2018 Annual Implementation Plan

for improving student outcomes

Fish Creek and District Primary School (3028)

Self-evaluation Summary - 2018

Fish Creek and District Primary School (3028)

	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

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

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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	Overall, it is has been an extremely positive year at Fish Creek and District Primary School, enrolment have and continuing to increase rapidly and the destabilisation that has stemmed from leadership changes has subsided. All data indicated we are heading in the right direction with academic results, students attitude to school survey and parent opinion survey all improving and our overall school performance report placed us as a school of influence.
Considerations for 2019	Literacy goal: Writing was disappointing in our 2017 Naplan data, with the mean level in grade 3 below state mean (409-428) and grade 5 slightly above state mean (499-486) the aim is to improve this data through 2018 and beyond. Engagement with cluster to strengthen to build teacher capacity • If successful, implement the work we have been completing through our Bastow CHPLC into the 2018 PLC intake, with a focus on extending our observation and feedback. Through our PLT and coaching strategy to build teacher expertise with a focus on the following key elements • Build the capacity of staff to use data to make informed and accurate judgements on student assessment • Development and use of assessment rubrics for teachers and students to ensure critical and creative thinking.

	FISO Initiative: Positive Climate for Learning: empowering students and building school pride In consultation with the school community, revisit and evaluate our school culture • Develop a visions and values statement and have embed this in all aspects of the schools operations. • Ensure strong communication with the school community to promote pride and positive culture in the school.
Documents that support this plan	3028 fish creek ps 2017 aip end of year.docx (0.13 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Fish Creek and District Primary School (3028)

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 achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.	Outcome targets: Learning outcomes • The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020. • The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. • The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016). • That 80%	Yes	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased to 22% The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. (This increased to 33.3% in	Building practice excellence

	of students will have over a year's growth in spelling for a calendar year by 2020 currently at 62% based on the Schonell spelling test Attitudes to School Survey • Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020 School Staff Survey • Emphasis is placed on the importance of academic success and school norms support learning – minimum 80.0 endorsement by 2020. (Currently 73.2) • The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 70.0 by 2020. (Currently 64.96)		2017, the goal is to keep high growth maintained above the 25% state average)

The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 44% (40% in 2016) by the end of 2018

Positive responses in stimulating learning will increase from 66% in 2017 to 70% in 2018 in the attitude to school survey.

Emphasis is placed on the importance of academic success and school norms support learning – minimum 77% endorsement by 2018. (Currently 76.4% in 2017)

The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 87% by 2018. (Currently 86.1% in 2017) | |
| To increase student resilience, well-being, engagement and motivation. | • *An annual decrease in the average days absent per student, reducing from 17 days in 2016 to 14 days by* | Yes | An annual decrease in the average number of days absent per student decreasing from 17 days to 16 days in 2018 | Empowering students and building school pride |

	2020 *Attitudes to School Survey* • *Positive responses in classroom behaviour will increase from 50% in 2016 to 70% in 2020* *Parent opinion survey* • Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) • Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0)		Positive responses in effective classroom behaviour will increase from 50% in 2016 to maintain above 70% in 2018. It was (74% in 2017). Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) This part of the data is no longer used, it is now related to this school has a consistent approach to promoting positive student behaviour (target at 90% positive results in 2018, currently 89% in 2017) in the Parent Opinion Survey. Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0). This part of the data is no longer used, it is now related to My child feel safe at school. (target at 85% positive results in 2018, currently 82% in 2017) in the Parent Opinion Survey.	

Improvement Initiatives Rationale

Fish Creek and District Primary School's core intent is for all students to reach their full potential. Our purpose will be to achieve high learning growth for every student

with a focus on students achieving above the expected level. Through past statistical analysis, it showed at Fish Creek that our students had a high level of learning through all fields in the junior grades (P-3), however growth didn't remain at a high level as they progressed through the senior levels. Through our 2016 NAPLAN results measured against the same cohort from 2014 our percentage of students in the top two bands decreased in reading (61% - 40%) writing (50% - 0%) and Numeracy (71%-20%).

Our rationale is if we develop a shared professional practice with high impact teaching strategies and collaborative processes to monitor and track students' progress along their learning pathway, then all students will achieve high learning growth.

Through the FISO gateway of building practice excellence, with a core focus on lifting Curriculum Planning and Assessment we are prioritising to develop staff capacity to implement essential changes to teaching and learning strategies to facilitate high impact learning.

When viewing student progress, it is essential that we look at the individual student in a holistic view. It is not just academic results; we want to ensure that we are providing the means to assist students to become happy, healthy and well-rounded individuals. Attendance data showed that our absence levels was above state average and additionally our unexplained absences were high. Between 2012-2016 the average days absence per student was 17 this was well above the results for schools with similar characteristics.

