

2018 Annual Implementation Plan

for improving student outcomes

Monbulk Primary School (3265)



Submitted for review by Lynn Ordish (School Principal) on 05 December, 2017 at 07:55 AM
Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 22 February, 2018 at 10:29 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Monbulk Primary School (3265)

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

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

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

Enter your reflective comments	<p>We now have a whole school approach based around a consistent instructional model in the areas of Literacy, Numeracy and Inquiry Learning. Our staff plan in teams with a timetabled planning day for each year level each term. We have also developed a strong assessment schedule with teachers having ownership of the student's assessment. We use a data tracking system, Accelerus Light, which has been the vehicle for data discussion in our PLT meetings.</p> <p>We have undertaken the following Professional Learning in the past two years: CAFÉ Reading Strategies, Words Their Way Spelling, Numeracy with Rob Vingerhoets, Writing with Julie Shepherd, Peer Observation, Data Literacy, Questioning Techniques, Writing Moderation, Anxiety Disorders, Dealing with Traumatized Children, Data Tracking and Victorian Curriculum. Teachers have also made a significant commitment to engage with the opportunities provided by the Dandenong Ranges Network. In addition, the network has provided Educational Consultants to present on different aspects of instructional practice and our teachers have attended those.</p>
Considerations for 2019	<ul style="list-style-type: none"> • consistent implementation of the whole school spelling program • a focus on targeted learning to extend students working above expected levels

	<ul style="list-style-type: none"> enhanced data literacy of teachers review and evaluation of whole school approaches and teaching tools improved teaching approaches and learning outcomes in Numeracy developing self-motivated students with high levels of learning confidence ongoing evaluation of the effectiveness new approaches to student engagement, agency and student voice development of understandings about student voice and agency amongst school personnel, and implementation of initiatives to increase opportunities for meaningful student voice to occur. enhancing parent input mechanisms greater engagement in the teaching and learning focus by school families.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Monbulk Primary School (3265)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative															
To maximise student learning growth in all curriculum areas with a focus on	Naplan Mean: Top2 Bands Writing <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>4.2% to 14.2%</td> <td>14.2% to 24.2%</td> <td>24.2% to 34.2%</td> <td>34.2% to 44.2%</td> </tr> <tr> <td>Year 5</td> <td>2.8% to 12.8%</td> <td>12.8% to 22.8%</td> <td>22.8% to 32.8%</td> <td>32.8% to 42.8%</td> </tr> </tbody> </table> Top 2 Bands Spelling		2018	2019	2020	2021	Year 3	4.2% to 14.2%	14.2% to 24.2%	24.2% to 34.2%	34.2% to 44.2%	Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Top 2 Bands Writing Year 3 4.2% to 14.2% Year 5 2.8% to 12.8% Top 2 Bands	Curriculum planning and assessment
	2018	2019	2020	2021															
Year 3	4.2% to 14.2%	14.2% to 24.2%	24.2% to 34.2%	34.2% to 44.2%															
Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%															

