

2019 Annual Implementation Plan

for improving student outcomes

Princes Hill Primary School (2955)



Submitted for review by Esme Capp (School Principal) on 18 December, 2018 at 12:27 PM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 18 December, 2018 at 02:15 PM

Endorsed by Hannah McVean (School Council President) on 13 March, 2019 at 05:35 PM

Self-evaluation Summary - 2019

| | 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 | Embedding |
| | Curriculum planning and assessment | Embedding |
| | Evidence-based high-impact teaching strategies | Excelling |
| | Evaluating impact on learning | Embedding |
| Professional leadership | Building leadership teams | Excelling |
| | Instructional and shared leadership | Embedding |
| | Strategic resource management | Excelling |
| | Vision, values and culture | Excelling |

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

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

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| Enter your reflective comments | The self evaluation against the FISO framework was completed by leadership team. The school community has embedded practices in all areas of FISO and in some areas is achieving beyond the standards. The focus in 2018 of PLC's and evidenced based practice has enabled a deeper analysis of practice and how best to achieve the Strategic plan goals for 2018- 2021. |
| Considerations for 2019 | The focus for 2019 will be Curriculum Planning and Assessment, in order to refine consistent processes across the school that evidence growth in learning and to ensure that deep learning is supported and assessed. These processes will support the communication of the Vision, Values and Culture in order to provoke Parents and carers as partners. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | Articulate and embed the school's model of learning and teaching to enable the growth and development of every student. |
| Target 1.1 | By the end of the strategic plan, 95% of children will have achieved the equivalent of one level of growth in English and Mathematics in a calendar year as measured by teacher judgement and evidenced growth in life skills / Victorian Curriculum competencies. |
| Target 1.2 | By the end of the strategic plan, 95% of children will have made two years growth in all of their NAPLAN assessment between year 3 and year 5 |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Refine and articulate the whole school learning and teaching approach. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Embed the school's model and support the ongoing development of teacher capacity. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum. |
| Key Improvement Strategy 1.d Curriculum planning and assessment | Enhance opportunities for student voice and agency in their learning. Collaborate with students to develop a strategy to provoke and enhance student voice and agency |
| Goal 2 | Develop the community of learners to actively engage parent, student and teacher participation and commitment to the school's vision and values. |

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| Target 2.1 | Over the course of the strategic plan the survey factors, Differentiated Learning Challenge and Stimulating Learning will reflect an overall positive score of above state based on the Student Attitudes to School Survey data. |
| Target 2.2 | Over the course of the strategic plan the survey factors, Academic Emphasis and Knowledge of High Impact Teaching Strategies will be above state based on the Staff Opinion Survey. |
| Target 2.3 | Over the course of the strategic plan the survey factors High Expectations for Success and Stimulating Learning Environment will reflect an overall positive score of above state based on the Parent Opinion Survey. |
| Key Improvement Strategy 2.a Vision, values and culture | Embed the school vision and values and develop a shared understanding across the school community. |
| Key Improvement Strategy 2.b Vision, values and culture | Enhance the learning-focused partnership between students, parents and teachers. |
| Key Improvement Strategy 2.c Vision, values and culture | Ensure all members of the school community have the opportunity to engage with the school. |
| Key Improvement Strategy 2.d Vision, values and culture | Enhance opportunities for student voice and agency in their learning. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|--|---------------------------------------|---|--|
| <p>Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.</p> | <p>Yes</p> | <p>By the end of the strategic plan, 95% of children will have achieved the equivalent of one level of growth in English and Mathematics in a calendar year as measured by teacher judgement and evidenced growth in life skills / Victorian Curriculum competencies.</p> | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Each child has documented evidence of growth in learning through ongoing goal setting:</p> <p>By the end of the year 85% of children will have achieved a life goal linked to agreed PHPS capabilities as evidenced in Individual Learning Plans.</p> <p>By the end of the year 85% of children will have achieved their evidenced point of need goals in English and Mathematics.</p> <p>By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English, Mathematics and life skills against PHPS profile statements.</p> |
| | | <p>By the end of the strategic plan, 95% of children will have made two years growth in all of their NAPLAN assessment between year 3 and year 5</p> | <p>By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English and Mathematics against PHPS key competencies and knowledge assessments.</p> |

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| Develop the community of learners to actively engage parent, student and teacher participation and commitment to the school's vision and values. | Yes | Over the course of the strategic plan the survey factors, Differentiated Learning Challenge and Stimulating Learning will reflect an overall positive score of above state based on the Student Attitudes to School Survey data. | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. |
| | | Over the course of the strategic plan the survey factors, Academic Emphasis and Knowledge of High Impact Teaching Strategies will be above state based on the Staff Opinion Survey. | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. |
| | | Over the course of the strategic plan the survey factors High Expectations for Success and Stimulating Learning Environment will reflect an overall positive score of above state based on the Parent Opinion Survey. | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. |

