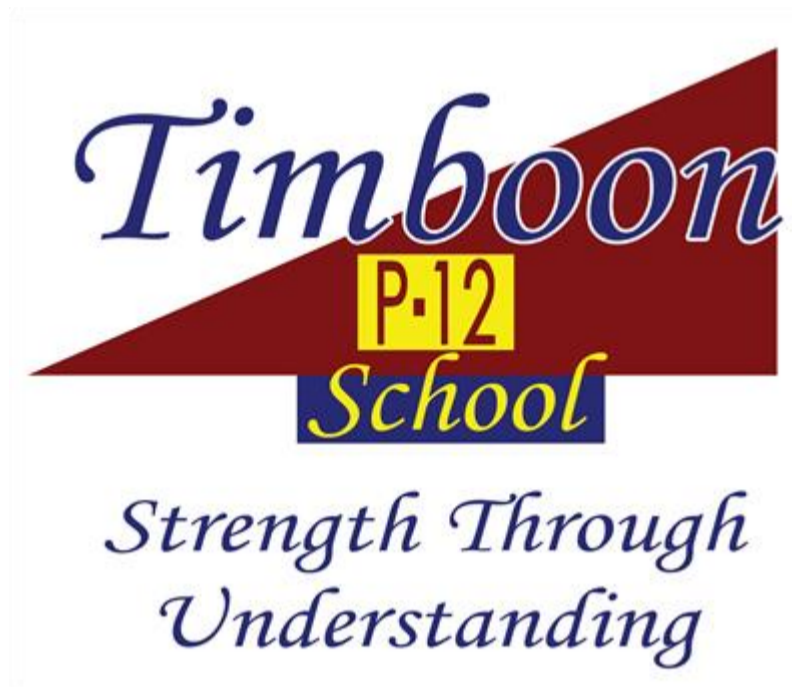


2018 Annual Implementation Plan

for improving student outcomes

Timboon P-12 School (6260)



Submitted for review by Sean Fitzpatrick (School Principal) on 31 January, 2018 at 02:17 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 31 January, 2018 at 02:21 PM
Endorsed by Matthew Bowker (School Council President) on 31 January, 2018 at 09:09 PM

Self-evaluation Summary - 2018

Timboon P-12 School (6260)

	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
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards 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

The school has achieved growth in the first year of the new strategic plan. Organizational climate has been a key focus area for the school in 2017. A new organizational/ PLC (Domains & Year levels) meeting structure has been implemented in 2017. The transition to the FISO and a clear focus on 3 key areas in the school strategic plan meeting structure: Teaching & Learning, Engagement & Wellbeing & Professional Leadership has enabled a clear line of sight in the work undertaken by all staff to achieve the school AIP & strategic plan goals. All key result areas for all staff align to the AIP and Strategic plan and this has been aligned to the PDP process. In addition to this, the school leadership team has engaged in the Bastow- coaching for leadership teams program. This program has

