2018 Annual Implementation Plan

for improving student outcomes

Hawthorn West Primary School (0293)

Submitted for review by Glenys Williamson (School Principal) on 22 December, 2017 at 09:37 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 22 December, 2017 at 11:57 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Hawthorn West Primary School (0293)

	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	
	Evaluating impact on learning	

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

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

Community engagement in learning		
	Building communities	Emerging
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	Excellence in Teaching and Learning * Professional learning is focused on student outcomes and aligned with the Key Improvement Strategies outlined in the school's AIP. * Teachers work together in PLCs to collaborate, reflect and develop consistency in teaching and learning practices. * Teachers engage in evidence-based professional learning that is modelled on best practice, particularly in the areas of Literacy and Numeracy. * Teachers use a range of formative and summative assessments. They work in PLCs to analyse assessment data to monitor student learning and identify point of need. * Teachers work through a FISO improvement cycle to evaluate the effectiveness of teaching. Professional Leadership – Building Leadership Teams * The goals and targets in the SSP, AIP and FISO to drive our key work. * Our PLC's use current research and student data to set directions. * Leaders focus on fostering a culture of improvement. * Our teacher leaders are engaging in Communities of Practices.

	* Opportunities are provided for our PLC (Teacher) Leaders to build their leadership knowledge and skills. * Teacher leaders engage in regular and ongoing professional learning. Positive Climate for Learning * A JSC is established and student opinions and views are sort * Students have a range of opportunities to contribute to their learning * Teachers and students set individual learning goals together and teachers help students to identify their progress * Leadership model for Grade 6 students. These leaders are generally confident, articulate and motivated leaders. They have opportunities to lead assemblies and other school events * Regular opportunities to share and celebrate student and school achievements * Staff have engaged in PL to build an understanding of how to manage challenging behaviours and resilience (Positive Psychology) * Documented framework of behaviour and expectations through community guidelines * Targeted interventions for students who require support
Considerations for 2018	Professional Leadership – Building Leadership Teams * PLC members collaborating, challenging and supporting each other to improve their practice. * Providing teachers with appropriate and timely feedback. * Implementing succession planning to develop the capabilities of leadership teams Positive Climate for Learning * Building a climate of respect and inclusion (Visible Wellbeing, Behaviour Management) * Provide opportunities for a broad range of students to provide meaningful feedback including school improvement and curriculum * Student leaders to have greater influence in the development of school rules and policies * Higher expectations around student behaviour and learning (Behaviour Management and Welfare/Wellbeing policies Building Communities – Community Engagement in Learning * Regularly collecting feedback from students, parents and staff to evaluate program effectiveness * Exploring community partnerships to support the teaching and learning opportunities for students * Developing a clear plan for collaborating and communicating with community partners to improve student outcomes.
Documents that support this plan	* Supplementary School Level Report * School Performance Report * Whole School End of Year Teacher Judgements - Data *HWPS PLC Maturity Matrix – reflection / goals * PIVOT data

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Hawthorn West Primary School (0293)

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 increase individual student learning growth in Literacy and Numeracy.	o *95% of students F-6 will achieve at or above Vic Curriculum Standards in Literacy and Numeracy.* o *35% of students achieving an A in Reading, Writing and Number.*	Yes	*95% of students F-6 will achieve at or above Vic Curriculum Standards in Literacy and Numeracy.* *55% of students achieving an A in Reading,45%, Writing and Number* | Year Level	Reading 2017 %	Writing 2017 %	Number 2017 %
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F	46%	37%	36%
1	57%	38%	46%
2	50%	26.5%	28%
3	45%	43.5%	30%
4	47%	51.5%	41.5%
5	41%	23%	35%
6	63%	38%	28%		Building practice excellence

80% of students achieving and A and B in Reading, Writing and Number

Year Level	Reading 2017 %	Writing	Number
F	75%	86%	81%
1	80%	82%	80%
2	70%	58.5%	68%
3	72%	72%	71%
4	75%	75%	72.5%
5	66%	66%	63%
6	84%	84%	60%

Increase the proportion of students in the top two NAPLAN bands.

