

2018 Annual Implementation Plan

for improving student outcomes

Newlyn Primary School (0453)



Submitted for review by Anthony Tait (School Principal) on 13 November, 2017 at 11:39 AM

Endorsed by Alphonsus Crawford (Senior Education Improvement Leader) on 08 December, 2017 at 10:26 AM

Endorsed by Nicole Wilson (School Council President) on 01 February, 2018 at 11:09 AM

Self-evaluation Summary - 2018

	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	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	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	Evolving moving towards Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	The self evaluation revealed the school should stay the course. The particular focus is on building the capacity of staff in the assessment of and teaching of Writing. Intellectual
Considerations for 2019	<ol style="list-style-type: none"> 1. Building teacher capacity in Writing, through professional development, peer observation, coaching and moderation 2. Building student capacity to set goals and reflect upon progress in Writing
Documents that support this plan	Newlyn Primary School 2017 AIP End-Cycle.docx (0.12 MB)

Annual Implementation Plan - 2018

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	FISO initiative
<p>To develop self-motivated learners in literacy and numeracy with strong academic skills that will enable them to connect with the local and global community.</p> <p>To enhance the learning experience of each student through high quality, consistent teaching practices.</p>	<p>Learning Gain: Reading and Writing 2017-2019 matched cohort NAPLAN data will show at least 90% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Learning Gain: Numeracy 2017-2019 cohort data will show at least 90% of students achieving medium or high growth, with 40% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Learning Confidence: Student Attitude to School Survey showing an increase in the mean score</p> <p>Teacher Judgement: Victorian Curriculum</p> <p>An average of one year of growth or more for each student in English and Mathematics assessed in relation to the Victorian Curriculum.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Learning Gain: Reading and Writing</p> <p>2017-2019 matched cohort NAPLAN data will show at least 90% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Teacher Judgement: Victorian Curriculum</p> <p>An average of one year of growth for each student in English and Mathematics assessed in relation to the Victorian Curriculum.</p> <p>All students will be able to identify and achieve their learning goals in English</p>	<p>Evidence-based high-impact teaching strategies</p>

			and Mathematics by the end of 2018.	
To enhance student wellbeing in an inclusive, safe and stimulating environment.	<p>Participation: Student Attendance The 2017-2020 average student absenteeism days will be 14 days or less.</p> <p>Attitudes to School: Stimulating Learning The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00.</p> <p>Parent Opinion – Stimulating learning The 2017-2020 Mean Factor Score to be an average of 6.00 or higher out of 7.00.</p>	Yes	<p>Participation: Student Attendance The 2017-2020 average student absenteeism days will be 14 days or less.</p> <p>Attitudes to School: Stimulating Learning The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00.</p> <p>Parent Opinion – Stimulating learning The 2017-2020 Mean Factor Score to be an average of 6.00 or higher out of 7.00.</p>	Intellectual engagement and self-awareness

Improvement Initiatives Rationale
School level data indicates low to moderate growth in Writing outcomes. Writing is the focus for 2018. Student intellectual engagement and self-awareness will be measured using a modified POLT survey on student response to teaching practice in the school.

Goal 1	<p>To develop self-motivated learners in literacy and numeracy with strong academic skills that will enable them to connect with the local and global community.</p> <p>To enhance the learning experience of each student through high quality, consistent teaching practices.</p>
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12 month target 1.1	<p>Learning Gain: Reading and Writing</p> <p>2017-2019 matched cohort NAPLAN data will show at least 90% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Teacher Judgement: Victorian Curriculum</p> <p>An average of one year of growth for each student in English and Mathematics assessed in relation to the Victorian Curriculum.</p> <p>All students will be able to identify and achieve their learning goals in English and Mathematics by the end of 2018.</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Build the capacity of staff to use explicit teaching in Writing and to monitor student growth based on moderated writing samples.

Goal 2	To enhance student wellbeing in an inclusive, safe and stimulating environment.
12 month target 2.1	<p>Participation: Student Attendance</p> <p>The 2017-2020 average student absenteeism days will be 14 days or less.</p> <p>Attitudes to School: Stimulating Learning</p> <p>The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00.</p> <p>Parent Opinion – Stimulating learning</p> <p>The 2017-2020 Mean Factor Score to be an average of 6.00 or higher out of 7.00.</p>
FISO Initiative	Intellectual engagement and self-awareness

Key Improvement Strategies	
KIS 1	Develop and implement an approach to student led goal setting in Writing and Maths.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	<p>To develop self-motivated learners in literacy and numeracy with strong academic skills that will enable them to connect with the local and global community.</p> <p>To enhance the learning experience of each student through high quality, consistent teaching practices.</p>
12 month target 1.1	<p>Learning Gain: Reading and Writing</p> <p>2017-2019 matched cohort NAPLAN data will show at least 90% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle.</p> <p>Teacher Judgement: Victorian Curriculum</p> <p>An average of one year of growth for each student in English and Mathematics assessed in relation to the Victorian Curriculum.</p> <p>All students will be able to identify and achieve their learning goals in English and Mathematics by the end of 2018.</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Build the capacity of staff to use explicit teaching in Writing and to monitor student growth based on moderated writing samples.
Actions	Engage in PD and implement an explicit instruction model in Writing. Ensure writing samples are assessed against curriculum standards (or alternative measure) and moderated against the standards.
Evidence of impact	<p>The evidence of impact will be measured by:</p> <ol style="list-style-type: none"> 1. An increase in mean score in the Staff Survey (Leading Curriculum) 2. Engagement in professional development

	3. Demonstrated use of the explicit teaching model in classrooms 4. Student growth in Writing (increased percentage of medium-high growth over 2017 data)			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Engagement in professional development	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,012.00 <input checked="" type="checkbox"/> Equity funding will be used
Demonstrated use of the explicit teaching model in classrooms	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,250.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To enhance student wellbeing in an inclusive, safe and stimulating environment.
12 month target 2.1	Participation: Student Attendance The 2017-2020 average student absenteeism days will be 14 days or less. Attitudes to School: Stimulating Learning The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00. Parent Opinion – Stimulating learning The 2017-2020 Mean Factor Score to be an average of 6.00 or higher out of 7.00.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	Develop and implement an approach to student led goal setting in Writing and Maths.
Actions	Build the capacity of students to set their own learning goals and reflect on their progress.

Evidence of impact	Students will demonstrate the use of learning goals and reflection upon their progress. Local survey data will show an improvement in the 'Our teacher helps us reflect upon our learning" survey question. Attitudes to School: Stimulating Learning - the 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.00.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Templates will be developed for student goal setting. Reflection will be demonstrated by students in classroom practice.	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$620.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engagement in professional development	School Improvement Team	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Seven Steps Program	<input checked="" type="checkbox"/> Off-site Geelong
Demonstrated use of the explicit teaching model in classrooms	All Staff	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting		
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Documents that support the plan

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

Self-evaluation Summary

[Newlyn Primary School 2017 AIP End-Cycle.docx \(0.12 MB\)](#)