

# 2018 Annual Implementation Plan

for improving student outcomes

Goornong Primary School (1598)



Submitted for review by Jason Cox (School Principal) on 05 December, 2017 at 12:03 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Goornong Primary School (1598)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
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	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Excelling
<b>Enter your reflective comments</b>	See attached 2017 AIP Self Evaluation.	
<b>Considerations for 2019</b>	See attached 2017 AIP Self Evaluation.	

Documents that support this plan	GoornongPS_AIP_2017_Self_Eval.pdf (0.85 MB)
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## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Goornong Primary School (1598)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																								
<p>Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.</p>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>To achieve the following percentage increases of students achieving in the top two bands on NAPLAN Literacy.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">NAPLAN</th> <th colspan="2">Year Three</th> <th colspan="2">Year Five</th> </tr> <tr> <th>2016</th> <th>2020</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>32%</td> <td>20%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>65%</td> <td>0%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>43%</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three – Year Five in all learning areas.</li> </ul>	NAPLAN	Year Three		Year Five		2016	2020	2016	2020	Reading	22%	32%	20%	30%	Writing	55%	65%	0%	20%	Spelling	33%	43%	0%	20%	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>To achieve the following percentage increases of students achieving in the top two bands on NAPLAN. Reading - Yr 3 (27%), Yr 5 (25%).</p> <p>To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three to Year Five on NAPLAN Reading.</p>	Building practice excellence
NAPLAN	Year Three		Year Five																									
	2016	2020	2016	2020																								
Reading	22%	32%	20%	30%																								
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<p>Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.</p>	<p><b>Student Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>To increase the student motivation factor from 4.54 in 2016 to be at or above the state mean in 2020.</li> <li>To make the following increases for boys from 2016 – 2020.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Student Attitudes Survey</th> <th colspan="2">Boys' Mean</th> </tr> <tr> <td></td> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Stimulating learning</td> <td>3.75</td> <td rowspan="4">To be at or above the state mean.</td> </tr> <tr> <td>School Connectedness</td> <td>3.96</td> </tr> <tr> <td>Teacher effectiveness</td> <td>4.20</td> </tr> <tr> <td>Student Motivation</td> <td>3.58</td> </tr> </tbody> </table>	Student Attitudes Survey	Boys' Mean			2016	2020	Stimulating learning	3.75	To be at or above the state mean.	School Connectedness	3.96	Teacher effectiveness	4.20	Student Motivation	3.58	Yes	<p>To increase the 'student motivation &amp; interest' domain from 94% positive in 2017 to 95% positive in 2018.</p> <p>To increase the 'stimulating learning' domain from 82% positive in 2017 to 90% positive in 2018.</p> <p>To increase the 'effective teaching time' domain from 76% positive in 2017 to 85% positive in 2018.</p> <p>*Data relating to gender cohorts of less than 5 students is suppressed on the SASS Report. As such, there are no targets relating to gender.</p>	Empowering students and building school pride									
Student Attitudes Survey	Boys' Mean																											
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<p>Student Wellbeing Goal - To enhance strong and positive relationships between everyone in the school community.</p>	<p><b>Student Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>To make the following increases from 2016 – 2020.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Student Attitude Survey</th> <th colspan="2">School Mean</th> </tr> <tr> <td></td> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>6.50</td> <td rowspan="2">To be at or above the state mean.</td> </tr> <tr> <td>Student Morale</td> <td>5.64</td> </tr> </tbody> </table> <p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>For the transitions factor to increase from 6.12 in 2016 to be at or above the state mean in 2020.</li> </ul>	Student Attitude Survey	School Mean			2016	2020	Student Distress	6.50	To be at or above the state mean.	Student Morale	5.64	No															
Student Attitude Survey	School Mean																											
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The following goal was also recommended by the Review Panel - To build an informed community where students, parents and carers are engaged in the learning process.	<b>Parent Opinion Survey</b>		No		
	• To make the following increases from 2016 – 2020.				
	<b>Parent Opinion Survey</b>	<b>School Mean</b>			
		<b>2016</b> <b>2020</b>			
	<b>Parent Input</b>	5.49	To be at or above the state mean.		
	<b>Learning Focus</b>	5.68			

**Improvement Initiatives Rationale**

<b>Goal 1</b>	Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.
<b>12 month target 1.1</b>	To achieve the following percentage increases of students achieving in the top two bands on NAPLAN. Reading - Yr 3 (27%), Yr 5 (25%).  To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three to Year Five on NAPLAN Reading.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Literacy (Reading) Focus - If we build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school, then the more powerful, progressive and precise the learning of all students.

<b>Goal 2</b>	Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.
<b>12 month target 2.1</b>	To increase the 'student motivation & interest' domain from 94% positive in 2017 to 95% positive in 2018.  To increase the 'stimulating learning' domain from 82% positive in 2017 to 90% positive in 2018.  To increase the 'effective teaching time' domain from 76% positive in 2017 to 85% positive in 2018.  *Data relating to gender cohorts of less than 5 students is suppressed on the SASS Report. As such, there are no targets relating to gender.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	If we provide a differentiated learning program that engages and motivates students, then engagement and outcomes will increase.

