2018 Annual Implementation Plan

For improving student outcomes

Mackellar Primary School (5297)

Submitted for review by Matthew Borg (School Principal) on 18 December, 2017 at 09:03 AM
Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 18 December, 2017 at 09:15 AM
Endorsed by Sophie Akamatis (School Council President) on 18 December, 2017 at 07:54 PM

Self-evaluation Summary - 2018

Mackellar Primary School (5297)

	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 moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	

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

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

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

Enter your reflective comments	- Student voice to enhance teacher practice. - Students provided with opportunities to influence curriculum. - Students included in decision making across wide range of aspects of the school. - Students setting, monitoring and assessing progress across curriculum areas.

	- Succession planning - recruitment of staff for specific roles. - Career pathways for aspiring leaders. - Collegial feedback to improve performance. - Continue to build and foster a culture of trust. - Reflective feedback from teams on performance. - Use of data for planning and professional learning purposes.
Considerations for 2019	Mackellar will be proceeding with a School Review Process in Term 3, 2018 and the 2018 AIP is a light touch with a focus on our work relating to reading and improved Literacy practices. Mackellar Primary school is participating in an Effective Practice Pilot for Reading in which we have a goal of maintaining our year 5 students who were in the top two NAPLAN bands for year 5 2018. - Student voice to enhance teacher practice. - Students provided with opportunities to influence curriculum. - Students included in decision making across wide range of aspects of the school. - Students setting, monitoring and assessing progress across curriculum areas. - Succession planning - recruitment of staff for specific roles.
Documents that support this plan	

Annual Implementation Plan - 2018
FISO Improvement Initiatives and Key Improvement Strategies

Mackellar Primary School (5297)

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 achievement and learning growth for each student in all areas of the curriculum with a particular focus on literacy and numeracy.	100% of students deemed capable, measured against the Victorian Curriculum, demonstrate a learning gain of 12 months or more in English and Mathematics 100% of students on Individual Learning Plans show progress at or above satisfactory on their Educational goals. The percentage of students showing low relative growth for NAPLAN in Reading will move from 38% (2014) to 25% or below (2018) The percentage of students showing low relative growth for NAPLAN in Writing will move from 39% (2014) to 25% or below (2018) The percentage of students showing low relative growth for NAPLAN in Numeracy will move from 30% (2014) to 20% or below (2018) The percentage of students in year 5 at or below the NMS for NAPLAN Numeracy will decrease from 27% (2014) to 14% (2018)	Yes	The percentage of students in the top 2 bands for Grade 5 NAPLAN reading to be 21% or greater. 80% of Prep students to reach Level D in a Fountas and Pinnell Benchmark Assessment 80% of Grade 1 students to reach Level J in a Fountas and Pinnell Benchmark Assessment 80% of Grade 2 students to reach Level M in a Fountas and Pinnell Benchmark Assessment 75% of Grade 3 students to reach Level P in a Fountas and Pinnell Benchmark Assessment 75% of Grade 4 students to reach Level S in a Fountas and Pinnell Benchmark Assessment 75% of Grade 5 students to reach Level V in a Fountas and Pinnell Benchmark Assessment 75% of Grade 6 students to reach Level Y in a Fountas and Pinnell Benchmark Assessment Increase the percentage of positive endorsement on the Staff Opinion Survey - School Climate for: *Collective efficacy from 64.7% to >76% *Staff trust in colleagues from 56.7% to >78% *Teacher collaboration from 63.3% to >70%	Building practice excellence
All students are confident, active and independent learners who are motivated in their learning and have a strong sense of belonging and connectedness to the school and their peers.	Learning confidence to improve from 3.88 (2014) to be greater than 4.8 (2018) School connectedness to improve from 4.27 (2014) to be greater than 4.5 (2018)	Yes	To increase the percentage of students with positive attitude for: *Learning Confidence to > than 85% *Stimulated Learning to > than 80% as measured by the 2018 Attitudes to School Survey Summary report Increase percentage of attendance from 92% (2016) to greater than or equal to 94% in 2018	Setting expectations and promoting inclusion
To provide and inclusive, stimulating, safe and orderly learning environment for all students.	Results from 2014 to 2018 (4 year average) as indicated on the School Performance Summary improves from the Low category to the Higher category in Wellbeing The attitudes to school survey data - Classroom behaviour improves from 2.94 (2014) to be greater than 4.0 (2018)	No	To increase the percentage of students with positive attitude for Classroom behaviour to > than 85% as measured by the 2018 Attitudes to School Survey Summary report	

