

2018 Annual Implementation Plan

for improving student outcomes

Frankston Heights Primary School (4815)



Submitted for review by Cheryl Clark (School Principal) on 10 December, 2017 at 11:22 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 11 December, 2017 at 08:31 AM

Endorsed by Rob Colcott (School Council President) on 18 December, 2017 at 02:23 PM

Self-evaluation Summary - 2018

Frankston Heights Primary School (4815)

	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 moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	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
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Evolving moving towards 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 school has prioritised Excellence in Teaching and Learning, in particular, Building Practice Excellence as its FISO area for school improvement in 2017. The school has provided resources to support the work of teachers and leaders to embed essential elements to improve student outcomes. Overall the school is performing at a consistent level of 'Embedding' and moving towards 'Excelling'.
Considerations for 2019	Two FISO areas are rated as 'Evolving' and will be part of our work in 2018. These being: Positive Climate for Learning and Community Engagement in Learning
Documents that support this plan	2017 AIP 12 months tracking- completed document.docx (0.06 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Frankston Heights Primary School (4815)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student learning outcomes in Literacy and Numeracy with a focus on reading, oral language and number.	<ul style="list-style-type: none"> • The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%. (31 %-50%) • Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. (13% - 50%) • Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%. (23% - 50%) 	Yes	<p>The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%.</p>	Building practice excellence
To have all students engaged with their learning, feel connected to	By 2018:	Yes	Improve Student Attitudes to School survey variables in:	Empowering students and building school pride

school and the community and be self-motivated to learn.	<p>Improve Student Attitudes to School survey variables in</p> <ul style="list-style-type: none"> • Stimulating Learning • School Connectedness • Teacher Effectiveness <p>show improvement to match or exceed State Mean.</p>		<ul style="list-style-type: none"> •Learner Characteristics & Dispositions: Resilience 7.6 •Teacher /Student Relationships: Effort 8.6 •Effective teaching practice for cognitive engagement: Differentiated learning challenge 8.6 	
Build a culture of safety and wellbeing.	<p>By 2018, Improve Student Attitudes to School survey variables of</p> <ul style="list-style-type: none"> • Student Safety • Student Morale • Student Distress <p>to match or exceed State Mean.</p>	Yes	<p>Improve Student Attitudes to School survey variables of:</p> <ul style="list-style-type: none"> •Areas of Student Safety: Managing Bullying 8.1, Respect for Diversity 8.4 •Social Engagement: Sense of Inclusion 7.0, Student Voice & Agency 9, School Connectedness 9.6 	Setting expectations and promoting inclusion

Improvement Initiatives Rationale
The school has chosen the above initiatives due to its academic data sets in 2017. These being: NAPLAN, ATS data and FISO self-assessment. The school hasn't met its high targets and therefore the work around building practice excellence to lift outcomes in Reading, Number and Student Engagement and Wellbeing is urgent and ongoing.

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a focus on reading, oral language and number.
12 month target 1.1	<p>The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%.</p> <ul style="list-style-type: none"> •Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%.

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed student feedback, learning intentions and success criteria
KIS 2	Embed a collaborative teamwork, high performance and accountability for improving student learning outcomes.
KIS 3	Effectively analyse data to plan differentiated learning sequences ensuring students can articulate their learning

Goal 2	To have all students engaged with their learning, feel connected to school and the community and be self-motivated to learn.
12 month target 2.1	<p>Improve Student Attitudes to School survey variables in:</p> <ul style="list-style-type: none"> •Learner Characteristics & Dispositions: Resilience 7.6 •Teacher /Student Relationships: Effort 8.6 •Effective teaching practice for cognitive engagement: Differentiated learning challenge 8.6
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build opportunities for increased student voice and student ownership for their learning.
KIS 2	Provide a supportive and engaging student-centred learning environment.

Goal 3	Build a culture of safety and wellbeing.
12 month target 3.1	<p>Improve Student Attitudes to School survey variables of:</p> <ul style="list-style-type: none"> •Areas of Student Safety: Managing Bullying 8.1, Respect for Diversity 8.4

	•Social Engagement: Sense of Inclusion 7.0, Student Voice & Agency 9, School Connectedness 9.6
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Implement a high quality wellbeing and engagement framework to improve student's attendance and wellbeing.
KIS 2	Implement strategies to build a sense of school pride and strong partnerships with those in the wider community.

Define Evidence of Impact and Activities and Milestones - 2018

Frankston Heights Primary School (4815)

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a focus on reading, oral language and number.
12 month target 1.1	The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%. <ul style="list-style-type: none"> •Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Embed student feedback, learning intentions and success criteria
Actions	Report on what the school will do and how - including financial and human resources]• Evaluate school improvement team achievements in line with SSP targeted priority areas. <ul style="list-style-type: none"> • Evaluate school Reading, Oral Language and Number Curriculum Plans. • Evaluate whole school assessment schedule, and moderation practices. • Evaluate the use and analysis of student data in Reading, Oral Language and Number. • Evaluate consultants success in building staff capacity in Oral language, reading and number, as determined by documented curriculum, pedagogical practices and student data.