	<p>challenged the behaviour/actions of the school leadership team, the implementation of the new strategic plan, the renewed meeting structure/focus and identified gaps in the middle leadership of the school and the achievement of the 12-month goals/targets set in the 2017 AIP & school Strategic Plan. It is important to note that although not all of the 12-month AIP goals/targets have been met and achieved (many goals/ targets are on slightly behind schedule but remediation strategies required), the school is now better positioned to align future achievements to the improvement cycle in readiness for further growth and improved practice in 2018. The goals set in 2018 will need to be more refined with clearly defined measurable targets.</p>
Considerations for 2019	<p>To achieve evolving and embedding levels in all FISO focus areas:</p> <p>1. Teaching & Learning-</p> <ul style="list-style-type: none"> - PLC development, role clarity. Modified meeting structure to enable middle leaders to lead their teams and monitor curriculum planning & assessment. A continued P12 approach to implementing the HITS in all teaching & learning practices and the establishment of a common feedback model to build on practice excellence. - Further development in the implementation of the P12 common assessment procedure with all key learning tasks and assessment rubrics published across all areas of the school. Further feedback procedures established to improve student voice and parent involvement. - PLC learning targets established, school data/assessment schedule refined to include further PLC evaluation/reflection consistent moderation practices. - Increased focus on the development of a school wide Literacy instructional model. A specific focus on Reading comprehension and its links to writing <p>2. Engagement & Wellbeing:</p> <ul style="list-style-type: none"> -Tier 2 implementation of the SWPBS framework, development of a social & emotional scope & sequence P-10 curriculum that integrates the teaching of the school values: RESPECT, COMMITMENT & EMPATHY -Development of a school feedback cycle that provides opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment. -Increase parent engagement with the school and their child's learning development through digital platforms. -Further development & focus on student attendance rates and further refinement/development of P12 snapshots/ILP's. <p>3. Professional Leadership:</p> <ul style="list-style-type: none"> - Further development of leadership capabilities and collaborative practices across the school and in partnership, introduction of a common leadership/coaching framework. - Introduction of a new responsibility structure, with further development of role clarity and strengthen middle leadership across the P12.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Timboon P-12 School (6260)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative					
Maximise learning gain across the curriculum for every student	<p>Using the continua for school improvement (criteria) our school will move to Excelling in all areas of Curriculum planning and assessment by 2020</p> <ul style="list-style-type: none"> • Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year • NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will be at or above levels of those schools with a similar Student Family Occupation index (SFO) on each dimension • Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school <p style="text-align: center;">Year 3-5</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Reading</td> <td>Numeracy</td> <td>Writing</td> <td>Spelling</td> <td>G&P</td> </tr> </table>	Reading	Numeracy	Writing	Spelling	G&P	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year</p> <ul style="list-style-type: none"> -Track & monitor metalanguage practices -Learning intention & Success Criteria, consistent implementation & practices -% of students assessed at high growth in NAPLAN Reading from Year 3-5 to 25% Year 5-7 to 25% Year 7-9 to 27% 	Building practice excellence
Reading	Numeracy	Writing	Spelling	G&P					

Growth	Low	High	Low	High	Low	High	Low	High	Low	High
2014	23.5%	17.6%	15.6%	28.1%	41.2%	5.9%	29.4%	8.8%	38.2%	17.6%
2015	28.6%	19.0%	28.6%	23.8%	21.4%	21.4%	14.3%	19.0%	19.0%	31%
2016	41.9%	25.8%	13.3%	30%	23.3%	33.3%	23.3%	26.7%	23.3%	20%
Target	20%	25%	20%	29%	20%	25%	20%	25%	20%	25%

Year 5-7

	Reading		Numeracy		Writing		Spelling		G&P	
Growth	Low	High	Low	High	Low	High	Low	High	Low	High
2014	41.9%	12.9%	26.7%	30%	29%	19.4%	53.3%	16.7%	30%	23.3%
2015	33.3%	11.1%	19.4%	27.8%	19.4%	19.4%	19.4%	27.8%	30.6%	13.9%
2016	21.2%	24.2%	21.2%	36.4%	27.3%	15.2%	25%	25%	9.4%	43.8%
Target	25%	25%	20%	30%	20%	25%	35%	25%	15%	30%

Year 7-9

	Reading		Numeracy		Writing		Spelling		G&P	
Growth	Low	High	Low	High	Low	High	Low	High	Low	High
2014	11.8%	23.5%	0%	50%	25%	37.5%	12.5%	6.3%	25%	37.5%
2015	30.8%	23.1%	25.9%	25.9%	33.3%	20.8%	19.2%	19.2%	29.6%	34.6%
2016	11.8%	29.4%	20%	46.7%	31.3%	25%	26.7%	13.3%	46.7%	13.3%
Target	20%	27%	20%	30%	25%	30%	25%	25%	25%	30%

Based on 2016 Staff Opinion Survey improve;

- Collective Efficacy from 64.5% to 70% by 2020
- Collective Responsibility from 78% to 82% by 2020
- Staff trust in colleagues from 63.3% to 67% by 2020

Teacher Collaboration from 56.5% to 60% by 2020

- % of students assessed at high growth in NAPLAN Writing from Year 3-5 to 25% Year 5-7 to 30% Year 7-9 to 30%

Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school

Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility

Using the continua for school improvement (criteria) our school will move to **Excelling** in all areas of **Building Professional Leadership (Building Leadership Teams)** by 2020

School staff surveys demonstrate incremental improvement in:

- Teacher Collaboration,
- Staff trust in Colleagues,

Collective focus on student learning Guaranteed and Viable Curriculum

Based on 2016 Staff Opinion Survey improve;

- Collective Efficacy from 64.5% to 70% by 2020
- Collective Responsibility from 78% to 82% by 2020
- Staff trust in colleagues from 63.3% to 67% by 2020
- Teacher Collaboration from 56.5% to 60% by 2020
- Guaranteed & Viable Curriculum from 58.5% to 60% by 2020

