

2018 Annual Implementation Plan

for improving student outcomes

Newborough Primary School (4650)



Submitted for review by Tim Delany (School Principal) on 04 December, 2017 at 05:14 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 23 February, 2018 at 10:28 AM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Newborough Primary School (4650)

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

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

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

Enter your reflective comments	<p>This has been a very productive year. We have continued our focus on numeracy and our adult learning strategy has involved a PLC model that has improved over the year as a consequence of internal and external monitoring and feedback mechanisms. We have prioritised our curriculum in mathematics, developed a draft instructional model and learnt how to create proficiency scales to support improved assessment and student self-monitoring. SWPBS continues to frame our work around learning and behaviour and we have worked hard to establish our school as a safe place that has high expectations around respectful relationships. Our strong efforts to improve attendance showed very positive results at the end of term two but have fallen away in terms 3 and 4. We need to be more strategic and structured in 2018.</p>
Considerations for 2019	<p>The work in 2017 has been engaging and effective on the whole. We will not have a mathematics specialist in 2018 and we have employed a Leading Teacher to lead the instructional work around reading. We have three new teachers joining us and one who only joined us in July 2017. All have less than two years experience and two are first year graduates. It is important that we focus on enabling the new teachers to develop the types of curriculum, assessment and pedagogy that works well at our school - SWPBS and PLC learning 'bookend' everything that we do.</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Newborough Primary School (4650)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Improve student outcomes in numeracy and reading.	<p>Achievement By 2019 for both numeracy and reading using NAPLAN as the measure:</p> <ul style="list-style-type: none"> At least 20% of students achieving in the upper two bands in both year 3 and year 5 <p>By 2019 for both reading and numeracy using NAPLAN as the measure:</p> <ul style="list-style-type: none"> At least 50 % of students achieving High and Medium Growth Fewer than 25% of students achieving Low Growth <p>By 2019 at least 20% of students achieving High Achievement in</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ol style="list-style-type: none"> NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading. 	Building practice excellence

	Victorian Curriculum across all grades By 2019, at least 90% of students achieving at least 1 year's growth in numeracy and reading (VicCurriculum).			
Improve student attendance	Attendance Target – A mean of less than 15 Days absence by 2019.	Yes	A mean of less than 17 Days absence in 2018.	Setting expectations and promoting inclusion
Achieve level 4 High Reliability School status	<p>Professional Leadership By 2019, using Marzano Leading Indicator Surveys, achieve level four performance on:</p> <ul style="list-style-type: none"> • A Safe and Orderly Environment • An Instructional Framework • A Guaranteed and Viable Curriculum • Standards-Referenced Reporting <p>By 2019, using SWPBS Fidelity evaluation tools, achieve Tier 1 , 2 and 3 fidelity</p> <p>By 2019, using Student Attitudes to School survey, achieve a mean score of 4.6 across the six teaching and learning variables.</p>	Yes	Maintain levels one and two achievement against the Marzano High Reliability schools framework.	Vision, values and culture

Improvement Initiatives Rationale

We have worked hard to develop an instructional model and ensure our school is a safe and collaborative place to learn and work. The architecture is in place - we have a strong PLC culture after participating in the PLC pilot programme and employing an instructional Leader to support our work in maths over the past two years. The Wellbeing team has a strong SWPBS framework and interventions are based on learning and behaviour data. The school will shift focus from Numeracy to Reading over the course of 2018. The school will change a number of assessment techniques and introduce a new management system (Compass). A Leading teacher and learning specialist have been employed to support this ongoing improvement work. Significantly, we will induct three new graduate teachers in 2018. Consequently, significant resources will be directed towards those new staff to ensure that they have clarity around our practice expectations and confidence about seeking the right support for their teaching.

Goal 1	Improve student outcomes in numeracy and reading.
12 month target 1.1	<ol style="list-style-type: none"> 1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Maintain evidence based PLCs in numeracy to: <ol style="list-style-type: none"> 1. Collect and analyse evidence of student learning 2. Develop agreed curriculum and instruction - based on the Instructional model 3. Induct NEW staff into the PLC learning model 4. Drive adult learning about effective pedagogy
KIS 2	Employ and develop a Leading Teacher and Learning Specialist to provide competent and reflective instructional leadership. Principal, LT and LS to lead adult learning in reading and numeracy. LT to effectively induct three new teachers - including two graduates.
KIS 3	Develop a school professional learning strategy that includes student free days, professional practice days, weekly PLC meeting and peer observation and feedback. Focus on numeracy and reading.
KIS 4	Analyse student assessment data at year 2 and 4 to identify opportunities to extend and enrich students.

