2019 Annual Implementation Plan

for improving student outcomes

Panton Hill Primary School (1134)

Submitted for review by Kylie Richards (School Principal) on 20 February, 2019 at 10:36 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 February, 2019 at 10:37 AM
Endorsed by Jason Ditcham (School Council President) on 05 March, 2019 at 04:48 PM

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

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

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

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

Enter your reflective comments	We have worked on consistency in the focus on HITS strategies, in particular success criteria and learning intentions. We have specifically made the connection between these strategies and our work on growth mindset and the student agency. This will complement our work this year on feedback.
Considerations for 2019	Our student opinion survey indicates that we have a strong sense of student safety in our school. This is a good foundation to build on with work on feedback and student voice and agency. This will be a focus for 2019. Our curriculum focus will be with writing - the participation in a community of practice with Research and Hurstbridge Primary Schools will be valuable Staff will be introduced to the concept of PLC's and the improvement cycle.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To develop curious lifelong learners with strong skills in Literacy and Numeracy.
Target 1.1	- To have all students deemed capable make at least one year of teacher judgement progress annually in Literacy and Numeracy. - To have Year 3 and 5 NAPLAN matched cohort equal or exceed the State mean growth in Literacy and Numeracy. 25% of students in Year 5 to demonstrate high relative growth in NAPLAN
Key Improvement Strategy 1.a Curriculum planning and assessment	To develop models of teaching for LIteracy and Mathematics
Key Improvement Strategy 1.b Evaluating impact on learning	To build teacher capacity to better understand and use assessment data to improve student outcomes
Goal 2	To improve student engagement and motivation to learn.
Target 2.1	To maintain and extend Student Opinion Survey results in the 3rd Quartile in the areas of Stimulating Learning, Student Motivation and Learning Confidence

Key Improvement Strategy 2.a Empowering students and building school pride	To increase opportunities for student voice
Key Improvement Strategy 2.b Empowering students and building school pride	Maintain student roles and responsibilities such as School Captains, Vice Captains and Junior School Council (for Years 3 to 6), monitor roles (ie:library or sport store monitor)
Goal 3	To develop self-motivated, resilient and responsible learners and leaders
Target 3.1	School average number of absence days per FTE student for each cohort to be below the state average. Annually reduce the incidence of late attendance as recorded on CASES By 2019 all average yearly attendance rates by year level will be at or above 95%
Key Improvement Strategy 3.a Curriculum planning and assessment	To build the capability of students to be resilient, socially responsible and respectful in all their relationships.
Key Improvement Strategy 3.b Vision, values and culture	Maintain the Student Leadership program by continuing to provide authentic leadership opportunities and regular promote the School Values of Respect, Cooperation, Determination, Enthusiasm and Honesty
Goal 4	To make the best use of existing resources and maximise future funding and resource opportunities
Target 4.1	To use ICT across the school to support hight quality instructional practice and improved student engagement and wellbeing. To aim to have the School Budget in surplus in each year of the Strategic Plan period. Maintain the Professional Learning Budget to support high quality instructional practice.

	Maintain high LIteracy budget allocation to sustain the purchase of quality reading and support materials.
	Maintain high Numeracy and ICT budget allocation to sustain and expand these programs.
Key Improvement Strategy 4.a Building practice excellence	To invest in building teacher and leadership capacity, especially leadership development PD.
Key Improvement Strategy 4.b Strategic resource management	Program budgets will refelct an emphasis on updating and expanding resources in ICT, Literacy and Numeracy. Audit and enhance the schools resources in line with priority lists established by Staff and School Council working together. Relate to PHPS Resource Audit. Maintain highly functional but flexible timetable to make best use of staff and the school facilities.
Key Improvement Strategy 4.c Strategic resource management	Maintain sustainability school focus - composting/recycling/water collection and use for toilets and vegie garden/solar collection complementing electricity use

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To develop curious lifelong learners with strong skills in Literacy and Numeracy.	Yes	• To have all students deemed capable make at least one year of teacher judgement progress annually in Literacy and Numeracy. • To have Year 3 and 5 NAPLAN matched cohort equal or exceed the State mean growth in Literacy and Numeracy. 25% of students in Year 5 to demonstrate high relative growth in NAPLAN	RELATIVE GROWTH 3-5 NAPLAN No more than 25% in low growth in writing (38% in 2018) and 20% demonstrating high growth In NAPLAN numeracy to have a maximum of 18% low growth, and maintain 40% high growth No more than 15% in low growth Reading (20% in 2018) and 23% high growth
To improve student engagement and motivation to learn.	Yes	To maintain and extend Student Opinion Survey results in the 3rd Quartile in the areas of Stimulating Learning, Student Motivation and Learning Confidence	Increase stimulated learning from 94% (2018) to 96%, increase sense of confidence from 92% (2018) to 95%, increase motivation and interest from 95% to 97%. To increase student voice and agency from 85% (2018) to 90%

