitudes to School Survey, Teaching and Learning indicators will maintain as follows:</p> <ul style="list-style-type: none"> - School connectedness to equal or exceed the State factor mean score - Teacher effectiveness to equal or exceed the State factor mean score - The Parent Opinion Survey, General Satisfaction to equal or exceed the 2016 AVPS school mean score | |
| <p>To develop student resilience and behaviours consistent with the school values.</p> | <p>By the end of term 1 2014, establish an agreed upon and succinct school values statement.</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Wellbeing & Student Relationships indicators will increase as follows:</p> <ul style="list-style-type: none"> • Student Distress from 5.92 in 2014 to exceed the State factor mean score (which, in 2014 was 5.94) • Student Morale from 5.54 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 5.75) <p>Connectedness to Peers from 4.15 in 2014 to equal or exceed the State</p> | No | <p>By the end of term 1 2014, establish an agreed upon and succinct school values statement.</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Wellbeing & Student Relationships indicators will increase as follows:</p> <ul style="list-style-type: none"> - Student Distress from 5.92 in 2014 to exceed the State factor mean score (which, in 2014 was 5.94) - Student Morale from 5.54 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 5.75) | |

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| | factor mean score (which, in 2014 was 4.34) | | - Connectedness to Peers from 4.15 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.34) | |
| Use multiple sources of evidence and feedback to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing. | <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Professional Learning - school level support from 352 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 568).</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Teaching and Learning indicators will improve as follows:</p> <ul style="list-style-type: none"> • School connectedness from 4.1 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.39) • Teacher effectiveness from 4.12 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.44) <p>By term 4 2018, the Parent Opinion Survey, General Satisfaction would have remained above state mean to match or exceed the AVPS 2014 school mean of 6.08.</p> | No | <p>By term 4 2018, the School Staff Survey will increase the overall mean score in Professional Learning - school level support from 352 (in 2014) to equal or exceed the 67th percentile (which, in 2014 was 568).</p> <p>By Term 4 2018, the Student Attitudes to School Survey, Teaching and Learning indicators will improve as follows:</p> <ul style="list-style-type: none"> - School connectedness from 4.1 in 2014 to equal or exceed the State factor mean score (which, in 2014 was 4.39) | |

Improvement Initiatives Rationale

The Framework for Improving Student Outcomes FISO provides structure and support to implement improvement initiatives pertaining to excellence in teaching and learning and professional leadership. Two FISO improvement initiatives have been identified as the focus for 2018, 'Building Practice Excellence' and 'Building Leadership Teams', the rationale being:

- There is a need to sharpen our improvement focus on best teacher practice.
- Data indicates that the school needs to increase our focus on high achieving students; focusing on the top two bands and relative growth.
- It is recognised that school improvement is driven by leadership and that building teacher capacity is key to improved outcomes.
- Guaranteed and Viable Curriculum and Collective Responsibility are targets to monitor in the School Staff Survey. These areas are still in need of improvement.
- We have been successful in meeting School Strategic Plan targets in 'Engagement' and 'Wellbeing' in 2015-2016.
- We have not been as successful in meeting all School Strategic Plan targets in 'Achievement' in 2015-2016. 'Achievement' therefore needs to be the priority - outlined in Section 2

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| Goal 1 | <p>Staff will work collaboratively to ensure high expectations in learning achievements for all students are established and reached.</p> <p>To develop learners who are inquiring, self-directed, problem solvers.</p> |
| 12 month target 1.1 | <p>An increase in Year 5 students reaching levels 8, 9, 10 in Reading bands in Naplan from 3 students in 2017 to 4 in 2018 An increase in Year 5 students reaching levels 8, 9, 10 in Mathematics bands in Naplan from 1 in 2017 to 2 in 2018</p> <p>To achieve an average cohort growth of 1.00-1.25 VicCurriculum levels by the end of each school year in number and writing. To increase the percentages of A and B grades in VicCurriculum teacher judgments across the school in number & algebra and in writing. To achieve an average relative gain of 2-2.5 NAPLAN levels for year 5 students in Writing and Number. To improve the percentages of students making high relative growth in NAPLAN measures in writing and number to at or above 25% each year of the SSP. By term 4 2017, the School Staff Survey will increase the overall mean score in Guaranteed and Viable Curriculum to equal or exceed the 67th percentile. By term 4 2017, the School Staff Survey will increase the overall mean score in Collective Responsibility to equal or exceed the 67% percentile.</p> |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |

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| KIS 1 | Build teacher capacity to plan, implement and review consistent and researched best practice teaching approaches. |
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Define Evidence of Impact and Activities and Milestones - 2018

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| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Build teacher capacity to plan, implement and review consistent and researched best practice teaching approaches. |
| Actions | <ol style="list-style-type: none"> 1. Implement the High Impact Teaching Strategies (HITS) as the AVPS agreed upon instructional model. 2. Continue the teaching and learning coaching program facilitated fortnightly by Helen Harris. 3. Learning Specialist teacher to support the implementation of the HITS by modelling and coaching. 4. Participation in the Victorian Professional Learning Community initiative. |
| Evidence of impact | <ol style="list-style-type: none"> 1. Planning documents, learning walks and improved student outcomes in literacy and numeracy. 2. Coaching diary, reflections and feedback proformas. improved uptake of the non negotiables. Improved student outcomes. |

| | 3. Improved planning documentation. Meetings more focused on data, planning and instruction. Improved student outcomes. Improved staff survey data. 4. PLC maturity matrix to show evidence of increased effectiveness. Each PLC to establish and monitor goals linked to student data. | | | |
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| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| 1. Implement the High Impact Teaching Strategies (HITS) as the AVPS agreed upon instructional model. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| 2. Continue the teaching and learning coaching program facilitated fortnightly by Helen Harris. | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$11,704.00 <input checked="" type="checkbox"/> Equity funding will be used |
| 3. Learning Specialist teacher to support the implementation of the HITS by modelling and coaching. | Learning Specialist(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$5,400.00 <input type="checkbox"/> Equity funding will be used |
| 4. Participation in the Victorian Professional Learning Community initiative. | Leadership Team | <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

Ascot Vale Primary School (2608)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|-----------|----------------------------|--|---|--|---|
| 1. Implement the High Impact Teaching Strategies (HITS) | All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Whole School Student Free Day | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |

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| as the AVPS agreed upon instructional model. | | | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Helen Harris | |
| 2. Continue the teaching and learning coaching program facilitated fortnightly by Helen Harris. | Leading Teacher(s) | 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"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Helen Harris | <input checked="" type="checkbox"/> On-site |
| 3. Learning Specialist teacher to support the implementation of the HITS by modelling and coaching. | Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> Off-site Bastow |

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| | | | | <input checked="" type="checkbox"/> PLC/PLT Meeting | | |
| 4. Participation in the Victorian Professional Learning Community initiative. | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC Initiative <input checked="" type="checkbox"/> External consultants PLC Regional manager to advise, coach and train | <input checked="" type="checkbox"/> Off-site Victorian PLC initiative - DET |

Documents that support the plan

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