<p>English and Mathematics</p>	<p>2018 2019 2020 2021</p> <p>Year 3 14.6% to 24.6% 24.6% to 34.6% 34.6% to 44.6% 44.6% to 54.6%</p> <p>Year 5 2.8% to 12.8% 12.8% to 22.8% 22.8% to 32.8% 32.8% to 42.8%</p> <p>Top 2 Bands Numeracy</p> <p>2018 2019 2020 2021</p> <p>Year 3 12.8% to 22.8% 22.8% to 32.8% 32.8% to 42.8% 42.8% to 52.8%</p> <p>Year5 10% to 20% 20% to 30% 30% to 40% 40% to 50%</p> <p>Growth: To increase the amount of students in high growth to met or exceed state benchmark of 50% medium growth and 25% high growth in reading, writing and numeracy An average of one year's growth for each student in reading, writing and numeracy in teacher judgements Staff Opinion Survey: Guaranteed and viable curriculum to maintain or exceed 95.3% positive endorsement Academic Emphasis to maintain or exceed 84.4% positive endorsement Collective Focus to maintain or exceed 96.4% positive endorsement Attitude to School Survey: Student Motivation</p> <p>2018 2019 2020 2021</p> <p>Year 4-6 24.6% to 34.6% 34.6% to 44.6% 44.6% to 54.6% 54.6% to 66.6%</p> <p>Attitude to School Survey: Sense of Confidence</p> <p>2018 2019 2020 2021</p> <p>Year 4-6 21.8% to 31.8% 31.8%to 41.8% 41.8% to 51.8% 51.8% to 61.8%</p> <p>Parent Opinion Survey: Student Motivation</p> <p>2018 2019 2020 2021</p> <p>32.1% to 42.1% 42.1% to 52.1% 52.1% to 62.1% 62.1% to 72.1%</p>		<p>Spelling Year 3 14.6% to 24.6% Year 5 2.8% to 12.8%</p> <p>Top 2 Bands Numeracy Year 3 12.8% to 22.8% Year 5 10% to 20%</p> <p>To increase the amount of students in high growth to meet or exceed state benchmark of 50% medium growth and 25% high growth in writing and numeracy An average of one year's growth for each student in writing and numeracy</p>	
<p>Build Student and Parent Learning Partnerships</p>	<p>Parent Opinion Survey: Parent Input</p> <p>2018 2019 2020 2021</p> <p>18% to 19% 19% to 20% 20% to 30% 30% to 40%</p> <p>Parent Opinion Survey: Student Motivation</p> <p>2018 2019 2020 2021</p> <p>32.1% to 42.1% 42.1% to 52.1% 52.1% to 62.1% 62.1% to 72.1%</p>	<p>Yes</p>	<p>Parent Opinion: Parent Input 18% to 19% Parent Opinion: Student Motivation 32.1% to 42.1%</p>	<p>Parents and carers as partners</p>

	Parent Opinion Survey: School Improvement					Parent Opinion: School Improvement 56.7% to 66.7% Attitude to School: Sense of Confidence 21.8% to 31.8%
	2018	2019	2020	2021		
	56.7% to 66.7%	66.7% to 76.7%	76.7% to 87.6%	86.7% to 96.7%		
	Attitude to School Survey: Sense of Confidence					
	2018	2019	2020	2021		
	21.8% to 31.8%	31.8% to 41.8%	41.8% to 51.8%	51.8% to 61.8%		
Staff Opinion Survey: Trust in Students and Parents to maintain or exceed 91.4% positive endorsement						
Staff Opinion Survey: Collective Efficacy to maintain or exceed 94.4% positive endorsement						
Staff Opinion Survey: Parent Involvement and Communication to maintain or exceed 96.8% positive endorsement						

Improvement Initiatives Rationale

Whole school curriculum and assessment documentation is an essential element for school improvement. If we build teacher capacity in curriculum planning and assessment then teacher practice and student outcomes will improve. Effective learning communities build strong student, staff, parents and community partnerships. If we build relationships and practices focused on strengthening learning, engagement and wellbeing then student outcomes and agency will improve.

Goal 1	To maximise student learning growth in all curriculum areas with a focus on English and Mathematics
12 month target 1.1	Top 2 Bands Writing Year 3 4.2% to 14.2% Year 5 2.8% to 12.8% Top 2 Bands Spelling Year 3 14.6% to 24.6% Year 5 2.8% to 12.8% Top 2 Bands Numeracy Year 3 12.8% to 22.8% Year 5 10% to 20% To increase the amount of students in high growth to meet or exceed state benchmark of 50% medium growth and 25% high growth in writing and numeracy An average of one year's growth for each student in writing and numeracy
FISO Initiative	Curriculum planning and assessment

Key Improvement Strategies	
KIS 1	Develop a guaranteed and viable curriculum plan
KIS 2	Embed whole school assessment practices in writing and numeracy

Goal 2	Build Student and Parent Learning Partnerships
12 month target 2.1	Parent Opinion: Parent Input 18% to 19% Parent Opinion: Student Motivation 32.1% to 42.1% Parent Opinion: School Improvement 56.7% to 66.7% Attitude to School: Sense of Confidence 21.8% to 31.8%
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Consolidate teaching practices that promote student voice and decision making in their learning.
KIS 2	Engage parents in understanding and contributing to their students' learning.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To maximise student learning growth in all curriculum areas with a focus on English and Mathematics
12 month target 1.1	Top 2 Bands Writing Year 3 4.2% to 14.2% Year 5 2.8% to 12.8% Top 2 Bands Spelling Year 3 14.6% to 24.6% Year 5 2.8% to 12.8% Top 2 Bands Numeracy Year 3 12.8% to 22.8% Year 5 10% to 20% To increase the amount of students in high growth to meet or exceed state benchmark of 50% medium growth and 25% high growth

