

2018 Annual Implementation Plan

for improving student outcomes

Underbool Primary School (3819)



Submitted for review by Leanne Stone (School Principal) on 12 November, 2017 at 09:00 AM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 04 December, 2017 at 03:53 PM
Endorsed by Sonia McVicar (School Council President) on 13 December, 2017 at 09:17 AM

Self-evaluation Summary - 2018

Underbool Primary School (3819)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments

Professional leadership in a small school setting can often come down to one representative, being the Principal. The reason small school Principals take sole responsibility for setting goals and establishing priorities is the simple fact that they don't want to burden fellow staff with 'extra' work and commitments. However, in beginning this role as Acting Principal, I have found that to have your staff all on the same journey and mindset with where you want to take your students and what you want to achieve as a collective, is very empowering to all involved. We do well at building communities in small schools, as our schools are a big part of our local identity as a township. We pride ourselves on our school and our local sporting achievements and facilities. They are the hubs of where we live.

	Using our data to inform our teaching and to establish an overview of where students are at and the progress they are making needs improving. We do it individually, but it needs to become a whole school working document that makes assessment and teacher judgement more consistent and clear. We need to improve our scope and sequence documents in line with the new Victorian Curriculum. We need to continue to support and use the Cluster as an avenue for building practice excellence, curriculum planning and professional development.
Considerations for 2019	Data collaboration. Curriculum planning documents.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Underbool Primary School (3819)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																	
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To build a positive school community where students are engaged in the learning process and have an authentic voice in their learning.	<ul style="list-style-type: none"> * To increase Student Opinion (ATSS) in the following areas; <table border="1"> <thead> <tr> <th>Years 5 & 6</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.10</td> <td>4.15</td> </tr> <tr> <td>School Connectedness</td> <td>4.64</td> <td>4.66</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.25</td> <td>4.30</td> </tr> <tr> <td>Student Motivation</td> <td>4.50</td> <td>4.55</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>4.64</td> <td>4.66</td> </tr> </tbody> </table> <ul style="list-style-type: none"> * To increase School Staff Survey in the following areas; <table border="1"> <thead> <tr> <th>School Staff Survey</th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Collective Responsibility</td> <td>94.44</td> <td>95.00</td> </tr> <tr> <td>Collective Efficacy</td> <td>90.00</td> <td>90.50</td> </tr> <tr> <td>Teacher Collaboration</td> <td>96.00</td> <td>96.50</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>93.33</td> <td>94.00</td> </tr> </tbody> </table>	Years 5 & 6	2015	2019	Learning Confidence	4.10	4.15	School Connectedness	4.64	4.66	Stimulating Learning	4.25	4.30	Student Motivation	4.50	4.55	Teacher Effectiveness	4.64	4.66	School Staff Survey	2015	2019	Collective Responsibility	94.44	95.00	Collective Efficacy	90.00	90.50	Teacher Collaboration	96.00	96.50	Collective Focus on Student Learning	93.33	94.00	No		
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Improvement Initiatives Rationale

Building Practice Excellence has been selected as a focus for this year as we want to further develop our understanding of the Victorian Curriculum and ensure our teaching is consistent, relevant and that it has the capacity to impact on student learning growth. 2017 Naplan data indicated that Literacy remains an area of focus for our students. Developing a shared curriculum that targets student learning in Literacy and Numeracy, is vital in personal learning growth for our students. The School will work with the Mallee Education Cluster to pool resources associated with curriculum planning and teaching resources.

Goal 1	To meet the personalised learning needs of each student and ensure strong learning growth in Literacy and Numeracy.
12 month target 1.1	<p>Build teacher capacity to support high rates of student learning growth, particularly in Literacy and Maths.</p> <p>* Teacher judgements – each student deemed capable to make expected Victorian Curriculum growth over the period of the School Strategic Plan.</p> <p>* Teacher judgments – each student not deemed capable is to meet the goals of their ILP, which includes an estimated learning growth.</p> <p>* NAPLAN – each student deemed capable to show medium or high relative growth from years 3-</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to support high rates of student literacy and numeracy learning, growth and development through professional learning and involvement in the Cluster.

Define Evidence of Impact and Activities and Milestones - 2018

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FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Build teacher capacity to support high rates of student literacy and numeracy learning, growth and development through professional learning and involvement in the Cluster.			
Actions	<p>* Develop our teaching and learning framework that ensures consistent practice from Foundation to Year 6.</p> <p>* An agreed whole school approach to term planning and assessment.</p> <p>* Professional Development in key areas of Literacy, Numeracy and the Victorian Curriculum.</p> <p>* Big write/VCOP Program training for staff to assist in improving writing outcomes.</p>			
Evidence of impact	<p>* Develop a common understanding of and implement a consistent approach to effective teaching and learning for our school.</p> <p>* Staff Term planning documents.</p> <p>* Professional Development attended and documented and shared with all staff.</p> <p>* Attendance at Big Write/VCOP training. Implementing the components of the Big Write/VCOP strategies into our teaching and learning practices.</p> <p>* Work within the Cluster to develop shared curriculum and scope and sequence charts that are relevant to our school setting,</p> <ul style="list-style-type: none"> • A consistent framework across the school in writing for teachers and students. • Teachers are confident in their planning, implementation and assessment of reading and writing programs. • Teachers work collaboratively across the school and cluster, sharing ideas and best practice 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>1.VCOP - December 5th 2017 - First day training Big Write/VCOP - Helen, Molly, Penny Attend Professional Development Day VCOP - second day - 2018. Molly, Helen.</p> <p>2. Mallee Education Cluster (MEC) - shared practice days.- twice a year, includes VCOP and setting up classroom practice across the Cluster. Review and sharing of classroom practice and staff collaboration. MEC - Google docs and Google Classroom Professional Development - shared online platform for staff within the Cluster, used in conjunction with VCOP practice.</p> <p>3. Staff Meetings - Whole school moderation of students writing, by all staff, to support teacher-judgement - conducted once a term. Weekly Staff Meetings - All planning documents are developed and logically accessed in weekly staff share including: - Term Plans - Scope and Sequence charts. - Victorian Curriculum Planners. - Work Programs – including agreed elements of the VCOP strategies and classroom practice. Staff meeting - Term planning and Assessment Schedules discussed at beginning of each term.</p> <p>4. Professional Development - 2018 - attend Professional Development days that are offered and relevant to the teaching of Literacy and Numeracy.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Underbool Primary School (3819)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>1.VCOP - December 5th 2017 - First day training Big Write/VCOP - Helen, Molly, Penny Attend Professional Development Day VCOP - second day - 2018. Molly, Helen.</p> <p>2. Mallee Education Cluster (MEC) - shared practice days.- twice a year, includes VCOP and setting up classroom practice across the Cluster. Review and sharing of classroom practice and staff collaboration. MEC - Google docs and Google Classroom Professional Development - shared online platform for staff within the Cluster, used in conjunction with VCOP practice.</p> <p>3. Staff Meetings - Whole school moderation of students writing, by all staff, to support teacher-judgement - conducted once a term. Weekly Staff Meetings - All planning documents are developed and logically accessed in weekly staff share including: - Term Plans - Scope and Sequence charts. - Victorian Curriculum Planners. - Work Programs – including agreed elements of the VCOP strategies and classroom practice. Staff meeting - Term planning and Assessment Schedules discussed at beginning of each term.</p> <p>4. Professional Development - 2018 - attend Professional Development days that are offered and relevant to the teaching of Literacy and Numeracy.</p>	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Ouyen, Mildura</p>

Documents that support the plan

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