KIS 5	Initiate PLC process to improve pedagogy in reading.
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Goal 2	Improve student attendance
12 month target 2.1	A mean of less than 17 Days absence in 2018.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Scrutinise attendance data daily and develop a family communication plan to ensure that families understand the importance of school attendance and the relationship between attendance and learning outcomes.
KIS 2	Implement Latrobe Valley Network Agreed Protocol to ensure accountability.

Goal 3	Achieve level 4 High Reliability School status
12 month target 3.1	Maintain levels one and two achievement against the Marzano High Reliability schools framework.
FISO Initiative	Vision, values and culture
Key Improvement Strategies	
KIS 1	Collect and analyse lagging indicator data relating to levels one and two of the High Reliability Schools model.
KIS 2	Identify gaps in level three of the High Reliability Schools model.

Define Evidence of Impact and Activities and Milestones - 2018

Newborough Primary School (4650)

Goal 1	Improve student outcomes in numeracy and reading.			
12 month target 1.1	1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Maintain evidence based PLCs in numeracy to: 1. Collect and analyse evidence of student learning 2. Develop agreed curriculum and instruction - based on the Instructional model 3. Induct NEW staff into the PLC learning model 4. Drive adult learning about effective pedagogy			
Actions	Convene PLCs Clarify protocols and revisit the PLC maturity Matrix from 2017 Critically evaluate the NPS instructional model and G&V curriculum Prioritise Evaluate student data and teacher observation evidence to inform future practice Develop agreed instruction - including differentiation Undertake professional reading to link theory with practice			
Evidence of impact	Consistent use of student data to inform instruction Confidence and competence when differentiating instruction More students achieving above expected level results All students achieving at least one year's growth in mathematics and reading			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Maintain evidence based PLCs to collect and analyse student data, prioritise curriculum, plan instruction and provide feedback on teacher practice.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 1	Improve student outcomes in numeracy and reading.			
12 month target 1.1	1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Employ and develop a Leading Teacher and Learning Specialist to provide competent and reflective instructional leadership. Principal, LT and LS to lead adult learning in reading and numeracy. LT to effectively induct three new teachers - including two graduates.			
Actions	Access Leadership and Literacy Professional learning to ensure that the Principal, Leading teacher and Learning Specialist have the capacity to build teacher capacity and drive whole school change in the teaching of numeracy across the school.			
Evidence of impact	High quality School organisational documents and agenda/minutes. High learning gain in mathematics across all levels. High numbers of students in the top two bands in mathematics (NAPLAN)			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Principal, Leading teacher and Learning Specialist to develop and monitor AIP and PDPs with appropriate level of learning and leadership to ensure adult learning across the school is maximised.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in numeracy and reading.			
12 month target 1.1	1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Develop a school professional learning strategy that includes student free days, professional practice days, weekly PLC meeting and peer observation and feedback. Focus on numeracy and reading.			
Actions	Fortnightly School Improvement Team meetings with protocols, agendas and feedback Weekly PLCs focusing on numeracy and then reading Team based professional practice days Whole School Professional Learning Days Moe FISO/Community of Practice			
Evidence of impact	Critical and reflective practice Evidence of student learning gain in mathematics and reading. PAT R & M, NAPLAN, Online Interviews			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop, implement and monitor a professional learning plan for all staff that includes PLCs, Professional Practice Days, Student Free days, participation in the Moe FISO Community of Practice and external professional learning where appropriate.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in numeracy and reading.
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12 month target 1.1	1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 4	Analyse student assessment data at year 2 and 4 to identify opportunities to extend and enrich students.			
Actions	Analyse student assessment data Plan RTI interventions and structured collaboration among small groups of students			
Evidence of impact	High gain among students who are identified as already achieving at expected levels.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Identification of students, small group instruction and coaching - particularly to improve students' capacity for collaboration and reciprocal teaching.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	Improve student outcomes in numeracy and reading.
12 month target 1.1	1. NAPLAN - at least 15% of students achieving in the upper two bands in reading and numeracy 2. NAPLAN - At least 25 % of students achieving High Growth AND fewer than 25% of students achieving Low Growth 3. VicCurriculum - at least 15 % of students achieving above expected levels in reading and numeracy P-6 4. VicCurriculum - at least 90% of students achieving at least 1 year's growth in numeracy and reading.
FISO Initiative	Building practice excellence