Improvement Initiatives Rationale
Throughout 2018 will be focused on building practice excellence by developing and implementing the strategies to utilise The FISO and HITS to accelerate the learning of all students, while closing the achievement gap in each classroom. Our priority will be re-focussing on our literacy practices across the school with a particular sharp and narrow focus on Reading Instruction. In 2017, we have begun developing a whole-school professional learning plan in light of student achievement data and staff data that will support our identified improvement strategies. We will continue to develop explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback through the continuation of our middle leaders initiative, called 'Lead Learners'. We will continue to draw on proven research in best practice excellence and engage with consultants to accelerate this learning. Our teaching teams will regularly observe and provide feedback on teaching, with support and input from leaders and input from students. Together we will build a 'Collective Efficacy'. We will also develop structured mentoring and coaching programs that support our goals and initiatives. School leaders will facilitate opportunities for staff to learn from each other and model continuous learning in their own practice through professional learning and mentoring.

Goal 1	To maximise achievement and learning growth for each student in all areas of the curriculum with a particular focus on literacy and numeracy.
12 month target 1.1	The percentage of students in the top 2 bands for Grade 5 NAPLAN reading to be 21% or greater. 80% of Prep students to reach Level D in a Fountas and Pinnell Benchmark Assessment 80% of Grade 1 students to reach Level J in a Fountas and Pinnell Benchmark Assessment 80% of Grade 2 students to reach Level M in a Fountas and Pinnell Benchmark Assessment 75% of Grade 3 students to reach Level P in a Fountas and Pinnell Benchmark Assessment 75% of Grade 4 students to reach Level S in a Fountas and Pinnell Benchmark Assessment 75% of Grade 5 students to reach Level V in a Fountas and Pinnell Benchmark Assessment 75% of Grade 6 students to reach Level Y in a Fountas and Pinnell Benchmark Assessment Increase the percentage of positive endorsement on the Staff Opinion Survey - School Climate for: *Collective efficacy from 64.7% to >76% *Staff trust in colleagues from 56.7% to >78% *Teacher collaboration from 63.3% to >70%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Align curricular content (curriculum, instruction, methodology, standards and assessment) to ensure consistency in the planning and implementation of programs that cater for cohort and individual learning needs.
KIS 2	Build the leadership team to lead school improvement across the school; continue to identify and develop high potential leaders to build a shared understanding of evidence based teaching practices required to lift students' outcomes.

Goal 2	All students are confident, active and independent learners who are motivated in their learning and have a strong sense of belonging and connectedness to the school and their peers.
12 month target 2.1	To increase the percentage of students with positive attitude for: *Learning Confidence to > than 85% *Stimulated Learning to > than 80% as measured by the 2018 Attitudes to School Survey Summary report Increase percentage of attendance from 92% (2016) to greater than or equal to 94% in 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Cultivate a positive and engaging school culture where students are actively engaged in their learning, incorporating student voice, student leadership and co-curricular opportunities across the school.

Define Evidence of Impact and Activities and Milestones - 2018

Mackellar Primary School (5297)