Our belief is if teachers develop challenging and aspirational goals with students and teach them to self-assess and monitor their own progress within a positive learning climate then resilience, engagement and motivation will improve

Goal 1	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
12 month target 1.1	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased to 22%
	The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. (This increased to 33.3% in 2017, the goal is to keep high growth maintained above the 25% state average)
	The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 44% (40% in 2016) by the end of 2018
	Positive responses in stimulating learning will increase from 66% in 2017 to 70% in 2018 in the attitude to school survey.
	Emphasis is placed on the importance of academic success and school norms support learning – minimum 77% endorsement by 2018. (Currently 76.4% in 2017)
	The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 87% by 2018. (Currently 86.1% in 2017)

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Creating high performance collaborative practice supported by coaching and observation practices with an initial focus on reading strategies.
KIS 2	Develop and implement a guaranteed and viable curriculum across the school supported by the use of high impact teaching strategies
KIS 3	Develop a consistent assessment schedule to build capacity of staff to make informed and accurate judgements on student learning.

Goal 2	To increase student resilience, well-being, engagement and motivation.
12 month target 2.1	An annual decrease in the average number of days absent per student decreasing from 17 days to 16 days in 2018
	Positive responses in effective classroom behaviour will increase from 50% in 2016 to maintain above 70% in 2018. It was (74% in 2017).
	Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) This part of the data is no longer used, it is now related to this school has a consistent approach to promoting positive student behaviour (target at 90% positive results in 2018, currently 89% in 2017) in the Parent Opinion Survey.
	Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0). This part of the data is no longer used, it is now related to My child feel safe at school. (target at 85% positive results in 2018, currently 82% in 2017) in the Parent Opinion Survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Embed a unified school vision, values and learning culture across the school to foster a positive climate for learning

Define Evidence of Impact and Activities and Milestones - 2018

Fish Creek and District Primary School (3028)

Goal 1	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
12 month target 1.1	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased to 22%
	The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. (This increased to 33.3% in 2017, the goal is to keep high growth maintained above the 25% state average)
	The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 44% (40% in 2016) by the end of 2018
	Positive responses in stimulating learning will increase from 66% in 2017 to 70% in 2018 in the attitude to school survey.
	Emphasis is placed on the importance of academic success and school norms support learning – minimum 77% endorsement by 2018. (Currently 76.4% in 2017)
	The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 87% by 2018. (Currently 86.1% in 2017)
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Creating high performance collaborative practice supported by coaching and observation practices with an initial focus on reading strategies.
Actions	Build teacher capacity in coaching and observation (evidence based) related to reading Strengthing collaberative practice across the cluster related to reading Agree and implement an initial approach to classroom observation School resourcing includes training coach and classroom coverage
Evidence of impact	Students Will: Have a greater clarity around learning growth/goals
	Teachers Will: Adjust teaching practice through coaching conversations, and develop capacity to provide feedback and observation skills
	Leadership Will: Support and facilitate professional learning through the 2019 PLC intake

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers will continue the work that we have learnt through our Bastow CHPLC course on observation and feedback with a collective focus on Reading. This will be continued to be supported by our CILA network This will lead into our PLC work which we have been accepted for in 2019 intake.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Teachers working collaboratively across their cluster on reading	School Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Goal 1	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
12 month target 1.1	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased to 22% The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. (This increased to 33.3% in 2017, the goal is to keep high growth maintained above the 25% state average) The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 44% (40% in 2016) by the end of 2018 Positive responses in stimulating learning will increase from 66% in 2017 to 70% in 2018 in the attitude to school survey. Emphasis is placed on the importance of academic success and school norms support learning – minimum 77% endorsement by 2018. (Currently 76.4% in 2017) The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 87% by 2018. (Currently 86.1% in 2017)
FISO Initiative	Building practice excellence

Key Improvement Strategy 2	Develop and implement a guaranteed and viable curriculum across the school supported by the use of high impact teaching strategies
Actions	Build teacher capacity in the knowledge of high impact teaching strategies (evidence based) Strengthen collaborative practice across the school through the use of Professional Learning Teams in order to create a guaranteed and viable curriculum in English/Reading and Writing School resourcing including dedicating time release to enable teams to work together
Evidence of impact	students will: understand what is being taught to them and why (learning goals, explicit teaching, setting goals) teachers will: be working together to create a viable working curriculum document, Develop assessment tools to support their teaching, use explicit teaching practices that clearly show what to do and how to do it leaders will: Facilitate the development of a consistent and viable curriculum through targeted professional learning

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers to work collaboratively in their Professional Learning teams to create a viable and working curriculum for Fish Creek and District Primary School	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Goal 1	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
12 month target 1.1	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased to 22% The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. (This increased to 33.3% in 2017, the goal is to keep high growth maintained above the 25% state average) The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 44% (40% in 2016) by the end of 2018 Positive responses in stimulating learning will increase from 66% in 2017 to 70% in 2018 in the attitude to school survey. Emphasis is placed on the importance of academic success and school norms support learning – minimum 77% endorsement by