To develop self-motivated, resilient and responsible learners and leaders	No	School average number of absence days per FTE student for each cohort to be below the state average. Annually reduce the incidence of late attendance as recorded on CASES By 2019 all average yearly attendance rates by year level will be at or above 95%	
To make the best use of existing resources and maximise future funding and resource opportunities	Yes	To use ICT across the school to support hight quality instructional practice and improved student engagement and wellbeing. To aim to have the School Budget in surplus in each year of the Strategic Plan period. Maintain the Professional Learning Budget to support high quality instructional practice. Maintain high LIteracy budget allocation to sustain the purchase of quality reading and support materials. Maintain high Numeracy and ICT budget allocation to sustain and expand these programs.	To have 100% teachers confident to teach to the ICT scope and sequence document. To have ict, numeracy and literacy as priorities in the budget.

Goal 1	To develop curious lifelong learners with strong skills in Literacy and Numeracy.

12 Month Target 1.1	RELATIVE GROWTH 3-5 NAPLAN No more than 25% in low growth in writing (38% in 2018) and 20% demonstrating high growth In NAPLAN numeracy to have a maximum of 18% low growth, and maintain 40% high growth No more than 15% in low growth Reading (20% in 2018) and 23% high growth	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To develop models of teaching for LIteracy and Mathematics	Yes
KIS 2 Evaluating impact on learning	To build teacher capacity to better understand and use assessment data to improve student outcomes	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.	Our NAPLAN results identify writing as an area for improvement with 38% of our students in Year 5 showing low relative growth and 10% showing high growth.	
Goal 2	To improve student engagement and motivation to learn.	
12 Month Target 2.1	Increase stimulated learning from 94% (2018) to 96%, increase sense of confidence from 92% (2018) to 95%, increase motivation and interest from 95% to 97%. To increase student voice and agency from 85% (2018) to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	To increase opportunities for student voice	Yes

Empowering students and building school pride		
KIS 2 Empowering students and building school pride	Maintain student roles and responsibilities such as School Captains, Vice Captains and Junior School Council (for Years 3 to 6), monitor roles (ie:library or sport store monitor)	No
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.	While there has been much improvement over the period of our ssp in student motivation, stimulating learning and learning confidence, we believe that with focus on teacher practice in areas such as the HITS strategies in the KIS, our students will make further, significant gains. Our work around student voice has empowered our students somewhat. A focus on student agency would be of further benefit.	

Goal 3	To make the best use of existing resources and maximise future funding and resource opportunities
12 Month Target 3.1	To have 100% teachers confident to teach to the ICT scope and sequence document. To have ict, numeracy and literacy as priorities in the budget.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To invest in building teacher and leadership capacity, especially leadership development PD.	Yes
KIS 2 Strategic resource management	Program budgets will refelct an emphasis on updating and expandign resources in ICT, Literacy and Numeracy. Audit and enhance the schools resources in line with priority lists established by Staff and School Council working together. Relate to PHPS Resource Audit. Maintain highly functional but flexible timetable to make best use of staff and the school facilities.	No
KIS 3 Strategic resource management	Maintain sustainability school focus - composting/recycling/water collection and use for toilets and vegie garden/solar collection complementing electricity use	No

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.	Feedback from staff suggests that we have varying degrees of understanding of ICT across the staff. There is a need to concentrate on building teacher capacity to effectively teach to the Victorian Curriculum standards required (which are scope and sequence document is based on)

Define Actions, Outcomes and Activities

Goal 1	To develop curious lifelong learners with strong skills in Literacy and Numeracy.
12 Month Target 1.1	RELATIVE GROWTH 3-5 NAPLAN No more than 25% in low growth in writing (38% in 2018) and 20% demonstrating high growth In NAPLAN numeracy to have a maximum of 18% low growth, and maintain 40% high growth No more than 15% in low growth Reading (20% in 2018) and 23% high growth
KIS 1 Curriculum planning and assessment	To develop models of teaching for Literacy and Mathematics
Actions	* Develop a consistent approach to writing * Develop teacher capacity to use a range of explicit, high impact strategies in the teaching of writing, with a focus on learning intentions, success criteria and feedback.
Outcomes	Regular writing conferences with students Increased teacher understanding of explicit strategies for the teaching of writing Increased goal setting capacity in students Resource bank of feedback documents for teachers to use in the classrooms Data set built to drive improvements
Success Indicators	NAPLAN results in writing to improve from 2018 (low relative growth 38% and high relative growth 10%) Teacher judgements indicate at least a year growth in all students deemed capable Students meeting individual learning goals Self assessment documents and teacher documents using VCOP structure in use and progress shown towards these markers

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staff team to collectively focus on and trial identified strategies with attention to the effectiveness of the practices.	☑ All Staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Support/intervention provided for students identified as not making expected progress	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Meeting time allocated for the investigation of PLC structures including investigation of data and collaborative approaches to planning	☑ All Staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teacher observation of the HIT strategies in practice, in particular feedback to students. Teachers to give feedback to each other in order to improve practice.	☑ All Staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Introduce a PLC cycle with a focus on writing, (planning, data analysis and trialling of strategies with peer observations) utilising curriculum meeting schedule	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Evaluating impact on learning	To build teacher capacity to better understand and use assessment data to improve student outcomes
Actions	Develop teacher capacity to identify point of learning need based on assessments.

