

2019 Annual Implementation Plan

for improving student outcomes

Ascot Vale Primary School (2608)



Submitted for review by Susan Osborne (School Principal) on 18 December, 2018 at 04:56 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 18 December, 2018 at 09:16 PM
Endorsed by Helen Millar (School Council President) on 30 January, 2019 at 10:28 AM

Self-evaluation Summary - 2019

	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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>HIGHLIGHTS</p> <ol style="list-style-type: none"> 1. Introduction of the teaching and learning coaching program provided by Helen Harris in 2016, which helped to focus the leadership team and staff on the non-negotiable items that should be visible in each classroom. This formed the basis for our classroom observations, feedback and professional learning. This has continued to present. 2. Introduction of the High Impact Teaching Strategies, along with the Gradual Release of Responsibility Model, as the agreed upon, common instructional teaching and learning model across the school. Coupled with the introduction of 'google docs' as the expected method for documenting and storing planning documentation. 3. Continued efforts to improve staff collaborations via the Professional Learning Community approach. 4. Employment of staff to complement the goals, targets and key improvement strategies and actions. In particular, the Learning Specialist teacher, Ben Kline, has been most effective in developing trust among the staff to support improvement across the school. Ben has been supported by Helen Harris, who has mentored him throughout 2018, to help him develop an effective coaching, development and mentoring approach across the school.
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Considerations for 2019	Continue the focus on implementing the HITS 1, 2 & 3 Three more staff members to attend the Bastow Network Literacy Leadership program in 2019. Make improvements to the way we store documents on google drive. Embed the learning from the PLC program undertaken in 2018.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>Staff will use a professional learning community framework to ensure excellence in literacy and numeracy teaching and learning.</p>
Target 1.1	<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 increase the percentages of A and B grades in Victorian Curriculum teacher judgments across the school in number & algebra and in reading.</p> <p>To ensure the percentages of students making high relative growth in NAPLAN measures in reading and number are at or above 25%.</p> <p>By term 4 2019, the School Staff Survey will maintain or exceed the 2018 result in:</p> <ol style="list-style-type: none"> 1. Guaranteed and viable curriculum 2. The use of high impact teaching strategies 3. Knowledge of high impact teaching strategies 4. Professional learning
Key Improvement Strategy 1.a Building practice excellence	<p>Build teacher capacity to plan, implement and review consistent and researched High Impact Teaching Strategies.</p> <p>Increase the consistency of English and Mathematics teaching and learning models implemented across the school.</p>
Key Improvement Strategy 1.b Building leadership teams	<p>Build capacity and skills of School Leaders to improve the learning outcomes for every student through a consistent approach to the Professional Learning Community initiative.</p>
Goal 2	<p>All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.</p>

Target 2.1	<p>By term 4 2019, the Student Attitudes to School results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Stimulated learning 2. Effective teaching time 3. Teacher concern <p>By term 4 2019, the Parent Opinion Survey results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Stimulating learning environment 2. Effective teaching 3. High expectations for success
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	- Provide multi-age curriculum and learning structures that promote student involvement and engagement in their own learning.
Key Improvement Strategy 2.b Empowering students and building school pride	- Promote student leadership and enhance the student voice across the school.
Key Improvement Strategy 2.c Building communities	- Continue to improve school-parent-community partnerships that support student learning
Key Improvement Strategy 2.d Empowering students and building school pride	- Enhance student pathways and transitions across all year levels.
Goal 3	To develop student resilience and behaviours consistent with the school values.

<p>Target 3.1</p>	<p>By the end of term 2 2019, establish an agreed upon and succinct school values statement.</p> <p>By term 4 2019, the Student Attitudes to School results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Sense of connectedness 2. Resilience 3. Sense of inclusion
<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<p>Undertake an action research project into developing a whole-school framework for social and emotional development</p> <ul style="list-style-type: none"> - Provide explicit teaching of social and emotional development. - Identify how existing programs will fit with the framework

