

2018 Annual Implementation Plan

for improving student outcomes

Myrniong Primary School (0487)



Submitted for review by Allan Peach (School Principal) on 15 December, 2017 at 04:16 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 15 December, 2017 at 04:37 PM

Endorsed by Ainsley Bellette (School Council President) on 15 February, 2018 at 11:08 PM

Self-evaluation Summary - 2018

Myrning Primary School (0487)

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

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

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

Enter your reflective comments	<p>To what extent does Myrning Primary School focus every classroom on consistent point of need instruction for all students?</p> <p>The school's identification of unfinished business from the previous strategic plan, assessment of the school's stage on the FISO continuum identified building on the solid foundation provided by the work completed in the previous SSP, and focusing on developing greater school wide consistency in whole school approaches in teaching and learning as a focus for achieving improved student outcomes.</p> <p>A continued emphasis remains on improving patterns in learning growth as well as maintaining high expectations for all students to reach their full potential as focuses for the initial stages of the next strategic plan.</p> <p>The following areas of Practice were identified:</p> <ol style="list-style-type: none"> 1. The need for an agreed instructional model 2. Extending every student to achieve high standards of learning. This focused on the necessity of data analysis being
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	<p>based on whole school consistent assessment practices.</p> <p>3. All Staff assess each student's starting point, track and monitor their progress, and provide differentiated teaching responses as referenced to the Victorian Curriculum.</p> <p>4. All Staff apply a differentiated approach to teaching and learning.</p> <p>TARGETS Targets measuring students being at or above expected standard according to teacher judgements, proportions of students being in the top two NAPLAN bands compared to the state average and having 25% or more of students from Years 3 to 5 achieve high learning growth</p>
<p>Considerations for 2019</p>	<p>Considerations Resultant considerations were further development work on actions described in evolving and embedding in the:</p> <ul style="list-style-type: none"> • four FISO excellence in teaching and learning priority dimensions. • FISO Professional Leadership Priority Instructional and Shared Leadership dimension. • FISO Community Engagement in Learning Priority Global Citizenship dimension <p>The following are suggestions for targets designed to measure progress (by the end of the strategic plan period) that were developed by the panel for the suggested new goal:</p> <p>Targets</p> <ul style="list-style-type: none"> - Teacher Judgements for P-6 to be at or above expected standard compared to state benchmarks in Reading, Writing and Numeracy. - NAPLAN Years 3 and 5 in Reading, Writing and Numeracy to show that the percentage of students in the top two bands is above state averages. - NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy. <p>Key Improvement Strategies (KIS) Panel suggestions for KIS to be incorporated into the new SSP.</p> <ul style="list-style-type: none"> - To develop and implement an agreed whole school instructional model. - To embed the analysis and evaluation of student data within an enhanced PLT model. - To inform and build teacher capacity to differentiate learning and improve student learning outcomes. <p>The following are suggestions for targets designed to measure progress (by the end of the strategic plan period) that were developed by the panel for the suggested new goal:</p> <p>Targets</p> <ul style="list-style-type: none"> - In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness. - In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input,

	<p>Stimulating Learning, Social Skills and School Connectedness.</p> <p>Key Improvement Strategies (KIS) Panel suggestions for KIS to be incorporated into the new SSP.</p> <ul style="list-style-type: none"> - To create a global awareness and understanding of cultural diversity
Documents that support this plan	Myrniong PS Pre-review Self-evaluation Tool.pdf (1.91 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.	Teacher Judgements - Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.	No	Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy.	
	- NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy.	Yes	The percentage of students assessed at high growth in NAPLAN reading from Year	Building practice excellence

			3 to 5 to increase from 18% in 2017 to 20% by 2018	
	- NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy.	Yes	2018 NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading	Building practice excellence
GOAL 2: To build and nurture a network of positive relationships to support engagement and learning.	- In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness	Yes	-To match or perform above State mean in the levels of student satisfaction on the Students Attitude to School Survey in the area of stimulated learning -Implement a whole transition survey - age appropriate -Celebrate achievements in the classroom -Develop knowledge of the diversity in wider communities	Global citizenship
	Parent Opinion Survey - In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness.	No	2018 Parent Opinion survey will be at or above state mean in the area of Stimulating learning and School Connectedness	
GOAL 3: To develop healthy, happy and resilient students.	- In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing.	No	2018 Student Attitudes to School Survey, mean scores will be at or above the state mean score in	

			Student Relationships and Wellbeing.	
	Student Attendance - Student absences to be lower than similar schools.	No	2018 Student absences to be lower than similar schools.	