Outcomes	Continued use of data tables and Accelerus Teachers will regularly use assessments to inform planning Tools such as Accelerus and ZPD documents will be in constant use by teachers When planning in teams, priority will be given to analysing student needs.
Success Indicators	Students will indicate achievement of their student goals NAPLAN growth data to indicate continued high growth in numeracy above state level, in reading and writing above state level for high growth (below in 2019).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Regular data analysis meetings support teachers to understand the student's point of need and plan for next steps. Professional learning to be provided around specific assessments and ZPD.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Investigation of current practices and new options for students setting and managing their own goals to be timetabled into curriculum schedule. Working towards a continuous process of goal setting and feedback.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Timetable provided to allow for teachers to work together with an expectation of attention to the planning learning activiites at the point of learning need	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve student engagement and motivation to learn.
12 Month Target 2.1	Increase stimulated learning from 94% (2018) to 96%, increase sense of confidence from 92% (2018) to 95%, increase motivation and interest from 95% to 97%. To increase student voice and agency from 85% (2018) to 90%
KIS 1	To increase opportunities for student voice

Empowering students and building school pride	
Actions	Develop teacher understanding of the structures, processes and practices that will lead to increased student voice and agency.
Outcomes	Teachers have a greater capacity to gather student input and implement relevant changes Representation from students at School Council level Students show an increased capacity to effectively communicate their own goals for individual learning and for the overall management of the school
Success Indicators	Student Opinion Survey indicates results in the fourth quartile Evidence of student led change occurring in the school. Planning documents reflect student input and interest.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review of current practices to identify areas of strength and areas of development for student voice and agency.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Trial of strategies/program for increased student voice/agency.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Targeted meetings to investigate the concept of student voice and agency with the staff, using the Amplify document link with individual staff PDPs.	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Discussion with School Council and Junior School Council about opportunities to increase student voice and agency in the school eg: student report to School Council by a student rep.	☑ Principal	☐ PLP Priority	from: Term 1	$0.00 ☐ Equity funding will be used

Goal 3	To make the best use of existing resources and maximise future funding and resource opportunities
12 Month Target 3.1	To have 100% teachers confident to teach to the ICT scope and sequence document. To have ict, numeracy and literacy as priorities in the budget.
KIS 1 Building practice excellence	To invest in building teacher and leadership capacity, especially leadership development PD.
Actions	Develop teacher capacity in the delivery of the ICT scope and sequence.
Outcomes	Change in teacher practice with an effective use of available technology Increased teacher knowledge of a variety of technology and ability to deliver relevant lessons to the students Change in attitude to technology being seen as a stand alone program
Success Indicators	Teacher judgement on school reports will indicate all students deemed capable are at the expected level in ICT strands Increase in student capacity in ICT

Activities and Milestones	Who	Is this a PL Priority	When	Budget
In planning meetings, ICT is included on a regular basis with attention to the skills in the scope and sequence document (based on Vic Curriculum)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Investigate and provide budget for relevant pd for teachers in ict and leadership	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00

					☐ Equity funding will be used
ICT scope and sequence document reviewed.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00 ☐ Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$5,000.00	$5,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,000.00	$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Support/intervention provided for students identified as not making expected progress	from: Term 2 to: Term 4	☑ School-based staffing	$5,000.00	$5,000.00
Totals			$5,000.00	$5,000.00

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
Staff team to collectively focus on and trial identified strategies with attention to the effectiveness of the practices.	☑ All Staff ☑ Principal	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ VCAA Curriculum Specialist	☑ On-site
Meeting time allocated for the investigation of PLC structures including investigation of data and collaborative approaches to planning	☑ All Staff ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Teacher observation of the HIT strategies in practice, in particular feedback to students. Teachers to give feedback to each other in order to improve practice.	☑ All Staff ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources visits to other schools	☑ On-site
Regular data analysis meetings support teachers to understand the student's point of need and plan for next steps. Professional learning to be provided around specific assessments	☑ All Staff	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

and ZPD.						
Investigation of current practices and new options for students setting and managing their own goals to be timetabled into curriculum schedule. Working towards a continuous process of goal setting and feedback.	☑ All Staff	from: Term 1 to: Term 3	☑ Planning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Review of current practices to identify areas of strength and areas of development for student voice and agency.	☑ All Staff	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Trial of strategies/program for increased student voice/agency.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Targeted meetings to investigate the concept of student voice and agency with the staff, using the Amplify document link with individual staff PDPs.	☑ Principal	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Amplify document	☑ On-site
In planning meetings, ICT is included on a regular basis with attention to the skills in the scope and sequence	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

document (based on Vic Curriculum)						