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Staff will use a professional learning community framework to ensure excellence in literacy and numeracy teaching and learning.</p>	<p>Yes</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 increase the percentages of A and B grades in Victorian Curriculum teacher judgments across the school in number & algebra and in reading.</p> <p>To ensure the percentages of students making high relative growth in NAPLAN measures in reading and number are at or above 25%.</p> <p>By term 4 2019, the School Staff Survey will maintain or exceed the 2018 result in:</p> <ol style="list-style-type: none"> 1. Guaranteed and viable curriculum 2. The use of high impact teaching strategies 3. Knowledge of high impact teaching strategies 4. Professional learning 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</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 increase the percentages of A and B grades in Victorian Curriculum teacher judgments across the school in number & algebra and in reading.</p> <p>To ensure the percentages of students making high relative growth in NAPLAN measures in reading and number are at or above 25%.</p> <p>By term 4 2019, the School Staff Survey will maintain or exceed the 2018 result in:</p> <ol style="list-style-type: none"> 1. Guaranteed and viable curriculum 2. The use of high impact teaching strategies 3. Knowledge of high impact teaching strategies <p>Professional learning</p>

<p>All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.</p>	<p>No</p>	<p>By term 4 2019, the Student Attitudes to School results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Stimulated learning 2. Effective teaching time 3. Teacher concern <p>By term 4 2019, the Parent Opinion Survey results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Stimulating learning environment 2. Effective teaching 3. High expectations for success 	
<p>To develop student resilience and behaviours consistent with the school values.</p>	<p>No</p>	<p>By the end of term 2 2019, establish an agreed upon and succinct school values statement.</p> <p>By term 4 2019, the Student Attitudes to School results will maintain or exceed the 2018 results in the following categories:</p> <ol style="list-style-type: none"> 1. Sense of connectedness 2. Resilience 3. Sense of inclusion 	

Goal 1	Staff will use a professional learning community framework to ensure excellence in literacy and numeracy teaching and learning.	
12 Month Target 1.1	<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 increase the percentages of A and B grades in Victorian Curriculum teacher judgments across the school in number & algebra and in reading.</p> <p>To ensure the percentages of students making high relative growth in NAPLAN measures in reading and number are at or above 25%.</p> <p>By term 4 2019, the School Staff Survey will maintain or exceed the 2018 result in:</p> <ol style="list-style-type: none"> 1. Guaranteed and viable curriculum 2. The use of high impact teaching strategies 3. Knowledge of high impact teaching strategies <p>Professional learning</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<p>Build teacher capacity to plan, implement and review consistent and researched High Impact Teaching Strategies.</p> <p>Increase the consistency of English and Mathematics teaching and learning models implemented across the school.</p>	Yes
KIS 2 Building leadership teams	Build capacity and skills of School Leaders to improve the learning outcomes for every student through a consistent approach to the Professional Learning Community initiative.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

AVPS needs to continue the success of the 2018 AIP in regards to:

- implementing the High Impact Teaching Strategies, where the focus was on HITS 1 & 2 and professional growth was evidenced in the PDP end of cycle process. In 2019, the focus will be on HITS 2&3.
- 2018 Staff Opinion Survey showed strong positive growth in the category of 'Teaching and Learning Implementation'.
- Embedding the learning from the 2018 PLC Initiative program.
- Embedding the learning from the 2018 Leading Literacy Professional Learning with further participants in 2019.

Define Actions, Outcomes and Activities

Goal 1	Staff will use a professional learning community framework to ensure excellence in literacy and numeracy teaching and learning.
12 Month Target 1.1	<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 increase the percentages of A and B grades in Victorian Curriculum teacher judgments across the school in number & algebra and in reading.</p> <p>To ensure the percentages of students making high relative growth in NAPLAN measures in reading and number are at or above 25%.</p> <p>By term 4 2019, the School Staff Survey will maintain or exceed the 2018 result in:</p> <ol style="list-style-type: none"> 1. Guaranteed and viable curriculum 2. The use of high impact teaching strategies 3. Knowledge of high impact teaching strategies <p>Professional learning</p>
KIS 1 Building practice excellence	<p>Build teacher capacity to plan, implement and review consistent and researched High Impact Teaching Strategies.</p> <p>Increase the consistency of English and Mathematics teaching and learning models implemented across the school.</p>
Actions	<p>PROFESSIONAL DEVELOPMENT/IMPLEMENTATION</p> <ul style="list-style-type: none"> - Embed HITS 1 - Provide professional learning on HITS 2 & 3 - Utilise the literacy and numeracy tool kits across the school - Establish a scope and sequence for Reading Writing & Numeracy - staff to agree upon a model for consistent implementation across the school - Introduce Peer Observation Feedback and Reflection guides. - Provide reading and number professional learning focusing on lesson structure, teacher practice and curriculum knowledge - Continue teacher coaching programs across the school in a variety of ways - Three staff members to attend Bastow Leading Literacy for Networks program - Simplify planning documentation and accessibility via google docs