	<ul style="list-style-type: none"> Evaluate inquiry learning model and differentiated instruction within an e5 framework. Evaluate teachers' knowledge of the e5 Instructional Model. Evaluate personalised curriculum and student feedback processes. Evaluate eLearning plan and Digital Technology (ICT) scope and sequence F-6. Evaluate instructional coaching and peer observation, processes for appraisal, recognition and induction, to improve staff feedback and performance reviews. 			
Evidence of impact	<p>Improved Student Data in Reading and Number Completed Planning Documents eLearning Plan reviewed Digital Tech Scope & Sequence reviewed Student Feedback processes evident in teacher document Assessment schedule fully implemented Improvement in FISO Continua Assessment for (The school builds assessment literacy) from evolving to embedding.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Team defines expected teaching / learning practices to ensure student feedback, learning intentions and success criteria are embedded across the school.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a focus on reading, oral language and number.
12 month target 1.1	<p>The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%.</p> <ul style="list-style-type: none"> Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Embed a collaborative teamwork, high performance and accountability for improving student learning outcomes.

Actions	Define team protocols and embed expected processes and outcomes across all teams. Professional Development for Team Leaders with Lyn Watts to build leadership capacity in leading high performing teams. Pupil Free Day with Tracey Ezard around high performing teams.			
Evidence of impact	Team agenda aligned to building practice excellence and improving student learning Professional Discussion around pedagogy, teaching and learning and school priorities Minutes of meetings showing evidence of teamwork and accountability measures Team planning, documentation aligned to school instructional models, assessment practices and curriculum priorities. Improved student learning data Improvement in FISO Continua Assessment for (School leadership is shared), from evolving to embedding.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Team oversees development of team protocols. Pupil Free Day targets high performing teams- research and practices Lyn Watts works with Leadership team to build SITS leaders capacity	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a focus on reading, oral language and number.
12 month target 1.1	The percentage of students achieving high relative growth on NAPLAN assessments in reading will increase from 10% to 30%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in numeracy from 28% to 35%. •Increase the percentage of students achieving high relative growth on NAPLAN assessments in writing from 30% to 35%.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Effectively analyse data to plan differentiated learning sequences ensuring students can articulate their learning
Actions	All teachers collect data in accordance with Assessment Schedule Teams meet weekly to analyse student data to inform teaching and learning plans and practices Teachers focus on planning for student feedback and dedicating time to summary phase of every Literacy and Numeracy lesson for students to articulate their learning

Evidence of impact	Differentiated work programs meeting needs of all students Data collected and analysed, with improved student learning evident Student feedback practices evident in documentation Effective summary of student learning evident in coaching notes and teacher reflections including student reflection journals Improved student learning data FISO Continua of Practice Assessment to improve from evolving to embedding.(Students apply metacognitive strategies to their learning)			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership Team provide feedback to Assessment and Reporting Leader who will develop explicit guidelines for all staff in relation to student feedback practices to be implemented across the school. Assessment and Reporting Leader to lead introduction and implementation of Sentral Reporting Package for 2018.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To have all students engaged with their learning, feel connected to school and the community and be self-motivated to learn.
12 month target 2.1	Improve Student Attitudes to School survey variables in: <ul style="list-style-type: none"> •Learner Characteristics & Dispositions: Resilience 7.6 •Teacher /Student Relationships: Effort 8.6 •Effective teaching practice for cognitive engagement: Differentiated learning challenge 8.6
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Build opportunities for increased student voice and student ownership for their learning.
Actions	Student Engagement and Wellbeing Leader to oversee review of school practices to define how and where student voice and student ownership can be increased and effectively enhanced.

Evidence of impact	Documentation of practices addressing increased student voice across the school. Collection and analysis of data in relation to student voice, agency and ownership for learning. Strategic plan showing evidence of targeted strategies Maintenance of FISO Continua of Practice Assessment (The school activates student voice, leadership and agency) at embedding, as a minimum.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Engagement and Wellbeing Leader to review current practices and identify new initiatives to increase and improve opportunities for student voice, agency and ownership for learning.	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To have all students engaged with their learning, feel connected to school and the community and be self-motivated to learn.
12 month target 2.1	Improve Student Attitudes to School survey variables in: <ul style="list-style-type: none"> •Learner Characteristics & Dispositions: Resilience 7.6 •Teacher /Student Relationships: Effort 8.6 •Effective teaching practice for cognitive engagement: Differentiated learning challenge 8.6
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Provide a supportive and engaging student-centred learning environment.
Actions	Develop STEM Scope and Sequence to further embed Science, Technology and Engineering into a student centred Curriculum Teachers collaborate to design, implement and embed Digital Technologies and STEM curriculum to engage and improve students learning. Develop assessment rubrics for STEM linked to Victorian Curriculum Embed SAMR model to plan and design high quality learning experiences across the school Incorporate Virtual Learning experiences for students to engage and enhance learning experiences Consult and engage with DET Virtual Learning Coach to implement virtual learning opportunities across the school