Yes

Collective Efficacy: 65% to 70%
 Collective Responsibility: 78% to 82%
 Staff trust in colleagues: 62% to 67%
 Teacher Collaboration: 53% to 60%
 Guaranteed & Viable Curriculum: 58% to 60%

Instructional and shared leadership

Improvement Initiatives Rationale

The school will continue to focus on the 3 key focus areas of the school strategic plan, Teaching & Learning (Curriculum, Planning & Assessment), Engagement & Wellbeing (Setting Expectations & Promoting Inclusion & Professional Leadership (Building Leadership Teams). The school will aim to improve on the 2016 performance and attempt to reach embedding and excelling FISO levels. 2017 NAPLAN data trends have demonstrated some improvement. In reading growth in Years 3-5, the % of students with high or medium gains was 78% (medium) and in Years 7-9, the % of students with high or medium gains was 69% (low). The school will focus on reading data growth across the school with a focus on increasing the % of students in high or medium gain as well as increasing the % of students achieving in the top 2 bands and decreasing the % students in the bottom 2 bands. In addition to this, a renewed focus on writing and its links to reading will also be a key focus across the P12. 2017 ATOS trends have demonstrated some growth but renewed focus is required in the following areas: % of student agreement in student safety (Year 5/6), % of student agreement in stimulated Learning (Year 7-12) & % of student agreement in Learning confidence (Year 7-12). The staff opinion data would suggest continued focus on % of positive endorsement in Collective Efficacy and Academic Emphasis is required. Further work on building teacher collaboration and trust is required.

Goal 1	Maximise learning gain across the curriculum for every student
12 month target 1.1	Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year -Track & monitor metalanguage practices -Learning intention & Success Criteria, consistent implementation & practices -% of students assessed at high growth in NAPLAN Reading from Year 3-5 to 25% Year 5-7 to 25% Year 7-9 to 27% - % of students assessed at high growth in NAPLAN Writing from Year 3-5 to 25% Year 5-7 to 30% Year 7-9 to 30% Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Introduction of the HITS with a specific focus on Reading & Writing across the P12 school to develop and implement a pedagogical model incorporating agreed High Impact Teaching Strategies rigorously across all areas of the school.

Goal 2	Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility
12 month target 2.1	Collective Efficacy: 65% to 70% Collective Responsibility: 78% to 82% Staff trust in colleagues: 62% to 67% Teacher Collaboration: 53% to 60% Guaranteed & Viable Curriculum: 58% to 60%
FISO Initiative	Instructional and shared leadership
Key Improvement Strategies	
KIS 1	Build the capability of school leaders to work collaboratively with, and support teachers to develop their knowledge and capacity to implement and evaluate the use of High Impact Teaching Strategies.

Define Evidence of Impact and Activities and Milestones - 2018

Timboon P-12 School (6260)

Goal 1	Maximise learning gain across the curriculum for every student
12 month target 1.1	Students maintain or exceed expected learning gain of one Victorian Curriculum Level each school year