	<p>ASSESSMENT</p> <ul style="list-style-type: none"> - Develop an agreed upon assessment schedule that includes documented consistent practices to the collection of data - Provide PD related to - consistent teacher practices (including miscue analysis) and judgement (in relation to Vic Curriculum) using Fountas and Pinnell 			
<p>Outcomes</p>	<p>AVPS Teachers:</p> <ul style="list-style-type: none"> - actively engage in the FISO improvement cycle and the PLC inquiry cycle. - understand the importance of coaching, observation and feedback in the improvement process - use evidence informed practice to improve their performance and outcomes. - have improved knowledge of lesson structure and curriculum. - understand the importance of reliable data and are competent in administering assessments - use the data to inform teaching and learning 			
<p>Success Indicators</p>	<p>Staff (including specialist and non-teaching staff) will:</p> <ul style="list-style-type: none"> - provide evidence of HITS 1, 2 & 3 in planning and delivery of T&L programs - consistently use Google Docs to document planning - consistently track assessment data using Accelerus / Compass - plan teaching and learning programs and analyse data together. - have actively engaged in observation, feedback and reflection (including access to coaching). - have consistent practices in teaching reading and number. - have consistent assessment practices with the collection and use of data to inform learning. 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Provide ongoing PD on Number & Reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Provide fortnightly Teaching and Learning Coaching program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,704.00 <input checked="" type="checkbox"/> Equity funding will be used
3 staff to attend Bastow Leading Literacy Network PL	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Ongoing PL related to data literacy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ongoing PL related to HITS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist provides ongoing school based Professional Learning at point of need	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building leadership teams	Build capacity and skills of School Leaders to improve the learning outcomes for every student through a consistent approach to the Professional Learning Community initiative.			
Actions	PLT Leaders, Education Improvement Leader, Principals and Learning Specialist to work together on the following: <ul style="list-style-type: none"> - Implement the 8 Conditions for Effective Professional Learning Communities - Regional personnel to support AVPS with the implementation of Professional Learning Community initiative by observing, modelling and supporting PLT forums. - Professional Learning for all staff around the PLC inquiry cycle - Evaluate performance using the PLC Maturity Matrix - Provide opportunities for scheduled PLT meetings throughout the school day - Principal and Assistant Principals attend PLT meetings to provide feedback and to support the implementation of consistent PLC practices. - PLT leaders have opportunities to observe and participate in effective PLC's in action - Provide opportunities for moderation of student work and teaching practices - Provide professional learning opportunities around how to use data to differentiate at point of need - Use data consistently to inform teaching and learning 			
Outcomes	Staff will: <ul style="list-style-type: none"> - Understand the FISO inquiry cycle - Understand the importance and effect size of working together in a PLC environment (related to 'collective efficacy', 'collective responsibility', 'teacher collaboration' and 'staff trust in colleagues'.) - Actively engage in PLC inquiry cycle to improve teacher practice and outcomes 			
Success Indicators	Staff (including specialist and non-teaching staff) will: <ul style="list-style-type: none"> - set and monitor norms and protocols - frequently participate in moderation of student work samples and teaching practice - use student data to drive teaching and learning - actively participate in PLC inquiry cycle - participate in professional learning about the PLC process 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ongoing PL related to PLC inquiry model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> PLT Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used
PLT meeting time is provided in the school timetable	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$11,704.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$11,704.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide fortnightly Teaching and Learning Coaching program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$11,704.00	
Totals			\$11,704.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide ongoing PD on Number & Reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader Toolkit	<input checked="" type="checkbox"/> On-site
Provide fortnightly Teaching and Learning Coaching program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Helen Harris - T&L Coach	<input checked="" type="checkbox"/> On-site
3 staff to attend Bastow Leading Literacy Network PL	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Moonee Valley Network Schools
Ongoing PL related to data literacy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Ongoing PL related to HITS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Helen Harris - T&L Coach	<input checked="" type="checkbox"/> On-site
Learning Specialist provides ongoing school based Professional Learning at point of need	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Ongoing PL related to PLC inquiry model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PLT meeting time is provided in the school timetable	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site