Evidence of impact	<p>SAMR Model utilised as a planning tool. Scope and Sequence documents developed and implemented Assessment Rubrics developed in line with Vic Curriculum planners Virtual Learning experiences set up and trialled across the school Staff feedback indicating increased teacher confidence and skills Improved student ATS data Improve FISO Continua Assessment or (The school fosters student motivation and confidence for learning) from evolving to embedding.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Learning Specialist to lead school improvement team to meet desired outcomes as defined.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Build a culture of safety and wellbeing.
12 month target 3.1	<p>Improve Student Attitudes to School survey variables of:</p> <ul style="list-style-type: none"> •Areas of Student Safety: Managing Bullying 8.1, Respect for Diversity 8.4 •Social Engagement: Sense of Inclusion 7.0, Student Voice & Agency 9, School Connectedness 9.6
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Implement a high quality wellbeing and engagement framework to improve student's attendance and wellbeing.
Actions	<p>Review attendance strategy and identify initiatives to implement Promote 'Everyday Counts' Track and analyse attendance data to monitor progress Actively communicate to parents and carers the importance of student attendance everyday Embed Wellbeing and Engagement Framework for Respectful Relationships into teaching and learning programs. Develop and implement resources to support student engagement and wellbeing programs.</p>

	Pupil Free Day with Sue Larkey to upskill teachers in ASD strategies. Professional Development for staff to build their capacity to provide a high quality and highly engaging curriculum to meet needs of all students.			
Evidence of impact	Improved student attendance data Improved ATS student data Improved FISO Continua Assessment for (The school strengthens the social and emotional wellbeing of students) from evolving to embedding.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Engagement and Wellbeing Leader to lead school improvement team to meet desired outcomes as defined.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Build a culture of safety and wellbeing.
12 month target 3.1	Improve Student Attitudes to School survey variables of: <ul style="list-style-type: none"> •Areas of Student Safety: Managing Bullying 8.1, Respect for Diversity 8.4 •Social Engagement: Sense of Inclusion 7.0, Student Voice & Agency 9, School Connectedness 9.6
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	Implement strategies to build a sense of school pride and strong partnerships with those in the wider community.
Actions	Continue to foster and build partnerships with the wider community. Implement the Oral Language Initiative for Northern Peninsula Network Staff professional development in oral language initiative
Evidence of impact	Improved ATS data Oral Language Initiative data collected and analysed

Partnerships formed and documented as evidence of success Improve FISO Continua Assessment for (The school builds community partnerships) from evolving to embedding.				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
School Improvement team and Transition Leader to lead school in meeting desired outcomes as defined.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Frankston Heights Primary School (4815)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leadership Team defines expected teaching / learning practices to ensure student feedback, learning intentions and success criteria are embedded across the school.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Brenda Botterill	<input checked="" type="checkbox"/> On-site
Leadership Team oversees development of team protocols. Pupil Free Day targets high performing teams- research and practices Lyn Watts works with	Leadership 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"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Lyn Watts	<input checked="" type="checkbox"/> On-site

Leadership team to build SITS leaders capacity						
Leadership Team provide feedback to Assessment and Reporting Leader who will develop explicit guidelines for all staff in relation to student feedback practices to be implemented across the school. Assessment and Reporting Leader to lead introduction and implementation of Sentral Reporting Package for 2018.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Engagement and Wellbeing Leader to review current practices and identify new initiatives to increase and improve opportunities for student voice, agency and ownership for learning.	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Specialist to lead school improvement team to meet desired outcomes as defined.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student Engagement and Wellbeing Leader to lead school improvement team to	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

meet desired outcomes as defined.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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.

Dimension 1

[FrankstonHeightsPS- FISO Continua data analysis Nov 2017.pdf \(0.85 MB\)](#)

Dimension 3

[FHPS ContinuaForSchoolImprovement- EIL's completed document.pdf \(0.85 MB\)](#)

Dimension 5

[FHPS ContinuaForSchoolImprovement- EIL's completed document.pdf \(0.85 MB\)](#)

Self-evaluation Summary

[2017 AIP 12 months tracking- completed document.docx \(0.06 MB\)](#)