

Annual Implementation Plan: for Improving Student Outcomes

School name: Ferny Creek Primary School

Year: 2017

School number: 3228

Based on strategic plan: 2015 -2018

Endorsement:

Principal: Matthew Coyle

Senior Education Improvement Leader: Denise Kotsikas

School Council: Liam Smith

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<ul style="list-style-type: none"> To maximise the learning growth of every student in the English domains of Writing and Spelling and all domains of Mathematics. To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement. To enhance student wellbeing and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students. Optimise the allocation of resources (human, financial, time, space and materials) to maximise the learning outcomes for all students.

Improvement Priorities	Improvement Initiatives	✓
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Data shows that, although improvements were made in 2016, a focus on maximising student growth remains a priority for 2017. Staff SMART PDPs and the Ferny Creek PS Peer Observation Program were successful a strong emphasis needs to be maintained to embed as common practice. Teacher judgement data showed that writing is still not achieving at our target levels, especially in Years 3 and 4 and in all year levels, except Foundation) and in Number and Algebra. NAPLAN data also showed that Student growth from Year 3 to Year 5, although improving, is still below Strategic Plan targets in Spelling and Numeracy.

Key improvement strategies (KIS)
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> Build teacher capacity to access, understand and transfer assessment data into planning and delivery Build teacher capacity to identify and teach to each students point of learning
Building practice excellence	<ul style="list-style-type: none"> Build teacher capacity to differentiate teaching to ensure challenge and progress of every student Build the instructional practice skills of every teacher by improving our whole school approach to instructional practice and our agreed instructional framework

Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	Maximise the learning growth of every student in English domains of Writing and Spelling and in all domains of Mathematics
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Increasing the percentage above expected AusVELS levels. Increasing the percentage in the top two NAPLAN bands. Increase the percentage achieving high growth on NAPLAN relative growth reports. Learning growth as measured by school-based assessments. Growth on the new Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration benchmarked on 2014 outcomes could be considered.
12 MONTH TARGETS	<p>Teacher Judgment targets: Improve by 10% students in top two Bands</p> <p>Writing:</p> <ul style="list-style-type: none"> 2016, 17.6%, 2017, 19.3% 2016, 17.2%, 2017, 18.9% 2016, 50%, 2017, 55% 2016, 36%, 2017, 39.6% 2016, 26.4%, 2017, 29% 2016, 35%, 2017, 38.5% 2016, 40.6%, 2017, 44.6% <p>Number and Algebra</p> <ul style="list-style-type: none"> 2016, 32.4%, 2017, 35.6% 2016, 37%, 2017, 40.7% 2016, 27.8%, 2017, 30.5% 2016, 35%, 2017, 38.5% 2016, 47%, 2017, 51.7% 2016, 21.4%, 2017, 23.5 2016, 26.3%, 2017, 28.9% <p>NAPLAN – grow Year level results by 10%</p> <p>Writing</p> <ul style="list-style-type: none"> Year 3 2016, 84%, 2017, maintain 80% and above Year 5 2016, 43.75%, 2017, grow 10% to 48.1% or above <p>Spelling</p> <ul style="list-style-type: none"> Year 3 2016, 40%, 2017, grow 10% to 44% or above Year 5 2016, 16.2%, 2017, grow 10% to 18% or above <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> Year 3 2016, 68.75, 2017, grow 10% to 75.6% or above Year 5 2016, 32.2, 2017, grow 10% to 35.5% or above <p>Numeracy</p> <ul style="list-style-type: none"> Year 3 2016, 81.25%, 2017, maintain 80% or above Year 5 2016, 28.12%, 2017, grow 10% to 31% or above <p>Year 3 to 6 cohort growth 5% medium and high growth</p> <p>Writing</p>



- Year 3 2013 – Year 5 2016 65% medium and high growth (47/18)
 - Year 3 2014 – Year 5 2017 increase to 80% medium and high growth
- Spelling**
- Year 3 2013 – Year 5 2016 82% medium and high growth (68/14)
 - Year 3 2014 – Year 5 2017 maintain above 80% medium and high growth
- Grammar and Punctuation**
- Year 3 2013 – Year 5 2016 64% medium and high growth (46/18)
 - Year 3 2014 – Year 5 2017 increase to 80% medium and high growth
- Numeracy**
- Year 3 2013 – Year 5 2016 84% medium and high growth (65/19)
 - Year 3 2014 – Year 5 2017 maintain above 80% medium and high growth

