

# 2018 Annual Implementation Plan

## for improving student outcomes

Strathfieldsaye Primary School (1211)



Submitted for review by Cindi Bruechert (School Principal) on 12 December, 2017 at 05:51 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 08 February, 2018 at 10:30 PM

Endorsed by John Fletcher (School Council President) on 25 June, 2018 at 11:54 AM

# Self-evaluation Summary - 2018

Strathfieldsaye Primary School (1211)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	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
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

<b>Enter your reflective comments</b>	We believe that all the actions we have taken toward achieving our 2017 Annual Implementation Plan goals and targets have had positive influence on our teaching practice, the way we respond to data, leadership practices, our culture and climate and our community engagement levels.
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>• Continue to build teacher capacity in the teaching of writing to ensure continued student learning outcomes and investigate tools to further support our moderation processes</li> <li>• Review the use of the Learner Profile and Teaching Model. Consider whether the values and Learner Profile could be combined; or whether the High Impact Teaching Strategies and Victorian Curriculum Capabilities supersede these evaluation tools /models.</li> <li>• Continue to analyse our spelling data to measure yearly growth and reflect on the success of the program.</li> <li>• Investigate a whole school approach to the explicit teaching of social emotional programs</li> </ul>
<b>Documents that support this plan</b>	2017_Annual_Implementation_Plan_Strathfieldsaye PS 12 month Review.pdf (0.29 MB)

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Strathfieldsaye Primary School (1211)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																																																																																																								
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Inclusion Self-Assessment Tool Raw Score of Components						
Component	2016			2019		
	below	at	above	below	at	above
School Wide Culture	0	10	1	0	0	11
Identify Stud Need	1	13	1	0	0	15
Links with Families	1	7	0	0	0	8

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Inclusion Self-Assessment Tool Raw Score of Components						
Component	2017			2018		
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School Wide Culture	0	6	5	0	3	8
Identify Stud Need	0	9	6	0	4	11
Links with Families	0	2	6	0	0	8

### Improvement Initiatives Rationale

The development of a positive learning climate, increased community engagement and the elevation of practice associated with the teaching of Mathematics and Writing will be our major focus areas in our 2018 Annual Implementation Plan and throughout the implementation of our 2017-2020 School Strategic Plan.

This will lead to improved teacher practice in Mathematics and Writing, which will be maintained and enhanced over the subsequent years of our School Strategic Plan. It will ensure greater consistency in teacher judgements of student outcomes and delivery of the curriculum. It will also facilitate the implementation of more effective personalised learning strategies and increased community engagement in student learning.

These areas have been identified through the evaluation of our school data as requiring further improvement in order for us to achieve our School Strategic Plan goals and targets.

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KIS 1	Continue to improve student connectedness through student voice.																																																																														
KIS 2	Ensure the development of a holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationships Initiatives.																																																																														

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

Strathfieldsaye Primary School (1211)

<b>Goal 1</b>	To support each student to optimise and consistently demonstrate learning growth																																																													
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<b>FISO Initiative</b>	Building practice excellence																																																													
<b>Key Improvement Strategy 1</b>	Elevate practice associated with school wide use of data to inform planning, and to support personalised learning across all curriculum areas, with a particular focus on Mathematics and the Writing language mode.																																																													
Actions	To elevate teaching practice associated with school wide use of data to inform planning through the creation and implementation of a Guaranteed and Viable Curriculum.																																																													
Evidence of impact	Teacher capacity to support personalised learning in Mathematics and the Writing language mode will have been elevated, leading to greater consistency between teacher judgements and formal assessments. and student learning outcomes will have increased.																																																													

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Essential Learnings for all Maths domains at each year level will have been identified and documented.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,500.00
Vertical alignment of essential learnings across the school will be completed to avoid omissions of important content.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,500.00
Each essential learning will be unpacked so there is clarity around what students are required to 'know, understand and do' and so the document is understood by all staff.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,500.00
Leading Teachers and external specialists will provide professional development around High Impact Teaching Strategies ( HITS) and best practice for the teaching of Mathematics and Literacy.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC teams will use the following questions to focus their collaborative discussions when using data to inform planning: - What do we want students to learn? - How will we know they have learned it? - What will we do if they have? - What will we do if they haven't?	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00
Nominated staff members will participate in the the PLC program training and begin to and make strong connections with surrounding schools.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00

