

2018 Annual Implementation Plan

for improving student outcomes

Albion Primary School (4265)



Albion Primary School

Submitted for review by Adrienne Williamson (School Principal) on 19 December, 2017 at 07:16 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 20 December, 2017 at 02:49 AM
Endorsed by Mat Holmes (School Council President) on 20 December, 2017 at 12:30 PM

Self-evaluation Summary - 2018

Albion Primary School (4265)

	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
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	Embedding
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments

2017 has been a year of change in terms of a new strategic direction, staff in acting leadership roles and the unknown in terms of what would happen with leadership. A new principal was appointed at the start of term 4.

Considerations for 2019	<p>Reading as a priority for 2018 PLCs as a priority for 2018 Building teacher capacity in high impact instructional practices Building teacher capacity to use data to inform planning, teaching at point of need, evaluate performance</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Albion Primary School (4265)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																				
To improve student achievement in all levels across the school in literacy and numeracy.	<p>NAPLAN By the end of 2021, the percentage of year 3 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table border="0"> <tr> <td>Mode</td> <td><i>Bottom two bands</i></td> <td><i>Top two bands</i></td> </tr> <tr> <td>Reading</td> <td>15%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>Maintain 5% or less</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>35%</td> </tr> </table> <p>By the end of 2021, the percentage of year 5 students in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table border="0"> <tr> <td>Mode</td> <td><i>Bottom two bands</i></td> <td><i>Top two bands</i></td> </tr> <tr> <td>Reading</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>35%</td> </tr> </table> <p>By the end of 2021, the percentage of students with low and high relative growth in Reading, Writing and Numeracy will be:</p> <table border="0"> <tr> <td>Mode</td> <td><i>Low growth</i></td> <td><i>High growth</i></td> </tr> <tr> <td>Reading</td> <td>10%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>35%</td> </tr> </table>	Mode	<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	15%	35%	Writing	Maintain 5% or less	35%	Numeracy	10%	35%	Mode	<i>Bottom two bands</i>	<i>Top two bands</i>	Reading	20%	35%	Writing	10%	35%	Numeracy	18%	35%	Mode	<i>Low growth</i>	<i>High growth</i>	Reading	10%	35%	Writing	20%	35%	Numeracy	20%	35%	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.	Building practice excellence
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To improve student social and emotional wellbeing to enhance student outcomes.	<p>Attitudes to School survey By the end of 2021, the mean factor percentage scores for the <i>Attitudes to School Survey</i> will be:</p> <p><i>Teaching and Learning domain</i></p> <table border="0"> <tr> <td>Factor</td> <td>%</td> </tr> <tr> <td>Stimulated learning</td> <td>85%</td> </tr> <tr> <td>Learning confidence</td> <td>85%</td> </tr> </table> <p><i>Student Safety domain</i></p> <table border="0"> <tr> <td>Factor</td> <td>%</td> </tr> </table>	Factor	%	Stimulated learning	85%	Learning confidence	85%	Factor	%	No	To maintain or improve percentage of students' positive response to stimulated learning at 85% in 2017. To increase student learning confidence from 78% in 2017 to 85% in 2018. To reduce the experience of bullying from 30% in 2017 to 20% in 2018.																													
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<p>To increase the level of student engagement by enhancing the involvement of parents, students and teachers as a learning community.</p>	<p>Attitudes to School Survey By the end of 2021, the mean factor scores for the <i>Attitudes to School Survey</i> will be:</p> <table border="0"> <tr> <td colspan="2"><i>Learner Characteristics and Disposition</i></td> </tr> <tr> <td>Factor</td> <td>%</td> </tr> <tr> <td>Learning confidence</td> <td>90%</td> </tr> <tr> <td>Motivation and interest</td> <td>95%</td> </tr> </table> <p>School Staff Survey By the end of 2021, the mean factor scores for the <i>Staff Opinion Survey</i> will be:</p> <table border="0"> <tr> <td>Component</td> <td>%</td> </tr> <tr> <td>Collective efficacy</td> <td>90%</td> </tr> <tr> <td>Academic emphasis</td> <td>90%</td> </tr> <tr> <td>Instructional Leadership</td> <td>90%</td> </tr> </table> <p>Parent Opinion Survey By the end of 2021, the mean factor scores for the <i>Parent Opinion Survey</i> will be maintained and at least:</p> <table border="0"> <tr> <td>Factor</td> <td>%</td> </tr> <tr> <td>Stimulating Learning environment</td> <td>90%</td> </tr> <tr> <td>Effective teaching</td> <td>90%</td> </tr> <tr> <td>School improvement</td> <td>90%</td> </tr> </table> <p>Student Absences By the end of 2021, student absence averages will have decreased to:</p> <table border="0"> <tr> <td>Year Level</td> <td>Average number of days absent</td> </tr> <tr> <td>Foundation</td> <td>13</td> </tr> <tr> <td>Year 1</td> <td>13</td> </tr> <tr> <td>year 2</td> <td>13</td> </tr> <tr> <td>Year 3</td> <td>Maintain 11</td> </tr> <tr> <td>Year 4</td> <td>12</td> </tr> <tr> <td>Year 5</td> <td>13</td> </tr> <tr> <td>Year 6</td> <td>Maintain 11</td> </tr> <tr> <td>Foundation - 6</td> <td>12</td> </tr> </table> <p>By the end of 2021, the number of unexplained absences will be zero for all year levels.</p>	<i>Learner Characteristics and Disposition</i>		Factor	%	Learning confidence	90%	Motivation and interest	95%	Component	%	Collective efficacy	90%	Academic emphasis	90%	Instructional Leadership	90%	Factor	%	Stimulating Learning environment	90%	Effective teaching	90%	School improvement	90%	Year Level	Average number of days absent	Foundation	13	Year 1	13	year 2	13	Year 3	Maintain 11	Year 4	12	Year 5	13	Year 6	Maintain 11	Foundation - 6	12	No	<p>To maintain or improve percentage of student learning confidence from 78% in 2017 to 85% in 2018. To improve staff opinion of collective efficacy from 69.64% in 2017 to 75% in 2018. To maintain or improve parent opinion survey factors from 2017 data. To decrease the average number of absences from F - 6 to 15</p>	
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Improvement Initiatives Rationale