	<p>in writing and numeracy An average of one year's growth for each student in writing and numeracy</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Develop a guaranteed and viable curriculum plan			
Actions	<p>Develop a curriculum map in literacy and numeracy. Complete an audit of the English and mathematics curriculum against the Victorian Curriculum Develop a guaranteed and viable spelling approach throughout the whole school Clarity of high quality learning intentions, success criteria and learning goals to be used by all teachers Develop teacher capacity and understanding to analyse student data to plan for the teaching of writing to student's needs Implement HITS strategy- Differentiation Develop capacity to work in teams using PLC and PLT process to collaboratively plan, document and assess writing to improve student learning outcomes Provide high quality professional learning to teachers</p>			
Evidence of impact	<p>Teachers: Teachers designing and implementing a coherent scope and sequence. Teachers regularly reviewing and updating learning programs in line with school curriculum plans. Teachers making accurate assessments against the Victorian Curriculum Achievement standards. Teachers will be consistently teaching the whole school spelling practices.</p> <p>Students: Students spelling has improved. Understand the importance of spelling correctly in their writing.</p> <p>Leaders: Leader and PLT regularly monitoring curriculum planning across the school. Leaders working with teachers to design and monitor curriculum. Facilitate collaboration to support staff to improve their capacity to teach spelling. Support and facilitate the development of a consistent spelling program. Facilitate targeted professional learning in spelling to build teacher capacity.</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
PL facilitated in spelling PL facilitated with consultant around curriculum documentation Writing goal to be in PDP	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Working with a consultant on ensuring our spelling is consistent throughout the whole school Teachers will explicitly teach spelling and vocabulary and provide detailed feedback that supports students to improve their spelling In PLT meetings teachers will collaboratively develop curriculum documents around literacy and numeracy Teachers to actively participate in professional learning activities completing professional reading as required Implement HITS strategy of feedback and differentiation Naplan writing analysis will be a tool to assess writing Participation in peer observations	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,200.00 <input type="checkbox"/> Equity funding will be used
Celebration of writing, spelling and numeracy Attend PLC training Provide PL on use of Naplan analysis Monitor teacher curriculum planning and documentation Compile writing moderation booklets for each writing genre Monitor the teaching of spelling	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To maximise student learning growth in all curriculum areas with a focus on English and Mathematics
12 month target 1.1	Top 2 Bands Writing Year 3 4.2% to 14.2% Year 5 2.8% to 12.8% Top 2 Bands Spelling Year 3 14.6% to 24.6% Year 5 2.8% to 12.8% Top 2 Bands Numeracy Year 3 12.8% to 22.8% Year 5 10% to 20% To increase the amount of students in high growth to meet or exceed state benchmark of 50% medium growth and 25% high growth in writing and numeracy An average of one year's growth for each student in writing and numeracy

FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Embed whole school assessment practices in writing and numeracy			
Actions	<p>Complete a whole school writing moderation assessment booklet for all writing genres Participation in the PLC Initiative to train the leadership team around data discussions in PLTs Implement the use of video for peer observations and an approach to the generation of data for whole school and individual teacher analysis. Regularly agenda achievement data for discussion within Professional Learning Teams. Develop assessment and data analysis protocols to ensure consistency in the administration and analysis of assessment tasks. Undertake coaching from a School Improvement Consultant</p>			
Evidence of impact	<p>Teachers will: place students' needs at the centre of program planning and delivery put a face to the data formally reflect and review impact of practice on learning outcomes</p> <p>Students will: be engaged in their learning differentiate learning so that students are challenged</p> <p>Leaders will: undertake coaching around school improvement with a School Improvement Coach establish roles and responsibilities with all staff develop leadership skills through coaching conversations confidently lead data conversations</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLC Initiative training Follow up on teachers moderation tasks Peer observations will be conducted by the Curriculum Leader and	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning Specialist Lead data discussions in PLC meetings				
Implement the PLC Initiative Organise school improvement coach Organise Professional Practice days Run School Improvement meetings	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLTs will become PLCs and student data will become a weekly discussion Complete the writing moderation booklet Teachers will differentiate their writing lessons	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The Leadership Team will undertake coaching by a School Improvement Coach They will follow up on staff's roles and responsibilities Will ensure the PLCs are discussing assessment and data	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Minilit and Quicksmart will be provided for the students needing intervention	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Build Student and Parent Learning Partnerships
12 month target 2.1	Parent Opinion: Parent Input 18% to 19% Parent Opinion: Student Motivation 32.1% to 42.1% Parent Opinion: School Improvement 56.7% to 66.7% Attitude to School: Sense of Confidence 21.8% to 31.8%
FISO Initiative	Parents and carers as partners
Key Improvement Strategy 1	Consolidate teaching practices that promote student voice and decision making in their learning.