Improvement Initiatives Rationale
<p>INTENT To enhance the capacity of teachers to facilitate independent and curious learners, To improve student learning outcomes in literacy and numeracy, particularly with regard to learning gain and high achievement. To provide a positive, inclusive, safe and engaging learning environment. To cater for diverse learning focussing on individual student needs.</p> <p>RATIONALE If a guaranteed and viable curriculum, planning and instruction is ensured, so too will be student learning growth engagement and achievement. If students have voice and ownership of their learning and the school fosters practices that encourage independent, self-motivated and critical thinkers then learning confidence, student input and safety will be enhanced. If students are exposed to real world scenarios that promote partnerships between schools. Students will be given opportunity to explore various cultures and beliefs and develop connections with various stakeholders.</p> <p>FOCUS Myrning Primary Schools Key Improvement Strategies are linked to the priorities and initiatives outlined in the DETs Framework for Improving Student Outcomes model. Our key priorities for the next four years will be to broaden and build our Excellence in Teaching and Learning and To create a global awareness and understanding of cultural diversity for students in P-6.</p>

Goal 1	GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy.
12 month target 1.1	The percentage of students assessed at high growth in NAPLAN reading from Year 3 to 5 to increase from 18% in 2017 to 20% by 2018
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	Develop an instructional model that is implemented consistently across the school
12 month target 1.2	2018 NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.
KIS 2	- Targeted professional learning catering for a wide range of staff and student abilities and needs

Goal 2	GOAL 2: To build and nurture a network of positive relationships to support engagement and learning.
12 month target 2.1	-To match or perform above State mean in the levels of student satisfaction on the Students Attitude to School Survey in the area of stimulated learning -Implement a whole transition survey - age appropriate -Celebrate achievements in the classroom -Develop knowledge of the diversity in wider communities
FISO Initiative	Global citizenship
Key Improvement Strategies	
KIS 1	Create a global awareness and understanding of cultural diversity for students in P-6.
KIS 2	Broaden and develop a range of partnerships that promote a connection with student engagement and culture

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop an instructional model that is implemented consistently across the school
Actions	Identify and implement an effective, evidence-based instructional model as a framework for consistent instruction in reading across the school Develop a shared understanding of children's reading development in children and effective teaching practices to support this.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> • can articulate the goals of each lesson, and how they will know if they have successfully achieved them • can understand and reflect on their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding • discuss their progress during conferencing and explain how this supports their learning • provide regular feedback to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> • demonstrate an understanding and knowledge of how reading skills develop in early childhood through to adolescence • plan and implement lessons that include 'multiple exposures' to new knowledge • conduct conferences to support students to discuss their progress and identify their next learning goal • work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes • analyse student data to reflect and review the impact of their practice on learning outcomes <p>LEADERS</p> <ul style="list-style-type: none"> • provide feedback to individuals, based on reflection collected through peer observations • support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children

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FISO Initiative	Building practice excellence
Key Improvement Strategy 1	- Inform and build teacher capacity to differentiate learning and improve student learning outcomes.
Actions	<ul style="list-style-type: none"> Identify and implement agreed assessment practices and high impact teaching and Intervention strategies Targeted professional learning catering for a wide range of staff and student abilities and needs Strengthen the role of collegial feedback to inform improvements
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> can articulate the goals of each lesson, and how they will know if they have successfully achieved them can understand and reflect on their progress, and articulate what they need to learn next can explain concepts to peers and record their understanding discuss their progress during conferencing and explain how this supports their learning provide regular feedback to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> demonstrate an understanding and knowledge of how reading skills develop in early childhood through to adolescence plan and implement lessons that include 'multiple exposures' to new knowledge conduct conferences to support students to discuss their progress and identify their next learning goal work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes analyse student data to reflect and review the impact of their practice on learning outcomes <p>LEADERS</p> <ul style="list-style-type: none"> provide feedback to individuals, based on reflection collected through peer observations support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children

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FISO Initiative	Building practice excellence

Key Improvement Strategy 2	- Targeted professional learning catering for a wide range of staff and student abilities and needs
Actions	<ul style="list-style-type: none"> • Identify and implement agreed assessment practices and high impact teaching and Intervention strategies • Targeted professional learning catering for a wide range of staff and student abilities and needs • Strengthen the role of collegial feedback to inform improvements
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12 month target 2.1	<ul style="list-style-type: none"> -To match or perform above State mean in the levels of student satisfaction on the Students Attitude to School Survey in the area of stimulated learning -Implement a whole transition survey - age appropriate -Celebrate achievements in the classroom -Develop knowledge of the diversity in wider communities
FISO Initiative	Global citizenship
Key Improvement Strategy 1	Create a global awareness and understanding of cultural diversity for students in P-6.
Actions	<ul style="list-style-type: none"> - Broaden and develop a range of partnerships that promote a connection with student engagement and culture - Promote student voice through wider partnerships with outside agencies
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Will be aware of the variety of cultures in the wider community - Will make connections with other people from differing cultural background - Understand and respect the different beliefs, opinions and ways of life of others - Participate in cultural learning activities with and build a relationship with a variety of outside agencies - Will identify similarities and differences between their local community and the world <p>TEACHERS:</p> <ul style="list-style-type: none"> - Provide opportunities for students to learn about different nationalities and cultures present in Australia - Facilitate activities and programs to immerse students in cultural awareness and appreciation of them - Engage with a range of outside agencies both local community, wider community and internationally - Plan and implement learning experiences incorporating cultures and local agencies - Develop a knowledge through PD of Inquiry and integration of cultural awareness in the curriculum <p>LEADERS</p> <ul style="list-style-type: none"> - To ensure that there is an even spread of programs across all year levels and subjects - Support staff to implement cultural programs in their classrooms

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