Domain	YEAR	2014	2018 - SSP Goal
Reading	3	81%	82%
Writing	3	62%	65%
Numeracy	3	55%	60%
Reading	5	55%	62%
Writing	5	26%	35%
Numeracy	5	36%	45%

Increase the proportion of students in the top two NAPLAN bands

Domain	YEAR	2017	2018 - Goal
Reading	3	77%	82%
Writing	3	78%	80%
Numeracy	3	77%	80%
Reading	5	49%	62%
Writing	5	24%	35%
Numeracy	5	43%	50%

Increase the proportion of students achieving high growth on NAPLAN *relative growth assessments*.

DOMAIN	YEAR	2014	2018 SSP Goal
Reading	5	42%	50%
Writing	5	26%	40%
Numeracy	5	25%	40%

Decrease the proportion achieving low growth bands on NAPLAN relative growth assessments.

Domain	YEAR	2014	2018 SSP Goal
Reading	5	17%	10%
Writing	5	23%	10%
Numeracy	5	20%	10%

Increase the proportion of students achieving high growth on NAPLAN *relative growth assessments*.

DOMAIN	YEAR	2017	2018 Goal
Reading	5	21%	40%
Writing	5	33%	40%
Numeracy	5	33%	40%

Decrease the proportion achieving low growth bands on NAPLAN relative growth assessments.

Domain	YEAR	2017	2018 Goal
Reading	5	34%	15%
Writing	5	18%	15%
Numeracy	5	21%	15%

To increase the active engagement of each student in their learning

To improve the mean score in the following 'Attitudes to School 'Survey factors.

FACTORS	2014	2018 SSP Goal
Teacher Effectiveness	15.1%	50%
Stimulating Learning	20.0%	50%
School Connectedness	8.7%	50%
Student Motivation	10.1%	50%
Learning Confidence	21.6%	50%

No

To improve the mean score in the following 'Attitudes to School 'Survey factors.

FACTORS	2017	2018 Goal
Teacher Effectiveness	N/A	N/A
Stimulating Learning	78%	85%
School Connectedness	75%	85%
Student Motivation	77%	85%
Learning Confidence	82%	85%

	To improve the Staff Opinion Survey results to above state in the following factors.				*To improve the Staff Opinion Survey results to above state in the following factors*			
	FACTORS	**2014**	**2018 - SSP Goal**		**FACTORS**	**2017**	**2018 - Goal**	
	Teacher Collaboration	60%	90%		Teacher Collaboration	65%	75%	
	Collective Efficacy	77%	90%		Collective Efficacy	80%	85%	
	Collective Responsibility	71%	90%		Collective Responsibility	89%	90%	
To enhance the well-being of all students in the school	*To improve the mean scores in the Attitudes to School Survey*			Yes	*To improve the mean scores in the Attitudes to School Survey.*			Setting expectations and promoting inclusion
	FACTORS	**2014**	**2018- SSP Goal**		**FACTORS**	**2017**	**2018- Goal**	
	Connectedness to peers	6.1%	50%		Connectedness to peers	75%	85%	
	Student Morale	12.4%	50%		Student Morale	69%	75%	
	Student Safety	38.4%	50%		Student Safety	N/A	N/A	

| To increase the capacity of the school to function as a strategic organisation. | *Increase Staff Opinion variable in the following components to above state mean.* | Yes | *Increase Staff Opinion variables in the following: Collective Efficacy, Collective responsibility* | Building practice excellence |

FACTORS	2014	2018 - SSP Goal
Collective Efficacy	77%	85%
Feedback	38%	70%
Collective Responsibility	71%	90%
Shielding and buffering	49%	70%
Active Participation	71%	80%
Collective Participation	48%	90%
Renewal of Knowledge and Skills	80%	90%
School Level Support	55%	80%

FACTORS	2017	2018 - Goal
Collective Efficacy	80%	85%
Feedback	N/A	N/A
Collective Responsibility	89%	90%
Shielding and buffering	N/A	N/A
Active Participation	N/A	N/A
Collective Participation	N/A	N/A
Renewal of Knowledge and Skills	N/A	N/A
School Level Support	N/A	N/A

