

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 12 February, 2018 at 08:59 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 14 February, 2018 at 01:15 PM

Endorsed by Martin Hewitt (School Council President) on 26 February, 2018 at 02:20 PM

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FISO Improvement Initiatives and Key Improvement Strategies

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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
Student Achievement: To improve individual learning outcomes for all students with a focus on literacy and numeracy.	<p>For at least 90% of students to achieve a minimum of one year's growth in learning (as measured against Victorian Curriculum) in English and Mathematics and specialist areas for each school year.</p> <p>That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the similar school levels for the medium and high growth categories on each dimension.</p> <p>That the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands in similar schools.</p>	Yes	For at least 90% of students to achieve a minimum of one year's growth in learning (as measured against Victorian Curriculum) in English and Mathematics and specialist areas for each school year.	Building practice excellence

	That the percentage of students in the bottom two NAPLAN bands in Year 5 will be less than the percentage of students in the bottom two NAPLAN bands in similar schools.			
Engagement: To create a positive climate for learning which empowers students and builds school pride.	<p>To continue to match or better the attendance means of similar schools using data derived from the School Supplementary Report.</p> <p>To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Effective Teaching Practice for Cognitive Engagement</i> Domain, for both girls and boys.</p> <p>To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Teacher Student Relations</i> Domain, for both girls and boys.</p> <p>To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Learner Characteristics and Disposition</i> Domain, for both girls and boys.</p>	Yes	To attain seventy-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Effective Teaching Practice for Cognitive Engagement Domain, for both girls and boys.	Intellectual engagement and self-awareness
Wellbeing: To create a positive climate for learning which promotes student wellbeing.	To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors	Yes	To attain seventy-five per cent or greater positive responses to the new student Attitudes to School	Health and wellbeing

	<p>related to the <i>Social Engagement</i> Domain, for both girls and boys.</p> <p>To attain eighty per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Student Safety</i> Domain, for both girls and boys.</p> <p>To attain fifteen per cent or less Yes responses to the new student Attitudes to School Survey factors related to the <i>Experience of Bullying</i> Domain.</p>		<p>Survey factors related to the <i>Social Engagement</i> Domain, for both girls and boys.</p>	
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Improvement Initiatives Rationale

NEXT STEPS

1. Professional learning is focused on student outcomes: Teachers make links between students' progress data and their own professional learning needs.
2. Professional learning is collaborative, involving reflection and feedback: Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.
3. Professional learning is informed by the collection, analysis and evaluation of student data: They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.
4. Professional learning is evidence-based and modelled on recognised best practice: Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.
5. Professional learning is ongoing, supported and fully integrated into the culture of the school: The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.

Goal 1	<p>Student Achievement:</p> <p>To improve individual learning outcomes for all students with a focus on literacy and numeracy.</p>
12 month target 1.1	<p>For at least 90% of students to achieve a minimum of one year's growth in learning (as measured against Victorian Curriculum) in English and Mathematics and specialist areas for each school year.</p>

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Research and adopt an evidence based instructional model in Reading.
KIS 2	Research and adopt an evidence based instructional model in Spelling.
KIS 3	Develop and implement a whole school professional learning plan to develop teacher capacity in Reading and Spelling.
KIS 4	Maintain and enhance the current leadership structure including middle level leaders to build teacher capability and maintain accountability.
KIS 5	Build a deep understanding of purposeful assessment, tracking and monitoring of student performance.

Goal 2	Engagement: To create a positive climate for learning which empowers students and builds school pride.
12 month target 2.1	To attain seventy-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Effective Teaching Practice for Cognitive Engagement Domain, for both girls and boys.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Implement an evidence-based inquiry model aligned to the Victorian Curriculum.
KIS 2	Empower students to have greater agency in their learning - supported by teacher instruction, motivation, feedback and guidance.
KIS 3	Examine effective models of student leadership that provide authentic opportunities to lead.
KIS 4	Develop and implement a school community communication strategy.

Goal 3	Wellbeing: To create a positive climate for learning which promotes student wellbeing.
12 month target 3.1	To attain seventy-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Social Engagement Domain, for both girls and boys.
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Review current school programs and processes that are designed to enhance student wellbeing and behaviour support.
KIS 2	Implement a whole school approach to student wellbeing.
KIS 3	Build strategies to enhance parent engagement