Goal 1	To maximise achievement and learning growth for each student in all areas of the curriculum with a particular focus on literacy and numeracy.
12 month target 1.1	The percentage of students in the top 2 bands for Grade 5 NAPLAN reading to be 21% or greater. 80% of Prep students to reach Level D in a Fountas and Pinnell Benchmark Assessment 80% of Grade 1 students to reach Level J in a Fountas and Pinnell Benchmark Assessment 80% of Grade 2 students to reach Level M in a Fountas and Pinnell Benchmark Assessment 75% of Grade 3 students to reach Level P in a Fountas and Pinnell Benchmark Assessment 75% of Grade 4 students to reach Level S in a Fountas and Pinnell Benchmark Assessment 75% of Grade 5 students to reach Level V in a Fountas and Pinnell Benchmark Assessment 75% of Grade 6 students to reach Level Y in a Fountas and Pinnell Benchmark Assessment Increase the percentage of positive endorsement on the Staff Opinion Survey - School Climate for: *Collective efficacy from 64.7% to >76% *Staff trust in colleagues from 56.7% to >78% *Teacher collaboration from 63.3% to >70%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Align curricular content (curriculum, instruction, methodology, standards and assessment) to ensure consistency in the planning and implementation of programs that cater for cohort and individual learning needs.
Actions	Develop effective and consistent teaching practices in reading across the school. Implement the school's instructional model as a framework for consistent instruction in reading across the school Use the PLC model to implement curriculum, particularly the GVC in reading, to ensure that assessment data is utilised to drive teaching and learning.
Evidence of impact	Students will: *articulate the learning intention for each lesson and know if they were successful *understand the expectations and their role within the reading block *be active participants in the development of their individual reading goals, reflecting on their progress and identifying what they need to learn next *be engaged, competent and effective readers who love to read Teachers will: *consistently implement all elements of the reading block *use formative assessment to inform learning intentions and success criteria for cohort and individual learning needs *confer regularly with students to set and self-assess learning goals *share knowledge and understanding of effective teaching and learning in reading in order to reduce variability *engage in regular conversations about student learning and teaching practice *analyse, interpret and use data regularly to inform curriculum planning and progress towards school goals *use and adhere to a cycle of improvement to drive and inform the work of the team Leaders will *conduct regular learning walks, during the reading block, using a shared proforma to ensure consistent implement, to reduce variance *ensure PLCs are consistent across the school with agreed norms and protocols *monitor and evaluate the impact of PLC in improving student learning and the quality of teaching *facilitate the conditions for ongoing Professional Learning for staff

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employment of Literacy consultants (including speech and communication specialists) to observe, audit current practice, coach staff and guide the implementation of the GVC (Guaranteed and Viable Curriculum) in reading.	Principal	☑ Yes	from: Term 1 to: Term 4	$120,000.00 ☑ Equity funding will be used
Provide professional learning for teachers in the implementation of the school's GVC for reading and in the development of SMART goals for reading.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Use learning walks to ensure the instructional model of reading has been embedded in teacher practice.	Leadership Team	☐ No	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Attend professional learning at Bastow for: Leading Literacy and Literacy Data, Assessment and Practice Data literacy.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
Introduce and model a cycle of Inquiry, to evaluate the effectiveness of current teaching practices	Leadership Team	☐ No	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used
Lead teams in the implementation of GVC for reading and effective practices aligned with the DET Literacy Toolkit.	PLC Leaders	☐ No	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Work in PLCs, using the cycle of inquiry, to design and implement curriculum that incorporates the essential elements of the GVC for reading.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Write clear learning intentions and success criteria for each lesson, expressing these to students and provide opportunities for student self-assessment and reflection.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Explicitly teach students how to develop, monitor and track SMART learning goals for reading	Teacher(s)	☐ No	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used
Moderate student assessment and use data to diagnose students learning needs and plan for teaching.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Continue to develop and monitor the effective use of Classroom Libraries and purchase quality Literature that inspires students to read.	School Leadership Team	☑ Yes	from: Term 1 to: Term 2	$50,000.00 ☑ Equity funding will be used

Goal 1	To maximise achievement and learning growth for each student in all areas of the curriculum with a particular focus on literacy and numeracy.
12 month target 1.1	The percentage of students in the top 2 bands for Grade 5 NAPLAN reading to be 21% or greater. 80% of Prep students to reach Level D in a Fountas and Pinnell Benchmark Assessment 80% of Grade 1 students to reach Level J in a Fountas and Pinnell Benchmark Assessment 80% of Grade 2 students to reach Level M in a Fountas and Pinnell Benchmark Assessment 75% of Grade 3 students to reach Level P in a Fountas and Pinnell Benchmark Assessment 75% of Grade 4 students to reach Level S in a Fountas and Pinnell Benchmark Assessment 75% of Grade 5 students to reach Level V in a Fountas and Pinnell Benchmark Assessment 75% of Grade 6 students to reach Level Y in a Fountas and Pinnell Benchmark Assessment Increase the percentage of positive endorsement on the Staff Opinion Survey - School Climate for: *Collective efficacy from 64.7% to >76% *Staff trust in colleagues from 56.7% to >78% *Teacher collaboration from 63.3% to >70%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build the leadership team to lead school improvement across the school; continue to identify and develop high potential leaders to build a shared understanding of evidence based teaching practices required to lift students' outcomes.
Actions	Foster (continue to build) a collaborative culture - through the refinement of PLC Access and use evidence-based research to improve instructional practice Further develop a shared understanding of the FISO initiatives highlighting the relationship between FISO and school improvement
Evidence of impact	Teachers will: *have improvement collective efficacy *build their knowledge and skills of evidence based strategies *collaborate with colleagues to refine application of high impact teaching strategies Teacher Leaders will: *model effective instructional practices (incorporating HITS) and support collaborative structures *identify and share best practices within the classroom Leaders will: *set expectations for formal, frequent and productive teacher collaboration and instructional improvement