## Define Evidence of Impact and Activities and Milestones - 2018

Goornong Primary School (1598)

<b>Goal 1</b>	Student Achievement Goal - To maximise the achievement of high quality learning outcomes in English and Mathematics for all students.
<b>12 month target 1.1</b>	To achieve the following percentage increases of students achieving in the top two bands on NAPLAN. Reading - Yr 3 (27%), Yr 5 (25%).  To have 0% of students achieving low growth and at least 40% of students achieving high growth from Year Three to Year Five on NAPLAN Reading.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Literacy (Reading) Focus - If we build the effectiveness and efficacy of each teacher by implementing an agreed research-based instructional model and instructional practices across the school, then the more powerful, progressive and precise the learning of all students.
Actions	A) Continue our school's journey to embed the 'Visible Learning' model across the school, with a particular focus on implementing the model effectively into the teaching of reading.  B) Strengthen teacher knowledge of how students learn to read and high impact teaching strategies to enhance literacy acquisition.  C) Establish processes for teacher self-reflection, peer observations and feedback to monitor implementation and encourage continual improvement.
Evidence of impact	*PLTs are focussed on developing staff capacity in reading instruction. *Staff knowledge of how students learn to read and high impact teaching strategies to enhance literacy acquisition has increased and this evident is professional conversations in PLTs. *The principal and classroom teacher have completed the BASTOW Literacy Leaders course and there is evidence of the key learnings in PLTs and classroom practice. *All reading lessons are planned and delivered using the 'Visible Learning' model. *Each teacher has participated in at least on peer observation each Term.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal & classroom teacher to complete BASTOW Leading Literacy course.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,320.00 <input checked="" type="checkbox"/> Equity funding will be used
School Improvement Team to coordinate PLT Plan to share key learnings from Leading Literacy course through collaboration as a staff team.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for peer observations of the Reading Block, teacher self-assessment and peer feedback, to ensure Visible Learning model is being implemented with fidelity.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$800.00 <input checked="" type="checkbox"/> Equity funding will be used
Mentor and support Graduate Teacher to implement instructional model - team teaching approach in Grade Three-Six classroom.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Student Engagement Goal - To enhance the learning growth, engagement and achievement of every student.
<b>12 month target 2.1</b>	To increase the 'student motivation & interest' domain from 94% positive in 2017 to 95% positive in 2018.  To increase the 'stimulating learning 'domain from 82% positive in 2017 to 90% positive in 2018.  To increase the 'effective teaching time' domain from 76% positive in 2017 to 85% positive in 2018.  *Data relating to gender cohorts of less than 5 students is suppressed on the SASS Report. As such, there are no targets relating to gender.
<b>FISO Initiative</b>	Empowering students and building school pride

<b>Key Improvement Strategy 1</b>	If we provide a differentiated learning program that engages and motivates students, then engagement and outcomes will increase.			
Actions	<p>D) Develop a whole-school approach to collecting data and evidence to track the progress of each student and inform action.</p> <p>E) Continue our school's journey to embed the 'Visible Learning' model across the school, with a particular focus on enhancing teacher capacity to develop strong success criteria that are accessible, provide for differentiation and are challenging for all students.</p> <p>F) Strengthen teacher knowledge of, and capacity to, provide effective feedback to students based on the success criteria of the lesson.</p>			
Evidence of impact	<p>*The school's assessment schedule has been reviewed and now includes NAPLAN Item Analysis.</p> <p>*There is evidence (lesson planning, classroom observations, feedback from students) of success criteria that are accessible, provide for differentiation and are challenging for all students.</p> <p>*Staff knowledge of Student Centred Feedback has increased and this is evident in PLTs and professional conversations.</p> <p>*Each teacher has participated in at least one peer observation in Terms 2, 3 &amp; 4, focussed on Student Centred Feedback.</p> <p>*Feedback from students shows greater understanding (success criteria, feedback, goal setting and self-regulation) with regards to responding to Lyn Sharratt's five key questions for students.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Review the school's Assessment Schedule to ensure assessment is relevant, timely and used to track progress and direct action.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
In PLTs, develop teacher capacity to use assessment data to develop strong success criteria that are accessible, provide for differentiation and are challenging for all students.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
In PLTs, engage staff in professional learning (readings and videos) on Student Focused Feedback (Where am I going? How am I going? Where to next?) and Lynne Sharratt's work around the Five Key Questions for Students.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for peer observations, teacher self-assessment and peer feedback, to ensure Student Focused Feedback as part of the Visible Learning model is being implemented with fidelity.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Seek feedback from students regarding the success criteria and Student Focused Feedback. Eg: Do they perceive the success criteria to be accessible and challenging? Can they answer Lynn Sharratt's five key questions?	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Goornong Primary School (1598)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Principal & classroom teacher to complete BASTOW Leading Literacy course.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Bendigo - Leading Literacy BASTOW Course.



School Improvement Team to coordinate PLT Plan to share key learnings from Leading Literacy course through collaboration as a staff team.	School Improvement Team	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"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Allocate time for peer observations of the Reading Block, teacher self-assessment and peer feedback, to ensure Visible Learning model is being implemented with fidelity.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
In PLTs, develop teacher capacity to use assessment data to develop strong success criteria that are accessible, provide for differentiation and are challenging for all students.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site
In PLTs, engage staff in professional learning (readings and videos) on Student Focused Feedback (Where am I going? How am I going? Where to next?) and Lynne Sharratt's work around the Five Key Questions for Students.	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate time for peer observations, teacher self-assessment and peer feedback, to ensure Student Focused Feedback as part of the Visible Learning model is being implemented with fidelity.	Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

#### Documents that support the plan

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

Self-evaluation Summary

[GoornongPS\\_AIP\\_2017\\_Self\\_Eval.pdf \(0.85 MB\)](#)