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| Goal 1 | Articulate and embed the school's model of learning and teaching to enable the growth and development of every student. |
| 12 Month Target 1.1 | <p>Each child has documented evidence of growth in learning through ongoing goal setting:</p> <p>By the end of the year 85% of children will have achieved a life goal linked to agreed PHPS capabilities as evidenced in Individual Learning Plans.</p> <p>By the end of the year 85% of children will have achieved their evidenced point of need goals in English and Mathematics.</p> |

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| | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English, Mathematics and life skills against PHPS profile statements. | |
| 12 Month Target 1.2 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English and Mathematics against PHPS key competencies and knowledge assessments. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Refine and articulate the whole school learning and teaching approach. | No |
| KIS 2 Curriculum planning and assessment | Embed the school's model and support the ongoing development of teacher capacity. | Yes |
| KIS 3 Curriculum planning and assessment | Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum. | Yes |
| KIS 4 Curriculum planning and assessment | Enhance opportunities for student voice and agency in their learning. Collaborate with students to develop a strategy to provoke and enhance student voice and agency | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>Continuing on from the work completed in 2018 the two improvement strategies are in response to feedback from the school review process. The rationale determining this was:</p> <p>When the approach to learning and teaching is known and understood by all key stakeholders, student learning growth can be more effectively supported and enhanced.</p> <p>The school's approach to teaching and learning consisted of a combination of the school's documented principles of learning, the elements of the inquiry learning model including the provocations, and the tracking of student learning progress. School personnel raised the need for greater clarity in the articulation of the approach to inquiry learning and enhanced support for key stakeholders to understanding the fundamental learning concepts and language used by teachers and students at Princes Hill Primary School. It was also raised that the community were known to be interested in understanding more about student learning progress and this was a priority for the schools' continued improvement.</p> <p>The panel noted the range of approaches implemented at the school which were inclusive and focused on individual student learning needs. These included, a focus on authentic learning, and the diversity in the programs being offered. The panel considered the learning and teaching approaches through the Learner Profiles, which the school had developed in 2016. These included references to the Victorian Curriculum achievement standards, including the elaborations, and 'I can'</p> | |

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| | statements. The panel agreed that the profiles were useful tools to guide teacher planning and to support goal setting, however school personnel noted that there was still work to be done to ensure consistency throughout all neighbourhoods and year levels. | |
| Goal 2 | Develop the community of learners to actively engage parent, student and teacher participation and commitment to the school's vision and values. | |
| 12 Month Target 2.1 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | |
| 12 Month Target 2.2 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | |
| 12 Month Target 2.3 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | |
| Key Improvement Strategies | | |
| | Is this KIS selected for focus this year? | |
| KIS 1 Vision, values and culture | Embed the school vision and values and develop a shared understanding across the school community. | No |
| KIS 2 Vision, values and culture | Enhance the learning-focused partnership between students, parents and teachers. | Yes |
| KIS 3 Vision, values and culture | Ensure all members of the school community have the opportunity to engage with the school. | No |
| KIS 4 Vision, values and culture | Enhance opportunities for student voice and agency in their learning. | No |

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

A commitment to the shared school vision and values supports the establishment of a community of learners. When members are actively engaged, student learning outcomes are maximised. Engagement of students and parents in living the school vision and values will be enhanced through succinct defining of the components of the vision and values and the effective tracking of student growth aligned to these components.

Define Actions, Outcomes and Activities

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|--|--|------------------------------|-------------|---------------|
| Goal 1 | Articulate and embed the school's model of learning and teaching to enable the growth and development of every student. | | | |
| 12 Month Target 1.1 | <p>Each child has documented evidence of growth in learning through ongoing goal setting:</p> <p>By the end of the year 85% of children will have achieved a life goal linked to agreed PHPS capabilities as evidenced in Individual Learning Plans.</p> <p>By the end of the year 85% of children will have achieved their evidenced point of need goals in English and Mathematics.</p> <p>By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English, Mathematics and life skills against PHPS profile statements.</p> | | | |
| 12 Month Target 1.2 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in English and Mathematics against PHPS key competencies and knowledge assessments. | | | |
| KIS 1 Curriculum planning and assessment | Embed the school's model and support the ongoing development of teacher capacity. | | | |
| Actions | <p>Professional learning at point of need for teachers in English and Mathematics knowledge. (LT, LS, P)</p> <p>Teacher assessment evidence is embedded in teacher planning through intentionality. (APs and Teams)</p> <p>Data discussions take place and are minuted in weekly teacher planning meeting. (APs and Teams)</p> <p>Ongoing feedback on teacher planning provided (Assistant Principals and Learning Specialists)</p> | | | |
| Outcomes | <p>Efficient tracking will enable the identification of point of need teaching.</p> <p>Leadership feedback identifies professional development priorities.</p> | | | |
| Success Indicators | <p>Teachers Professional Learning Journal evidencing professional reading and development.</p> <p>Minutes reflect data evidence and discussion of evidence.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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|---|--|--|----------------------------------|---|
| Identification of professional learning needs for teachers in the areas of English and Mathematics | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Implementation of professional learning aligned to identified teacher needs in English and Mathematics. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input type="checkbox"/> Equity funding will be used |
| Teams minute specific discussions about student learning data as part of the team planning meeting. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Regular and consistent review and feedback on planning documents. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum. | | | |
| Actions | Development of consistent tracking documents in English linked to the profiles. Development of consistent tracking documents in English key understandings and competencies. Development of consistent tracking documents in Mathematics linked to the profiles. Development of consistent tracking documents in Mathematics key understandings and competencies. Introduction of See-Saw throughout the whole school. | | | |