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to access, understand and transfer assessment data into planning and delivery	<ul style="list-style-type: none"> Attend and complete the 8-day Leading Curriculum and Assessment Bastow Program at Lilydale from term 2. Complete all staffs professional learning and ensure they are aligned to the school's FISO Goals and Priorities. Ensure each teacher has a PDP goal focusing on building their capacity in using data to inform their teaching. 	Principal, LT, Classroom teacher and all class teachers	March-October	<p>6 months:</p> <ul style="list-style-type: none"> Part complete Bastow Leading Curriculum and Assessment Program Completed PDPs with SMART goals evident. Goals will emphasise differentiation and the FCPS Instructional Model. Principal observed improvement in classroom delivery of the FCPS Instructional Model. Assessment Schedule reviewed and presented to teaching staff Records of Peer Observation demonstrating PL demonstrating a focus on goals All teaching staff accurately and promptly recording data – both formal and informal. 	● ● ●			
	<ul style="list-style-type: none"> Teachers are to collaboratively review classroom assessment ensuring assessments are of high quality and have clear consistent criteria. Develop the Sentral Student Management Program Review whole school assessment schedule to facilitate effective data use, and ensure all school level data is stored on SENTRAL. 	All Staff led by Leading Team	Start term 2					



				<ul style="list-style-type: none"> • Increase the percentage achieving high growth on NAPLAN relative growth reports. • Learning growth as measured by school-based assessments. • Growth on the Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration. 				
Build teacher capacity to identify and teach to each students point of learning	<ul style="list-style-type: none"> • Ensure whole school data is regularly collected as per Assessment Schedule. This will include pre and post testing – development of common assessment tasks in Numeracy 	Principal and Leadership Team All staff through PL sessions.	Term 1	6 months: <ul style="list-style-type: none"> • PDPs completed and mid cycle discussion and reflection completed • Weekly and term planners reflect use of data to better inform teaching to POL • Professional Learning sessions completed and recorded. • Peer observation Program being completed and feedback given honestly and promptly. 			\$600	
	<ul style="list-style-type: none"> • Develop classroom-based staff skills in fluency in analysing data and ensure they are participating in regular assessment moderation sessions. 	Principal and Leadership Team All staff through PL sessions.	From term 2					
	<ul style="list-style-type: none"> • Undertake regular professional learning that engages staff in conversations about better using assessment data to plan and deliver curriculum at POL. 	All Staff led by Leading Team	From term 2	12 months: <ul style="list-style-type: none"> • PDP end cycle discussion and reflection completed for all staff. • Weekly and term planners reflect use of data to better inform teaching to POL • Professional Learning sessions completed and recorded. • Peer observation Program being completed and feedback given honestly and promptly. • Increased percentage of students above expected VicCurric levels. • Increased percentage of students in the top two NAPLAN bands. • Increased percentage of students achieving high growth on NAPLAN relative growth reports. • Growth on the Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration. 			\$600	
	<ul style="list-style-type: none"> • Use teacher team planning time and professional learning time to focus on data interpretations and adapt teaching practice as required to teach to students' POL. • Use our FCPS Peer Observation Program to observe, share and reflect on how data collection and feedback is used to improve student learning. 	All Teaching Teams and coordinated by Leading Team All Teaching Teams and coordinated by Leading Team	From Term 2 From term 2					



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Maximise the learning growth of every student in English domains of Writing and Spelling and in all domains of Mathematics
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> • Increasing the percentage above expected AusVELS levels. • Increasing the percentage in the top two NAPLAN bands. • Increase the percentage achieving high growth on NAPLAN relative growth reports. • Learning growth as measured by school-based assessments. • Growth on the new Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration benchmarked on 2014 outcomes could be considered.
12 MONTH TARGETS	<p><u>Teacher Judgment targets: Improve by 10% students in top two Bands</u></p> <p>Writing:</p> <ul style="list-style-type: none"> • 2016, 17.6%, 2017, 19.3% • 2016, 17.2%, 2017, 18.9% • 2016, 50%, 2017, 55% • 2016, 36%, 2017, 39.6% • 2016, 26.4%, 2017, 29% • 2016, 35%, 2017, 38.5% • 2016, 40.6%, 2017, 44.6% <p>Number and Algebra</p> <ul style="list-style-type: none"> • 2016, 32.4%, 2017, 35.6% • 2016, 37%, 2017, 40.7% • 2016, 27.8%, 2017, 30.5% • 2016, 35%, 2017, 38.5% • 2016, 47%, 2017, 51.7% • 2016, 21.4%, 2017, 23.5 • 2016, 26.3%, 2017, 28.9% <p><u>NAPLAN – grow Year level results by 10%</u></p> <p>Writing</p> <ul style="list-style-type: none"> • Year 3 2016, 84%, 2017, maintain 80% and above • Year 5 2016, 43.75%, 2017, grow 10% to 48.1% or above <p>Spelling</p> <ul style="list-style-type: none"> • Year 3 2016, 40%, 2017, grow 10% to 44% or above • Year 5 2016, 16.2%, 2017, grow 10% to 18% or above <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Year 3 2016, 68.75, 2017, grow 10% to 75.6% or above • Year 5 2016, 32.2, 2017, grow 10% to 35.5% or above <p>Numeracy</p> <ul style="list-style-type: none"> • Year 3 2016, 81.25%, 2017, maintain 80% or above