The focus for 2018 is on improving reading outcomes for students. There was no high growth in NAPLAN reading data from year 3 to year 5 in 2017 and the percentage of students in the bottom two bands increased for years 3 and 5. The percentage in the top two bands is low but it had increased from 2016 to 2017 for year 3 but decreased for year 5.

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.
12 month target 1.1	The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy.
KIS 2	Build teacher capacity to effectively collect, collate, analyse and evaluate reliable data to inform planning, teaching to point of need and measure impact of instruction
KIS 3	Consistent implementation of agreed model of instruction that incorporates high impact strategies for literacy and numeracy across the school
KIS 4	Build leadership capacity across the school including within PLCs that focus on student learning

Define Evidence of Impact and Activities and Milestones - 2018

Albion Primary School (4265)

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.			
12 month target 1.1	The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop, document and implement a whole school guaranteed and viable curriculum based on the Victorian Curriculum that includes the assessment of literacy and numeracy.			
Actions	Complete the English curriculum documentation including scope and sequence for reading, assessment schedule, common assessment tasks			
Evidence of impact	<p>Staff: Are using the curriculum documentation in their planning Can demonstrate a deep knowledge of how reading skills develop Conduct conferences with students to discuss their progress and identify their next learning goal</p> <p>Students: Discuss their progress during conferences Can understand their progress and identify what they have to learn and do to get to the next progression</p> <p>Leaders: Provide regular feedback to teaching teams and individuals based on their planning documentation, work programs</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
English documentation completed by end of term 1 Implement Reading scope and sequence by term 2	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.			
12 month target 1.1	The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Build teacher capacity to effectively collect, collate, analyse and evaluate reliable data to inform planning, teaching to point of need and measure impact of instruction			
Actions	Develop consistent understanding of PLCs and commence implementation. Build staff data literacy.			
Evidence of impact	<p>Staff: Collecting and collating relevant data Analysing data to measure the impact of their instruction Using data to inform their teaching</p> <p>Students: Discuss their progress and know what they need to do next to improve Provide feedback to staff about the effectiveness of their teaching</p> <p>Leadership: Provide professional learning for staff to build capacity Provide time for staff to collaborate Support staff in their use of data Conversations about student data, what it is telling us and what we can do to support students in their learning</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participate in Bastow PLC initiative	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resource PLC teams with time and designated leader	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Agreed documentation of PLC processes	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build staff data literacy	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.			
12 month target 1.1	The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Consistent implementation of agreed model of instruction that incorporates high impact strategies for literacy and numeracy across the school			
Actions	Develop consistent practice that is research based in the teaching of reading. Develop a shared understanding of children's reading development and effective teaching strategies to support it. Further embed intervention in literacy.			
Evidence of impact	Students: Know the expectations			

	<p>Are fully engaged in their learning experiences Make growth in their learning</p> <p>Staff: Demonstrate a deep knowledge of how reading skills develop Plan and implement lessons that include high impact strategies such as goal setting, structure, explicit teaching, worked examples, collaborative learning, multiple exposures to new learning</p> <p>Leaders: Support staff through providing professional learning to deepen understandings Provide time to work with consultant Provide regular feedback based on observations and data collection</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employ a consultant	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ a numeracy coach	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning day	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School team to participate in Leading Literacy at Bastow	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint a school based literacy leader (classroom practitioner) who will provide in classroom PL for staff	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Developing the 'non-negotiables' in reading	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$200.00 <input type="checkbox"/> Equity funding will be used
Developing an instructional model around GRR and professional learning day	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve student achievement in all levels across the school in literacy and numeracy.
12 month target 1.1	The percentage of students assessed at high growth in Reading NAPLAN from year 3 to 5 increase from 0% in 2017 to 20% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 4	Build leadership capacity across the school including within PLCs that focus on student learning
Actions	Develop the skills of PLC leaders to work collaboratively with other staff on focusing on student learning
Evidence of impact	<p>Staff: Working and learning together to provide the best learning opportunities for students Teaching at the point of need Able to articulate where students are at and where they need to go next in their learning</p> <p>Students: Making good growth Can articulate what they are learning, what they have learnt and what they need to learn in order to improve</p>

Leadership: Providing professional learning for staff Providing feedback				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Timetabling and meeting schedules to reflect time for PLCs	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to attend PCL initiative at Bastow	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Albion Primary School (4265)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participate in Bastow PLC initiative	PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Agreed documentation of PLC processes	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Literacy Consultant	<input checked="" type="checkbox"/> On-site
Build staff data literacy	All Staff	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Employ a consultant	School Leadership Team	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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Employ a numeracy coach	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning day	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site With Ardeer PS

						at VU Trade Centre
School team to participate in Leading Literacy at Bastow	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow
Appoint a school based literacy leader (classroom practitioner) who will provide in classroom PL for staff	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Developing an instructional model around GRR and professional learning day	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Staff to attend PCL initiative at Bastow	PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow

Documents that support the plan

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