

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Springvale Rise Primary School (5537)



Submitted for review by Debbie Cottier (School Principal) on 28 November, 2017 at 04:39 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 13 December, 2017 at 08:18 AM
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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
<p>To maximise student performance and learning growth in Literacy and Numeracy with a particular objective to improve student learning outcomes in Reading and Number.</p>	<p>1.) An increased percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for both Reading and Numeracy.</p> <ul style="list-style-type: none"> Year 3 - Reading to increase from 32% in 2017 to 45% in 2021 and Numeracy to increase from 22% in 2017 to 40% in 2021. Year 5 - Reading to increase from 20% in 2017 to 35% in 2021 and Numeracy to increase from 19% in 2017 to 30% in 2021. <p>2.) An increased percentage of Year 5 students achieving high or medium learning gain in NAPLAN for both Reading and Numeracy</p> <ul style="list-style-type: none"> % of Year 5 students achieving high or medium gain in Reading increasing from a total of 50% in 2017 to 85% in 2021 % of Year 5 students achieving high or medium gain in Numeracy increasing from a total of 79% in 2017 to 85% in 2021 <p>3.) An increased percentage of positive responses in the School Climate module of the Staff Opinion Survey - particularly the Collective Efficacy, Staff Trust in Colleagues, Teacher Collaboration and Collective Focus on Student Learning variables.</p> <ul style="list-style-type: none"> Collective Efficacy variable to increase from 64.5% positive endorsements in 2017 to 75% in 2021 Staff Trust in Colleagues variable to increase from 55.4% positive endorsements in 2017 to 70% in 2021 Teacher Collaboration variable to increase from 41.8% positive endorsements in 2017 to 60% in 2021 Collective Focus on Student Learning variable to increase from 77.5% positive endorsements in 2017 to 85% in 2021 	<p>Yes</p>	<p>1.) Essential Assessments (Reading Comprehension, Number & Algebra) 60% of Grade 2 students deemed capable will be performing at or above the expected level. 60% of Grade 3 students deemed capable will be performing at or above the expected level. 60% of Grade 4 students deemed capable will be performing at or above the expected level. 55% of Grade 5 students deemed capable will be performing at or above the expected level. 55% of Grade 6 students deemed capable will be performing at or above the expected level.</p> <p>2.) Mathematics Online Interview 60% of Foundation students deemed capable will be achieving growth point A2, B1 and C1. 40% of Foundation students deemed capable will be achieving growth points D1 and C2 60% of Grade 1 students deemed capable will be achieving all growth points up to and including growth point A3, C3, B2 and D1.</p> <p>3.) Running Records / Text Levels Benchmarking. 70% of Foundation students deemed capable are at or above the expected level (Text Level 5) at the end of the school year 70% of JLC students deemed capable are at or above the expected level (Year 1 Text Level 15 and year 2 Text Level 20) at the end of the school year</p>	<p>Building practice excellence</p>
<p>To maximise engagement and learning outcomes for every student in every classroom.</p>	<p>1.) Improved Student Attitudes To School Survey results (updated version) – particularly relating to the Social Engagement measures for Sense of Connectedness, Sense of Inclusion and Student Voice and Agency.</p> <ul style="list-style-type: none"> Participation rates to increase from 93% in 2017 to 100% in 2021 Connectedness variable to increase from the 58th percentile in 2017 to the 75th percentile in 2021 Sense of Inclusion variable to increase from the 44th percentile in 2017 to the 75th percentile in 2021 Voice and Agency variable to increase from the 58th percentile in 2017 to the 75th percentile in 2021 <p>2.) Improved Parent Opinion Survey results (updated version) - particularly relating to the General Satisfaction, Student Voice and Agency, Confidence and Resilience Skills, and Student Connectedness measures.</p> <ul style="list-style-type: none"> Participation rates to increase 	<p>Yes</p>	<p>1.) Improved Student Attitudes To School Survey results (updated version) – particularly related to the Social Engagement measures for Sense of Connectedness, Sense of Inclusion and Student Voice and Agency. Participation rates to increase from 93% in 2017 to 100% in 2018 Connectedness variable to increase from the 58th percentile in 2017 to the 60th percentile in 2018 Sense of Inclusion variable to increase from the 44th percentile in 2017 to the 50th percentile in 2018 Voice and Agency variable to increase from the 58th percentile in 2017 to the 60th percentile in 2018</p> <p>2.) Improved Parent Opinion Survey results</p>	<p>Building practice excellence</p>