	<p>-Track & monitor metalanguage practices</p> <p>-Learning intention & Success Criteria, consistent implementation & practices</p> <p>-% of students assessed at high growth in NAPLAN Reading from Year 3-5 to 25% Year 5-7 to 25% Year 7-9 to 27%</p> <p>- % of students assessed at high growth in NAPLAN Writing from Year 3-5 to 25% Year 5-7 to 30% Year 7-9 to 30%</p> <p>Maintain the percentage of students in the top 2 bands of NAPLAN reading as they progress through the school</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Introduction of the HITS with a specific focus on Reading & Writing across the P12 school to develop and implement a pedagogical model incorporating agreed High Impact Teaching Strategies rigorously across all areas of the school.			
Actions	<p>School leaders work collaboratively with staff to evaluate the school's pedagogical approaches to Reading & Writing</p> <p>Collaboratively examine the use of a broad range of HITS</p> <p>Support teachers to develop their knowledge & capacity to identify, implement & evaluate the use of evidence based- HITS</p> <p>Support teachers to embed the use of a broad range of HITS in their everyday practice</p> <p>Continue to investigate, trial and develop an effective, evidence based instructional school wide Literacy (focus on reading & writing) model</p> <p>- Review Cafe Reading and VCOP Writing models and measure their effectiveness. Make links & bridge learning between all reading & writing tasks with school wide focus on reading comprehension. Trial the 6+1 writing traits. Document agreed reading & writing model</p> <p>-Identify gaps in teacher skill & knowledge base including the implementation of the HITS and develop agreed consistent teaching practices</p> <p>- Establish and implement documented common assessment, data assessment & moderation practices</p>			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> can articulate the goals of each lesson, and how they will know if they have successfully achieved them can understand and self-assess their progress, and articulate what they need to learn next can explain concepts to peers and record their understanding in multiple ways discuss their progress during conferencing and explain how this supports their learning provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. <p>TEACHERS:</p> <ul style="list-style-type: none"> demonstrate a deep understanding of literacy learning Understand the expectations and learning aspirations of all Literacy lessons Identify, develop and articulate their personal learning goals for all lessons Demonstrate their skills in Literacy learning Review and understand their assessment levels and articulate what they need to learn next to demonstrate learning growth/gain <p>LEADERS</p> <ul style="list-style-type: none"> provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children model the use of the school's instructional model as a framework for the professional learning presented to staff in the school facilitate and support collaborative practices across the school. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide the organisational conditions to support teacher collaboration & collective efficacy through meeting structure incorporating the implementation of HITS & classroom observation with the support of Instructional learning specialist and Literacy Learning Partner	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate & understand teaching values/beliefs and establish GROWTH feedback model to facilitate coaching conversations to drive performance reflection/evaluation and improvement in student outcomes	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Support staff to develop a school wide literacy goal with a focus on reading & writing into their PDP plans. Regular evaluation to occur in the T & L meetings	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate professional learning for all staff in reading & writing based frameworks and HITS specific to P-6 & all 7-12 domain areas	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional development opportunities for all staff to engage in VCOP, 6+ 1 traits of writing and Cafe reading training.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Establish shared inspirational leadership to engage and motivate all learners, in a climate of collaboration, self and collective responsibility			
12 month target 2.1	Collective Efficacy: 65% to 70% Collective Responsibility: 78% to 82% Staff trust in colleagues: 62% to 67% Teacher Collaboration: 53% to 60% Guaranteed & Viable Curriculum: 58% to 60%			
FISO Initiative	Instructional and shared leadership			
Key Improvement Strategy 1	Build the capability of school leaders to work collaboratively with, and support teachers to develop their knowledge and capacity to implement and evaluate the use of High Impact Teaching Strategies.			
Actions	School leaders engage the GROWTH coaching model and utilize it to build the capacity of teachers School leaders work collaboratively with staff to evaluate and strengthen feedback mechanisms that improve professional practice School leaders work collaboratively with staff to develop a whole school approach to professional learning that is aligned to the SSP and AIP School leaders support staff to improve their individual and collective capacity to improve student reading and writing outcomes School leaders support staff to work towards the goals outlined in their individual PDPs			
Evidence of impact	Staff will: -Participate in professional learning in GROWTH Coaching model, become familiar with solution focused rating system, develop skills in performance conversations & their links to the AITSL standards -Contribute to the development of a school wide feedback model Leaders will: - Lead the design of the learning, monitor progress and adjust -Provide the organizational conditions to support teacher collaboration & collective efficacy through meeting structure and role clarity - Provide opportunities for professional growth through Professional Leadership meetings, PDP & professional development opportunities			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate professional learning for staff in GROWTH Coaching training	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Facilitate professional learning through professional leadership meetings in building leadership capabilities & linking it to the PDP process	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Domain leaders & T & L Leaders define goals using school & classroom data to lead & improve student outcomes	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Timboon P-12 School (6260)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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Provide the organisational conditions to support teacher collaboration & collective efficacy through meeting structure incorporating the implementation of HITS & classroom observation with the support of Instructional learning specialist and Literacy Learning Partner	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Pamela Dowling- Reading Learning Partner	<input checked="" type="checkbox"/> On-site
Investigate & understand teaching values/beliefs and establish GROWTH feedback model to facilitate coaching conversations to drive performance reflection/evaluation and improvement in student outcomes	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Growth Coaching International & Organisational Directions	<input checked="" type="checkbox"/> Off-site Training to occur offsite
Support staff to develop a school wide literacy goal with a focus on reading & writing into their PDP plans. Regular evaluation to occur in the T & L meetings	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide professional development opportunities for all staff to engage in VCOP, 6+ 1 traits of writing and Cafe reading training.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> External consultants To be confirmed	<input checked="" type="checkbox"/> On-site
Facilitate professional learning for staff in GROWTH Coaching training	Principal	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"/> External consultants GROWTH Coaching International	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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