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<b>FISO Initiative</b>	Building practice excellence																																																																
<b>Key Improvement Strategy 2</b>	Ensure an appropriate focus on the Victorian Curriculum Critical and Creative Thinking capability.																																																																
Actions	To ensure an appropriate focus on the Critical and Creative Thinking capability and to optimise academic challenge through the introduction of proficiency scales.																																																																
Evidence of impact	Teacher capacity around the development of proficiency scales and differentiation within Maths will have been elevated and student learning outcomes in Numeracy, Literacy and Critical and Creative Thinking will have increased. Teacher capacity to extend students beyond proficiency will also have increased.																																																																
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>																																																													
Research and develop the use of proficiency scales within Maths.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$900.00																																																													
Leading Teachers and external specialists will provide professional development around the development of proficiency scales and differentiation within Maths to deliver curriculum related to the Critical and Creative Thinking capability.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,000.00																																																													

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<b>Key Improvement Strategy 1</b>	Ensure an appropriate focus on the Victorian Curriculum Personal and Social Capability.																																																									
Actions	Continue to build staff understanding of trauma informed practice and the Victorian Curriculum Personal and Social Capability, so that staff can assist all students in becoming personally and socially responsible community members.																																																									
Evidence of impact	Staff understanding of trauma informed practice and the Victorian Curriculum Personal and Social Capability will have enabled students to become personally and socially responsible community members, leading to improved outcomes in the parent opinion survey and students' attitudes to school components.																																																									
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>																																																						
Nominated staff will have participated in training for the Berry St Education Model (BSEM)	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,500.00																																																						
Professional learning sessions will have been conducted for all staff around Victorian Curriculum Personal and Social Capability and the BSEM strategies.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00																																																						
The Victorian Curriculum Personal and Social Capability will have been implemented across the school and will be evident in curriculum planning and delivery.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00																																																						
The language and strategies from the Berry Street Education Model will have been implemented across the school.	Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$500.00																																																						

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<b>Key Improvement Strategy 1</b>	Continue to improve student connectedness through student voice.																																																																							
Actions	Increase opportunities for student voice to improve student connectedness throughout the school.																																																																							
Evidence of impact	Opportunities for student voice will have increased student wellbeing outcomes in relation to student connectedness, student safety and school wide culture.																																																																							
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>																																																																				
Students will have contributed to decision making processes related to the learning and wellbeing of themselves and others.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00																																																																				
Opportunities will have been provided for the Kids Matter Student Action Team to contribute their voice to wellbeing strategies implemented through the Kids Matter initiative.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used																																																																				