Actions	Student learning goals will be set using the 'I can statements' Implement 'Friendly School Plus' as a whole school respectful relationships program			
Evidence of impact	<p>Teachers will: be able to build on our culture of resilience, respect and inclusion in the school guide students in setting their goal setting</p> <p>Students will: be more respectful, resilient and inclusive improve their learning confidence through achieving their 'I can statements'</p> <p>Leaders will: make sure that teachers will be following the Friendly Schools Plus whole school practice ensure the teachers are guiding the students in setting their learning goals PLC meetings will have discussions around respectful relationships</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implementation of friendly Schools Plus throughout the school Guide students' goal setting using the 'I can statements'	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Follow up on the implementation of Friendly Schools Plus Run PLC meetings with a time to discuss student behaviour and respectful relationships Monitor student goal setting	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Budget for the Friendly Schools Plus program Follow up on the implementation of the program Ensure School Improvement Team meetings discuss the program	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Build Student and Parent Learning Partnerships			
12 month target 2.1	Parent Opinion: Parent Input 18% to 19% Parent Opinion: Student Motivation 32.1% to 42.1% Parent Opinion: School Improvement 56.7% to 66.7% Attitude to School: Sense of Confidence 21.8% to 31.8%			
FISO Initiative	Parents and carers as partners			
Key Improvement Strategy 2	Engage parents in understanding and contributing to their students' learning.			
Actions	Establish student and parent forums to receive additional feedback Year 5/6 teachers to run 3 way parent/teacher conferences			
Evidence of impact	<p>Leaders: Leaders will take on parent and student feedback to ensure that the Student and Parent Survey results will be higher</p> <p>Students: Students learning confidence and connectedness will be higher</p> <p>Parents: Parents input into the school will be greater Parents understanding of what curriculum is taught in the school will increase Parents will understand the learning program of their child's year level</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The school's leadership team will conduct parent and student feedback forums	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Year 5/6 teacher to conduct 3 way parent/teacher conferences	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Monbulk Primary School (3265)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PL facilitated in spelling PL facilitated with consultant around curriculum documentation Writing goal to be in PDP	Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Toby McIlarth	<input checked="" type="checkbox"/> On-site
Working with a consultant on ensuring our spelling is consistent throughout the whole school Teachers will explicitly teach spelling and vocabulary and provide detailed feedback that supports students to improve their spelling In PLT meetings teachers will collaboratively develop curriculum documents around literacy and numeracy Teachers to actively participate in professional learning activities completing	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Julie Shepherd	<input checked="" type="checkbox"/> On-site

<p>professional reading as required</p> <p>Implement HITS strategy of feedback and differentiation</p> <p>Naplan writing analysis will be a tool to assess writing</p> <p>Participation in peer observations</p>						
<p>PLC Initiative training</p> <p>Follow up on teachers moderation tasks</p> <p>Peer observations will be conducted by the Curriculum Leader and Learning Specialist</p> <p>Lead data discussions in PLC meetings</p>	PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Bastow Institute
<p>Implement the PLC Initiative</p> <p>Organise school improvement coach</p> <p>Organise Professional Practice days</p> <p>Run School Improvement meetings</p>	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>PLTs will become PLCs and student data will become a weekly discussion</p> <p>Complete the writing moderation booklet</p> <p>Teachers will differentiate their writing lessons</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>The Leadership Team will undertake coaching by a School Improvement Coach They will follow up on staff's roles and responsibilities Will ensure the PLCs are discussing assessment and data</p>	<p>School Improvement Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Phillip White</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implementation of friendly Schools Plus throughout the school Guide students' goal setting using the 'I can statements'</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Documents that support the plan

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