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| Outcomes | Evidence of growth in student understandings. Identification of point of need teaching. Clear evidence of student growth which is communicated to the student, the parents and future teachers through See-Saw High impact teaching of mathematics and English | | | |
| Success Indicators | See- Saw documentation. English profile, competencies and understanding growth tracking documents. Mathematics profile, competencies and understanding growth tracking documents. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Development and use of consistent online tracking documents in English linked to the profile statements. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Development and use of consistent online tracking documents in English key understandings and competencies. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Development and use of consistent tracking documents in Mathematics linked to the profile statements. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Introduction of See-Saw assessment program at all levels of the school. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,150.00 |

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| | | | | <input type="checkbox"/> Equity funding will be used |
| Development and use of consistent tracking documents in Mathematics key understandings and competencies. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | Develop the community of learners to actively engage parent, student and teacher participation and commitment to the school's vision and values. | | | |
| 12 Month Target 2.1 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | | | |
| 12 Month Target 2.2 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | | | |
| 12 Month Target 2.3 | By the end of the year all teachers are using a data and evidence tracking system to monitor and validate growth in learning competencies. | | | |
| KIS 1 Vision, values and culture | Enhance the learning-focused partnership between students, parents and teachers. | | | |
| Actions | Professional learning regarding the DET capabilities. (Hannah and Nellie) Develop an assessment approach to the DET capabilities. (Hannah and Nellie) Implement Feuerstein Program (Trained staff). (Esme, Keith, Jen, Amy) Trial of new inquiry planning documents. (Richard, Keith, Esme) | | | |
| Outcomes | Evidence of the development of DET capabilities within teacher planning. Assessment are used to assess the growth of capabilities in student learning. Evidence of inquiries developing children's depth of knowledge, learning competencies, and depth of concepts. | | | |
| Success Indicators | Children can articulate their strengths and areas in need of growth in relation to the capabilities. Capabilities are embedded in the planning. | | | |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|--|----------------------------------|---|
| Identification of professional learning priorities related to the DET capabilities. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Professional learning related to the DET capabilities. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Identify students to be part of the Feuerstein trial at year 56 and Foundation. Implement Feuerstein enrichment program with selected students. Review implementation of the Feuerstein enrichment program. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$7,238.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Implementation of planning document review process. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|-------------------|
| Equity funding associated with Activities and Milestones | \$7,238.00 | \$7,238.00 |
| Additional Equity funding | \$102,000.00 | \$0.00 |
| Grand Total | \$109,238.00 | \$7,238.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Identify students to be part of the Feuerstein trial at year 56 and Foundation. Implement Feuerstein enrichment program with selected students. Review implementation of the Feuerstein enrichment program. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT | \$7,238.00 | \$7,238.00 |
| Totals | | | \$7,238.00 | \$7,238.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|---|----------------------------|-------------------|
| Learning support program, Social worker and Speech Pathologist | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services | \$102,000.00 | \$0.00 |
| Totals | | | \$102,000.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|--|----------------------------------|--|--|--|---|
| Identification of professional learning needs for teachers in the areas of English and Mathematics | <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy and Numeracy Tool Kit | <input checked="" type="checkbox"/> On-site |
| Implementation of professional learning aligned to identified teacher needs in English and Mathematics. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy and Numeracy Tool Kit | <input checked="" type="checkbox"/> On-site |
| Introduction of See-Saw assessment program at all levels of the school. | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants SEE SAW PD | <input checked="" type="checkbox"/> On-site |
| Professional learning related to the DET capabilities. | <input checked="" type="checkbox"/> Leading Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |

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| | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Communities of Practice | | |
|--|---|--|---|---|--|--|