- Year 5 2016, 28.12%, 2017, **grow 10% to 31% or above**
- Year 3 to 6 cohort growth 5% medium and high growth**
- Writing**
- Year 3 2013 – Year 5 2016 65% medium and high growth (47/18)
 - Year 3 2014 – Year 5 2017 increase to 80% medium and high growth
- Spelling**
- Year 3 2013 – Year 5 2016 82% medium and high growth (68/14)
 - Year 3 2014 – Year 5 2017 maintain above 80% medium and high growth
- Grammar and Punctuation**
- Year 3 2013 – Year 5 2016 64% medium and high growth (46/18)
 - Year 3 2014 – Year 5 2017 increase to 80% medium and high growth
- Numeracy**
- Year 3 2013 – Year 5 2016 **84%** medium and high growth (65/19)
 - Year 3 2014 – Year 5 2017 maintain above 80% medium and high growth

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build teacher capacity to differentiate teaching to ensure challenge and progress of every student	<ul style="list-style-type: none"> • Attend and complete the 8-day Leading Mathematics Bastow Program at Lilydale from term 2. 	Principal, LT, Mathematics Coordinator and all Class Teachers	Term to until October	<p>6 months:</p> <ul style="list-style-type: none"> • Part complete Bastow Leading Mathematics Program • Planning times timetable showing blocks of common planning time. • Term Staff Professional Learning Timetables completed for term 1 and 2. • Peer Observation Program Plan developed and two observations completed through terms 2, 3 and 4. • Differentiated teaching document clarified, hard and soft copies provided to all staff, maintained on school network and relevant non-negotiables presented to community through newsletter and website. 	● ● ●			
	<ul style="list-style-type: none"> • Ensure consistency in planning, including differentiated teaching through the use of strong differentiation strategies. • Conduct professional learning sessions focussed on the use of evidence; and on peer coaching methods • Develop further our peer coaching program with a focus on differentiated teaching and planning. 	Principal, Leadership Team, all teachers	From February					



				<ul style="list-style-type: none"> Teacher term and weekly planners are online and clearly show a focus on non-negotiables, particularly those dealing with our FCPS Instructional Model and differentiation strategies. Improved Mid Year Teacher Judgements, especially in Mathematics NAPLAN results for Maths areas are stronger than in 2016 – in both Year 3 and 5 and relative growth. Increasing the percentage above expected AusVELS levels. Increasing the percentage in the top two NAPLAN bands, especially in Mathematics Increase the percentage achieving high growth on NAPLAN relative growth reports. Learning growth as measured by school-based assessments. Growth on the Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration. 				
Build the instructional practice skills of every teacher by improving our whole school approach to instructional practice and our agreed instructional framework	<ul style="list-style-type: none"> Build teaching teams that meet regularly to plan, observe, assess and share. They will plan together to plan improvement. Establish protocols and further develop documentation around researched based instructional practice for teaching literacy and numeracy, including the documentation of non-negotiables structure, strategy and practices in literacy and numeracy. 	<p>Leadership Team and all teachers</p> <p>Principal and all staff, including ES staff</p>	From February	<p>6 months:</p> <ul style="list-style-type: none"> Timetable in place to allow for all grade levels to plan together. Term and weekly planners on line and checked regularly Teaching following Instructional Model evident in all English and Maths sessions – Peer Observation and Principal Observation sessions. Evidence of Instructional Model in teachers’ documentation. 	● ● ●			
			From February	<p>12 months:</p> <ul style="list-style-type: none"> Improved Mid Year Teacher Judgements, especially in Mathematics NAPLAN results for Maths areas are stronger than in 2016 – in both Year 3 and 5 and relative growth. Increasing the percentage above expected AusVELS levels. Increasing the percentage in the top two NAPLAN bands, especially in Mathematics Increase the percentage achieving high growth on NAPLAN relative growth reports. Learning growth as measured by school-based assessments. Growth on the Staff Opinion Survey on the dimensions of collective efficacy, collective responsibility and teacher collaboration. 	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority learning	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engage learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