	2018. (Currently 76.4% in 2017)
	The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 87% by 2018. (Currently 86.1% in 2017)
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Develop a consistent assessment schedule to build capacity of staff to make informed and accurate judgements on student learning.
Actions	Build teacher capacity in data analysis Establish agreed protocols for PLT meetings Develop consistent Assessment tools that can be used across the cluster Develop teacher capacity and Implement Cleartrack for data storage and data analysis
Evidence of impact	students will: be able to articulate where they are in their learning, what they are doing well and what they need additional support with and be able to reflect on their learning progress teachers will: be able to get a greater understanding of where each student is academically through more accurate data and data analysis, be able to work in teams (PLT) to support their understanding of data and where students sit and all teachers will triangulated data in order to accurately assess where students are. leaders will: Facilitate the development of a consistent assessment schedule Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop teacher learning and delivery of a whole school consistent assessment scheduled followed and data used to inform student outcomes	School Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Professional learning teams to analyse data and plan for learning	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

Goal 2	To increase student resilience, well-being, engagement and motivation.
12 month target 2.1	An annual decrease in the average number of days absent per student decreasing from 17 days to 16 days in 2018 Positive responses in effective classroom behaviour will increase from 50% in 2016 to maintain above 70% in 2018. It was (74% in 2017). Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) This part of the data is no longer used, it is now related to this school has a consistent approach to promoting positive student behaviour (target at 90% positive results in 2018, currently 89% in 2017) in the Parent Opinion Survey. Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0). This part of the data is no longer used, it is now related to My child feel safe at school. (target at 85% positive results in 2018, currently 82% in 2017) in the Parent Opinion Survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Embed a unified school vision, values and learning culture across the school to foster a positive climate for learning
Actions	The school community (leadership, teachers, students, parents and wider school community) to review our old visions and values and to set a new unified direction for the school. Continue to implement Respectful Relationships into our school Whole school behavioural policy to mirror new unified visions values and learning culture Create learning culture with intrinsically lead achievable student goals set by the teacher and also the student (HITS Setting Goals, feedback) through developing teachers and students understanding of goal setting (initially in writing).
Evidence of impact	Students will: Be able to state the schools visions and values and relate them to their own learning. they will be able to articulate where they are in their individual learning, what they are doing well and what they need additional support with and be able to reflect on their learning progress. Provide regular feedback to teachers and peers, develop and set goals in consultation with teachers, including identifying what they need to learn next. Teachers will: Incorporate focused and differentiated feedback to support the progress and achievement of every child. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high-quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Develop assessment tools such as rubrics to support students to assess and improve their writing through own student self moderation, and identify what they need to learn next. Leaders will: Work with the whole school community to unpack our old visions values and learning culture to create a new program specifically designed for the Fish Creek School community.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Learning culture: Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams. Investigate and work towards developing a culture that empowers students to show agency in their learning. Engage with leadership teams at other schools to investigate student agency and best practice for implementing this.				
Participate in self-evaluation and external evaluation activities, such as surveys, case studies and interviews to identify Fish Creek Primary Schools core beliefs and values in learning	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Collaboratively develop assessment rubrics and common assessment tasks for writing and participate in moderation sessions in order for students to understand where their learning level currently is and how to move forward in their learning.	All Staff	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Fish Creek and District Primary School (3028)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers will continue the work that we have learnt through our Bastow CHPLC course on observation and feedback with a collective focus on Reading. This will be continued to be supported by our CILA network This will lead into our PLC work which we have been accepted for in 2019 intake.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ External consultants Through our CILA network, continuing our collaborative work with Tarwin Lower, Welshpool and Toora	☑ Off-site Rotating between the cluster schools

Teachers working collaboratively across their cluster on reading	School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Communities of Practice	☑ Teaching partners	☑ Off-site Inner local schools
Teachers to work collaboratively in their Professional Learning teams to create a viable and working curriculum for Fish Creek and District Primary School	PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff	☑ On-site
Develop teacher learning and delivery of a whole school consistent assessment scheduled followed and data used to inform student outcomes	School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Professional learning teams to analyse data and plan for learning	PLT Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Participate in self-evaluation and external evaluation activities, such as surveys, case studies and interviews to identify Fish Creek Primary Schools core beliefs and values in learning	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Collaboratively develop	All Staff	from: Term 1	☑ Planning	☑ Formal School Meeting /	☑ Internal staff	☑ On-site

| assessment rubrics and common assessment tasks for writing and participate in moderation sessions in order for students to understand where their learning level currently is and how to move forward in their learning. | | to: Term 4 | ☑ Preparation

☑ Moderated assessment of student learning | Internal Professional Learning Sessions
☑ PLC/PLT Meeting | | |

Documents that support the plan

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

Self-evaluation Summary
   3028 fish creek ps 2017 aip end of year.docx (0.13 MB)