Key Improvement Strategy 5	Initiate PLC process to improve pedagogy in reading.			
Actions	Access Leadership and Literacy Professional learning to ensure that the Principal, Leading teacher and Learning Specialist have the capacity to build teacher capacity and drive whole school change in the teaching of numeracy across the school.			
Evidence of impact	From term 3, 2018, PLCs will work as effectively when working with reading data and instruction as they were with numeracy during 2017. 360 degree surveys to monitor leadership effectiveness.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Participation in Literacy Leader PD and whole school professional learning relating to reading instruction. Pivot from numeracy focus to reading focus in PLCs in term 3, 2018.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Improve student attendance
12 month target 2.1	A mean of less than 17 Days absence in 2018.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Scrutinise attendance data daily and develop a family communication plan to ensure that families understand the importance of school attendance and the relationship between attendance and learning outcomes.
Actions	Wellbeing team to identify attendance concerns in first two weeks - based on 2017 & 2018 data. Develop an agreed communication policy to ensure families are accountable for non-attendance.
Evidence of impact	Fewer students at risk of underperformance as a consequence of low attendance.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
An adjusted mean of less than 10 Days absent at the end of term two. A mean of less than 17 Days absent by the end of term four.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Improve student attendance
12 month target 2.1	A mean of less than 17 Days absence in 2018.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	Implement Latrobe Valley Network Agreed Protocol to ensure accountability.
Actions	Interrogate Latrobe Valley network Attendance Process document. Seek mentoring support from other LV schools who have succeeded in reducing their non-attendance rates.
Evidence of impact	Fewer students at risk of underperformance as a consequence of low attendance. Mean absences of less than 15 days per student

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Communication with families Interrogating LV Attendance Process and engaging mentor	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Achieve level 4 High Reliability School status			
12 month target 3.1	Maintain levels one and two achievement against the Marzano High Reliability schools framework.			
FISO Initiative	Vision, values and culture			
Key Improvement Strategy 1	Collect and analyse lagging indicator data relating to levels one and two of the High Reliability Schools model.			
Actions	Use HRS surveys to identify the extent to which NPS continues to be a level one HRS school. Triangulate above data with SWPBS, Respectful Relationship and Pivot survey tools. Continue the implementation of the Respectful relationships curriculum and related activities Continue to use SWPBS pedagogy, interventions and data collection			
Evidence of impact	Effective PLCs Evidence of SWPBS fidelity and appropriate interventions.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Analyse survey data to identify the extent to which we meet the criteria of a level one HRS school.	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Achieve level 4 High Reliability School status			
12 month target 3.1	Maintain levels one and two achievement against the Marzano High Reliability schools framework.			
FISO Initiative	Vision, values and culture			
Key Improvement Strategy 2	Identify gaps in level three of the High Reliability Schools model.			
Actions	Use HRS leading indicator survey to identify the practice changes required to meet level three HRS status.			

Evidence of impact	Whole of school community commitment to the G&V curriculum, as prioritised by PLCs over 2017 and 2018.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
HRS Leading Indicator Survey implementation and analysis	School Improvement Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Newborough Primary School (4650)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Maintain evidence based PLCs to collect and analyse student data, prioritise curriculum, plan instruction and provide feedback on teacher practice.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Principal, Leading teacher and Learning Specialist to develop and monitor AIP and PDPs with appropriate level of learning and leadership to	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

ensure adult learning across the school is maximised.						
Develop, implement and monitor a professional learning plan for all staff that includes PLCs, Professional Practice Days, Student Free days, participation in the Moe FISO Community of Practice and external professional learning where appropriate.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation in Literacy Leader PD and whole school professional learning relating to reading instruction. Pivot from numeracy focus to reading focus in PLCs in term 3, 2018.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site SEVR - Moe

Documents that support the plan

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

Dimension 1

[Draft Instructional Model Semester 2 2017.docx \(0.05 MB\)](#)

Dimension 9

[Newborough Primary School Student Attitudes.pdf \(0.11 MB\)](#)

Dimension 13

[Powerworks GHD.jpg \(0.09 MB\)](#)

[RR Letter.docx \(0.03 MB\)](#)

Draft