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Maintain and refine our Learning Leaders middle leadership initiative by building the Learning Leaders capacity by focusing their learning on the PLC model and collaboration.	School Leadership Team	☐ No	from: Term 1 to: Term 3	$10,000.00 ☑ Equity funding will be used
Employment Literacy Leader will continue to work Literacy consultants and have Professional learning in the areas of Literacy	Principal	☑ Yes	from: Term 1 to: Term 4	$110,703.41 ☑ Equity funding will be used

Goal 2	All students are confident, active and independent learners who are motivated in their learning and have a strong sense of belonging and connectedness to the school and their peers.
12 month target 2.1	To increase the percentage of students with positive attitude for: *Learning Confidence to > than 85% *Stimulated Learning to > than 80% as measured by the 2018 Attitudes to School Survey Summary report Increase percentage of attendance from 92% (2016) to greater than or equal to 94% in 2018
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Cultivate a positive and engaging school culture where students are actively engaged in their learning, incorporating student voice, student leadership and co-curricular opportunities across the school.
Actions	Maintain a safe, supportive and inclusive learning environment that values and provides genuine student voice and leadership Develop a culture of high expectations, effort and engagement for all students Establish a culture of feedback between students and staff Empower students as learners and leaders so they can actively contribute to both their own education and to whole school initiatives
Evidence of impact	Students will: *contribute to shaping the curriculum and learning activities, providing feedback to teachers to evaluate the impact of teaching *analyse and share the relationship between effort and achievement. *be motivated, collaborative and productive in their learning *students regularly set their own learning goals, self-reflect and evaluate Teachers will: *provide focused and differentiated feedback to support the progress and achievement of every child. *use a range of tools to receive regular student feedback on learning and teaching and to inform planning *be explicit about the actions and behaviours associated with effort. *provide opportunities for students to influence their learning through collaborative decision making Leaders: *model effective feedback processes and facilitate multiple opportunities for regular feedback *have high expectations for every learner and success is identified through student achievement outcomes.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide professional learning for staff on the relationship between effort and achievement and effective feedback.	School Improvement Team	☑ Yes	from: Term 1 to: Term 2	$5,000.00 ☐ Equity funding will be used
Teach students about the relationship between effort and achievement and provide explicit guidance about exactly what it means to expend effort.	Teacher(s)	☐ No	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used
Ask students to keep track of their effort and achievement.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Engage students in the feedback process.	Teacher(s)	☐ No	from: Term 2 to: Term 4	$50.00 ☐ Equity funding will be used
Develop student participation into areas such as planning, special activities, leadership and challenge based learning.	All Staff	☐ No	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Hive learning leader appointed, to enhance Learning experiences to ensure they are active, personal, collaborative, and relevant, designed to empower learners to be creators who believe their work matters.	Principal	☐ No	from: Term 1 to: Term 4	$110,000.00 ☑ Equity funding will be used

Professional Learning and Development Plan - 2018

Mackellar Primary School (5297)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employment of Literacy consultants (including speech and communication specialists) to observe, audit current practice, coach staff and guide the implementation of the GVC (Guaranteed and Viable Curriculum) in reading.	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Communities of Practice	☑ Literacy expertise ☑ Internal staff	☑ On-site
Provide professional learning for teachers in the implementation of the school's GVC for reading and in the development of SMART goals for reading.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Attend professional learning at Bastow for: Leading Literacy and Literacy Data, Assessment and Practice Data literacy.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Bastow program/course	☑ Off-site PL @ Bastow will be on and off-site based on course expectations.
Continue to develop and monitor the effective use of Classroom Libraries and purchase quality Literature that inspires students to read.	School Leadership Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ School improvement partnerships ☑ Literacy Leaders	☑ On-site
Employment Literacy Leader will continue to work Literacy consultants and have Professional learning in the areas of Literacy	Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy Leaders	☑ On-site
Provide professional learning for staff on the relationship between effort and achievement and effective feedback.	School Improvement Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

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

VICTORIA State Government | Education and Training