<b>Goal 3</b>	To develop students who are able to make ethical, and age appropriate, decisions for the physical, emotional and social wellbeing of themselves and others.																																																																										
<b>12 month target 3.1</b>	By the end of 2018, the mean factor scores for the Attitude to School and Parent Opinion Surveys will be:		By the end of 2019, all components of the Inclusion Self-Assessment Tool will have increased, as outlined below:																																																																								
	<table border="1"> <thead> <tr> <th colspan="5">Attitudes to School (ATTS) and Parent Opinion (PO) Mean Factor Score %</th> </tr> <tr> <th></th> <th colspan="2">Att. to School</th> <th colspan="2">Parent Opinion</th> </tr> <tr> <th>Stud. Rel.</th> <th>2017</th> <th>2018</th> <th>20167</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Connected</td> <td>65</td> <td>89</td> <td>88</td> <td>88</td> </tr> <tr> <td>Classroom Behaviour</td> <td>70</td> <td>70</td> <td>578</td> <td>60</td> </tr> <tr> <td>Student Safety</td> <td>85</td> <td>87</td> <td>78</td> <td>78</td> </tr> </tbody> </table>		Attitudes to School (ATTS) and Parent Opinion (PO) Mean Factor Score %						Att. to School		Parent Opinion		Stud. Rel.	2017	2018	20167	2018	School Connected	65	89	88	88	Classroom Behaviour	70	70	578	60	Student Safety	85	87	78	78	<table border="1"> <thead> <tr> <th colspan="7">Inclusion Self-Assessment Tool Raw Score of Components</th> </tr> <tr> <th rowspan="2">Component</th> <th colspan="3">2017</th> <th colspan="3">2018</th> </tr> <tr> <th>below</th> <th>at</th> <th>above</th> <th>below</th> <th>at</th> <th>above</th> </tr> </thead> <tbody> <tr> <td>School Wide Culture</td> <td>0</td> <td>6</td> <td>5</td> <td>0</td> <td>3</td> <td>8</td> </tr> <tr> <td>Identify Stud Need</td> <td>0</td> <td>9</td> <td>6</td> <td>0</td> <td>4</td> <td>11</td> </tr> <tr> <td>Links with Families</td> <td>0</td> <td>2</td> <td>6</td> <td>0</td> <td>0</td> <td>8</td> </tr> </tbody> </table>		Inclusion Self-Assessment Tool Raw Score of Components							Component	2017			2018			below	at	above	below	at	above	School Wide Culture	0	6	5	0	3	8	Identify Stud Need	0	9	6	0	4	11	Links with Families	0	2	6	0	0	8
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<b>FISO Initiative</b>	Setting expectations and promoting inclusion																																																																										
<b>Key Improvement Strategy 2</b>	Ensure the development of a holistic approach to student wellbeing, which includes an emphasis on collaborative family and community partnerships, through the implementation of the Kids Matter and Respectful Relationships Initiatives.																																																																										
Actions	Develop a holistic approach to student wellbeing, through the implementation of the Kids Matter and Respectful Relationships Initiatives, to increase collaborative family and community partnerships,																																																																										
Evidence of impact	Student wellbeing will have been developed through the implementation of the Kids Matter and Respectful Relationships Initiatives and community engagement will have increased.																																																																										
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>																																																																							
The strategies from Component Two of the Kids Matter Framework will have been embedded throughout the school.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used																																																																							
Teachers will have implemented the Respectful Relationships program in their curriculum programs.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00																																																																							

# Professional Learning and Development Plan - 2018

Strathfieldsaye Primary School (1211)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Essential Learnings for all Maths domains at each year level will have been identified and documented.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Vertical alignment of essential learnings across the school will be completed to avoid omissions of important content.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Each essential learning will be unpacked so there is clarity around what students are required to 'know, understand and do' and so the document is understood by all staff.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leading Teachers and external specialists will provide professional development around High Impact Teaching Strategies ( HITS) and best practice for the teaching of Mathematics and Literacy.	Leading Teacher(s)	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Michael Ymer	<input checked="" type="checkbox"/> On-site



PLC teams will use the following questions to focus their collaborative discussions when using data to inform planning: - What do we want students to learn? - How will we know they have learned it? - What will we do if they have? - What will we do if they haven't?	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Nominated staff members will participate in the the PLC program training and begin to and make strong connections with surrounding schools.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  All Seasons
Research and develop the use of proficiency scales within Maths.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Michael Ymer	<input checked="" type="checkbox"/> On-site
Leading Teachers and external specialists will provide professional development around the development of proficiency scales and differentiation within Maths to deliver curriculum related to the Critical and Creative Thinking capability.	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Michael Ymer	<input checked="" type="checkbox"/> On-site

Nominated staff will have participated in training for the Berry St Education Model (BSEM).	Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants  Berry Street Education Model Team	<input checked="" type="checkbox"/> Off-site  All Seasons, Bendigo
Professional learning sessions will have been conducted for all staff around Victorian Curriculum Personal and Social Capability and the Berry Street Education Model strategies.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
The strategies from Component Two of the Kids Matter Framework will have been embedded throughout the school.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers will have implemented the Respectful Relationships program in their curriculum programs.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<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

[2017 Annual Implementation Plan Strathfieldsaye PS 12 month Review.pdf \(0.29 MB\)](#)