Move from embedding to excelling in the PLC Matrix - Vision, Values and Culture

Improvement Initiatives Rationale
Building Practice Excellence * 2017 NAPLAN data indicates that we are not value adding for students between year 3 and year 5. There is a small percentage of students making high growth between year 3 and year 5. * Building Leadership Teams - Based on formal and informal feedback from staff there is an identified need to build leadership teams at HWPS. Data sets: Staff Opinion Survey, Continua of Practice for School Improvement Positive climate for learning *Clear need to improve school culture in the area of respect. This is evident in our Attitudes to School, and Pivot survey results. (68% students to teachers and 44% students to students) *Community Engagement in Learning - Based on formal and informal feedback from our community there is an identified need to build community engagement in learning at HWPS. Data sets: Parent Opinion Survey, Community Engagement Survey, Continua of Practice for School Improvement

Goal 1	To increase individual student learning growth in Literacy and Numeracy.
12 month target 1.1	95% of students F-6 will achieve at or above Vic Curriculum Standards in Literacy and Numeracy. 55% of students achieving an A in Reading, 45%, Writing and Number. 80% of students achieving and A and B in Reading, Writing and Number Increase the proportion of students in the top two NAPLAN bands Increase the proportion of students achieving high growth on NAPLAN relative growth assessments. Decrease the proportion achieving low growth bands on NAPLAN relative growth assessments.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To increase the number of students making high growth in Reading F-6, Writing 3-6 and Numeracy 3-6.

Goal 2	To enhance the well-being of all students in the school
12 month target 2.1	To improve the mean scores in the Attitudes to School Survey
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	To develop a respectful culture.

Goal 3	To increase the capacity of the school to function as a strategic organisation.
12 month target 3.1	Increase Staff Opinion variables in the following: Collective Efficacy, Collective responsibility Move from embedding to excelling in the PLC Matrix - Vision, Values and Culture
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To develop the leadership capacity of our Emerging Leaders.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To increase individual student learning growth in Literacy and Numeracy.
12 month target 1.1	95% of students F-6 will achieve at or above Vic Curriculum Standards in Literacy and Numeracy. 55% of students achieving an A in Reading, 45%, Writing and Number. 80% of students achieving and A and B in Reading, Writing and Number Increase the proportion of students in the top two NAPLAN bands Increase the proportion of students achieving high growth on NAPLAN relative growth assessments. Decrease the proportion achieving low growth bands on NAPLAN relative growth assessments.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To increase the number of students making high growth in Reading F-6, Writing 3-6 and Numeracy 3-6.
Actions	* To develop a whole school approach to Observation and Professional Growth * To implement a whole school approach to Observation and Professional Growth * To continue to embed the FISO Inquiry model * To research and apply the High Impact Strategies * To analyse and moderate student data
Evidence of impact	Students will; * Make higher growth * Articulate their learning goals * Self assess their progress and be able to articulate what they need to learn next * Articulate the learning goals of each session and identify if they've been successful in achieving them * Articulate the expectations of the Reading, Writing and Numeracy workshops * Provide feedback about their learning

Teachers will;
* Articulate how clear and succinct learning intentions and success criteria supports students to self assess their learning progress
* Consistently implement the instructional model
* Actively collaborate in the FISO Inquiry model
* Model and explicitly teach identified High Impact Strategies
* Actively participate in the PDP process
* Actively participate in Observation and Professional Growth
* Collaborate to analyse student data and develop targeted learning focuses

Leaders will;
* Document and implement a whole school model
* Make regular observations of practice in classrooms using a learning walk model to compare change in practice over the year
* Meet regularly with staff to provide feedback on practice
* Develop a Professional Learning plan
* Seek feedback from staff
* Analysing whole school data