	<ul style="list-style-type: none"> • General Satisfaction variable to increase from the 47th percentile in 2017 to the 60th percentile in 2021 • Student Voice and Agency variable to increase from the 71st percentile in 2017 to the 75th percentile in 2021 • Confidence and Resiliency Skills variable to increase from the 49th percentile in 2017 to the 60th percentile in 2021 • Student Connectedness variable to increase from the 69th percentile in 2017 to the 75th percentile in 2021 		<p>(updated version) - particularly related to the General Satisfaction, Student Voice and Agency, Confidence and Resilience Skills, and Student Connectedness measures.</p> <p>Participation rates to increase to a minimum of 60%</p> <p>General Satisfaction variable to increase from the 47th percentile in 2017 to the 50th percentile in 2018</p> <p>Confidence and Resiliency Skills variable to increase from the 49th percentile in 2017 to the 54th percentile in 2018</p>	
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Improvement Initiatives Rationale

The Positive Climate for Learning FISO priority area – Empowering Students and Building School Pride dimension.

Positive and productive relationships between teachers and students is a key feature of the school’s philosophy with the Teacher Advisor (TA) program providing the opportunity for each home-group teacher to regularly meet with their students on a one-to-one basis. As reflected in our Peer Review Report, the school now needs to investigate how we can respond to a wider range of student feedback sources in order to increase student voice, and activate a greater level of student agency.

Goal 1	To maximise student performance and learning growth in Literacy and Numeracy with a particular objective to improve student learning outcomes in Reading and Number.
12 month target 1.1	<p>1.) Essential Assessments (Reading Comprehension, Number & Algebra)</p> <p>60% of Grade 2 students deemed capable will be performing at or above the expected level. 60% of Grade 3 students deemed capable will be performing at or above the expected level. 60% of Grade 4 students deemed capable will be performing at or above the expected level. 55% of Grade 5 students deemed capable will be performing at or above the expected level. 55% of Grade 6 students deemed capable will be performing at or above the expected level.</p> <p>2.) Mathematics Online Interview</p> <p>60% of Foundation students deemed capable will be achieving growth point A2, B1 and C1. 40% of Foundation students deemed capable will be achieving growth points D1 and C2 60% of Grade 1 students deemed capable will be achieving all growth points up to and including growth point A3, C3, B2 and D1.</p> <p>3.) Running Records / Text Levels Benchmarking.</p> <p>70% of Foundation students deemed capable are at or above the expected level (Text Level 5) at the end of the school year 70% of JLC students deemed capable are at or above the expected level (Year 1 Text Level 15 and year 2 Text Level 20) at the end of the school year</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build the instructional leadership capacity of key staff in the school; including strengthening their expertise in proven coaching methods, collaborative practices and their use of best practice models for developing collective efficacy.
KIS 2	Build the capacity of all teachers to use multiple sources of evidence to track student progress, monitor the impact of teaching and learning, and personalise learning programs to meet the individual needs of students.
KIS 3	Develop and implement a clear and consistent instructional model that is based on research and incorporates high-impact teaching strategies (with a particular emphasis on setting goals and explicit teaching).

Goal 2	To maximise engagement and learning outcomes for every student in every classroom.
12 month target 2.1	1.) Improved Student Attitudes To School Survey results (updated version) – particularly related to the Social Engagement measures for Sense of Connectedness, Sense of Inclusion and Student Voice and Agency.

	<p>Participation rates to increase from 93% in 2017 to 100% in 2018 Connectedness variable to increase from the 58th percentile in 2017 to the 60th percentile in 2018 Sense of Inclusion variable to increase from the 44th percentile in 2017 to the 50th percentile in 2018 Voice and Agency variable to increase from the 58th percentile in 2017 to the 60th percentile in 2018</p> <p>2.) Improved Parent Opinion Survey results (updated version) - particularly related to the General Satisfaction, Student Voice and Agency, Confidence and Resilience Skills, and Student Connectedness measures. Participation rates to increase to a minimum of 60% General Satisfaction variable to increase from the 47th percentile in 2017 to the 50th percentile in 2018 Confidence and Resiliency Skills variable to increase from the 49th percentile in 2017 to the 54th percentile in 2018</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop a shared understanding of the importance of student voice, leadership and agency and embed formal processes to ensure these elements are fostered at a high level within the classroom and across the school.