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reading (F-6) and Writing (3-6) professional learning.	All Staff	☑ Yes	from: Term 1 to: Term 4	$4,620.00 ☑ Equity funding will be used
Development of data practices - professional learning (analysis of data, using purposeful data and using a wide range of data for improvement)	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00
Professional Learning - Observation and Professional Growth	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00
Weekly PLC meetings focusing on high impact strategies through the Inquiry model.	All Staff	☑ Yes	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 2	To enhance the well-being of all students in the school
12 month target 2.1	To improve the mean scores in the Attitudes to School Survey
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	To develop a respectful culture.
Actions	* To implement Visible Wellbeing and behaviour management initiatives.
Evidence of impact	Students will; * Show respect towards their teachers and other students * Be inclusive of all members of the school community * Feel safer, more connected and more positive about their learning and the learning community * Articulate their learning goals and identify if they've been successful in achieving them * Articulate the expectations of the learning community * Inform decisions about their learning community by providing feedback Teachers will; * Implement the Visible Wellbeing framework and behaviour management strategies to develop and reinforce a respectful culture with high expectations * Articulate clear guidelines for the learning community * Set high expectations for students * Consistently implement the instructional model * Actively collaborate in the FISO Inquiry model * Model and explicitly teach respect * Actively participate in the PDP process * Actively participate in Observation and Professional Growth * Collaborate to analyse student data and develop targeted learning focuses * Reflect on their practice

	Leaders will;
	* Document whole school behaviour guidelines
	* Provide PL (Visible Wellbeing and Behaviour Management)
	* Make regular observations of practice in classrooms using a learning walk model to compare change in practice over the year
	* Meet regularly with staff to provide feedback on practice
	* Seek feedback from staff and students
	* Analyse whole school data

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning - Visible Wellbeing and Behaviour Management	All Staff	☑ Yes	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used
Data analysis and actions (Attitudes to School Survey and Pivot Survey)	All Staff	☐ No	from: Term 1 to: Term 4	$0.00

Goal 3	To increase the capacity of the school to function as a strategic organisation.
12 month target 3.1	Increase Staff Opinion variables in the following: Collective Efficacy, Collective responsibility Move from embedding to excelling in the PLC Matrix - Vision, Values and Culture
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To develop the leadership capacity of our Emerging Leaders.
Actions	* To design strategies and processes that support leadership development and recognise a variety of leadership roles within the school.
Evidence of impact	Emerging leaders will: * engage in the Communities of Practice * foster constructive and respectful relationships among all members of their PLC * collaborate, challenge, and support each other * use current research to inform their practice and continually challenge each other to improve each other's practice * actively participate in leadership professional learning Leaders will: * foster a culture of improvement across the school * ensure whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement. * develop the capability among teachers to implement and monitor the school improvement actions (SSP / AIP) * develop an emerging leaders leadership program * deliver an emerging leaders leadership program * create leadership opportunities * provide appropriate and timely feedback * provide time and resources for teachers to research and implement new approaches

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Development Program: professional learning	PLC Leaders	☐ No	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Development of data practices: professional learning (analysis of data, using purposeful data and using a wide range of data for improvement) - PLC cohort and whole school data	All Staff	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
PLC - Communities of Practice: professional learning	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Hawthorn West Primary School (0293)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Reading (F-6) and Writing (3-6) professional learning.	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Development of data practices - professional learning (analysis of data, using purposeful data and using a wide range of data for improvement)	All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Professional Learning - Observation and Professional Growth	All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site

				☑ Timetabled Planning Day ☑ PLC/PLT Meeting		
Weekly PLC meetings focusing on high impact strategies through the Inquiry model.	All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Professional Learning - Visible Wellbeing and Behaviour Management	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Individualised Reflection	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ External consultants Visible Wellbeing consultant	☑ Off-site MGC
PLC - Communities of Practice: professional learning	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Bastow program/course ☑ Literacy Leaders	☑ On-site

			☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Maths/Sci Specialist	

Documents that support the plan

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

Dimension 1

    Attitudes to School Survey 2017 responses.pdf (2.35 MB)
    Attitudes to School Survey 2017.pdf (1.27 MB)
    HWPS_Maturity_Matrix_Reflection.pdf (1.25 MB)
    Pivot data 2017.pdf (0.21 MB)
    School Performance Report.pdf (1.85 MB)
    SUPschool_20170293.pdf (1.94 MB)
    Whole_School_Data_Dec_2017.docx (0.02 MB)