

# 2018 Annual Implementation Plan

## for improving student outcomes

Kialla West Primary School (1727)



Submitted for review by Wesley Teague (School Principal) on 26 December, 2017 at 08:13 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Kialla West Primary School (1727)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	Kialla West Primary School has scored evolving or embedding in most of the FISO Improvement Model Dimensions. The main focus for the school will continue to be Building Practice Excellence in 2018. This is the same focus as our FISO schools and will involve teachers from each school building their teachers' teaching practice. The self evaluation is an excellent tool to assess current teaching practice and to be used to set whole school and individual goals for staff.
<b>Considerations for 2019</b>	Kialla West Primary School will utilise a learning specialist to further enhance teacher practice. Professional learning will include experts in Literacy (Michelle Hutchinson) and Numeracy (Rob Vingerhoets) to extend teacher practice. The neighbouring FISO schools will provide an additional opportunity for teacher collaboration with all schools using the HITS and focusing on Differentiation.
<b>Documents that support this plan</b>	

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Kialla West Primary School (1727)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																																															
Literacy To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and	The following targets have been set for this goal based on the 2017 data;  <b>NAPLAN</b> <table border="1" data-bbox="338 1094 1682 1425"> <thead> <tr> <th rowspan="3"></th> <th colspan="4">READING</th> <th colspan="4">WRITING</th> <th colspan="4">SPELLING</th> </tr> <tr> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> <th colspan="2">Increase top two bands</th> <th colspan="2">Decrease bottom two bands</th> </tr> <tr> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td><b>YR 3</b></td> <td>From 45.4%</td> <td>To 48%</td> <td>From 12.2%</td> <td>To &lt;12%</td> <td>From 46.9%</td> <td>To 48%</td> <td>From 0%</td> <td>To &lt;5%</td> <td>From 34.4%</td> <td>To 36%</td> <td>From 18.8%</td> <td>To 16%</td> </tr> <tr> <td><b>YR 5</b></td> <td>From 21.2%</td> <td>To 23%</td> <td>From 27.3%</td> <td>To 25%</td> <td>From 12.1%</td> <td>To 15%</td> <td>From 12.1%</td> <td>To &lt;12%</td> <td>From 21.9%</td> <td>To 23%</td> <td>From 38.1%</td> <td>To 25%</td> </tr> </tbody> </table>		READING				WRITING				SPELLING				Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	<b>YR 3</b>	From 45.4%	To 48%	From 12.2%	To <12%	From 46.9%	To 48%	From 0%	To <5%	From 34.4%	To 36%	From 18.8%	To 16%	<b>YR 5</b>	From 21.2%	To 23%	From 27.3%	To 25%	From 12.1%	To 15%	From 12.1%	To <12%	From 21.9%	To 23%	From 38.1%	To 25%	Yes	Improve student learning outcomes in Literacy compared to the 2017 results. Increase the high relative growth percentage for the	Building practice excellence
	READING				WRITING				SPELLING																																																										
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands																																																								
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018																																																							
<b>YR 3</b>	From 45.4%	To 48%	From 12.2%	To <12%	From 46.9%	To 48%	From 0%	To <5%	From 34.4%	To 36%	From 18.8%	To 16%																																																							
<b>YR 5</b>	From 21.2%	To 23%	From 27.3%	To 25%	From 12.1%	To 15%	From 12.1%	To <12%	From 21.9%	To 23%	From 38.1%	To 25%																																																							

spelling for all students Prep to Grade 6.

	GRAMMAR & PUNCTUATION				NUMERACY			
	Increase top two bands		Decrease bottom two bands		Increase top two bands		Decrease bottom two bands	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>YR 3</b>	From 56.2%	To >50%	From 15.6%	To 15%	From 33.3%	To 35%	From 9.1%	To <10%
<b>YR 5</b>	From 31.3%	To 33%	From 25%	To 23%	From 36.3%	To 38%	From 15.2%	To 15%

year 5 reading and reduce the low relative growth percentage in the year 5 reading NAPLAN results.

**RELATIVE GROWTH Year 3-5**

	2017		2018	
	Low	High	Low	High
Grammar and Punctuation	18.8%	37.5%	18%	38%
Numeracy	22.6%	29%	22%	30%
Reading	35.5%	16.1%	30%	20%
Spelling	37.5%	18.8%	35%	22%
Writing	30.3%	15.2%	28%	18%

**OnDemand**

Reading				Number			
Increase top band		Decrease bottom band		Increase top band		Decrease bottom band	
2017	2018	2017	2018	2017	2018	2017	2018
	Gr. 3 50%		Gr. 3 15%		Gr. 3 30%		Gr. 3 10%
Gr. 3 32%	Gr.4 35%	Gr. 3 12 %	Gr. 4 11%	Gr. 3 24%	Gr. 4 26%	Gr. 3 15%	Gr. 4 14%
Gr. 4 40%	Gr. 5 42%	Gr. 4 20 %	Gr. 5 19%	Gr. 4 9 %	Gr. 5 12%	Gr. 4 14 %	Gr. 5 12%
Gr. 5 34 %	Gr. 6 36%	Gr. 5 22%	Gr. 6 20%	Gr. 5 26 %	Gr. 6 28%	Gr. 5 46%	Gr. 6 40%

**The 2014-18 SSP includes the following targets:**

Increase the percentage of students in the top two bands in NAPLAN as follows:

Domain	Year	2014	2018
Reading	3	60%	>65%
Writing	3	60%	>65%
Numeracy	3	40%	>45%
Reading	5	23%	>30%
Writing	5	9%	>25%
Numeracy	5	40%	>45%

Increase the percentage of students achieving high growth on NAPLAN relative growth reports.

Domain	Percentage of students showing high growth Gr3-5.	
	2014	2018
Reading	42.9%	>45%
Writing	14%	>25%
Numeracy	20%	>30%

Victorian Curriculum data will indicate that every student will achieve at least 12 months growth in literacy and numeracy.

Numeracy  
To improve student learning outcomes in numeracy for all students Prep to grade 6.

The following targets have been set for this goal based on the 2017 data;  
**NAPLAN**

NUMERACY			
Increase top two bands		Decrease bottom two bands	
2017	2018	2017	2018
From 33.3%	To 35%	From 9.1%	To <10%
From 36.3%	To 38%	From 15.2%	To 15%

**RELATIVE GROWTH Year 3-5**

	2017		2018	
	Low	High	Low	High
Numeracy	22.6%	29%	22%	30%

**OnDemand**

Number			
Increase top band		Decrease bottom band	
2017	2018	2017	2018
	Gr. 3 30%		Gr. 3 10%
Gr. 3 24%	Gr. 4 26%	Gr. 3 15%	Gr. 4 14%
Gr. 4 9 %	Gr. 5 12%	Gr. 4 14 %	Gr. 5 12%
Gr. 5 26 %	Gr. 6 28%	Gr. 5 46%	Gr. 6 40%

Yes

Improve student learning outcomes in Numeracy compared to 2017 results.

Building practice excellence

**KWPS 2015 – 18 School Strategic Plan targets;**

To increase the percentage of students in the top two bands in NAPLAN as follows:

Domain	Year	2014	2018
Numeracy	3	40%	>45%
Numeracy	5	40%	>45%

Increase the percentage of students achieving high growth on NAPLAN relative growth reports.

Domain	Percentage of students showing high growth Gr3-5.	
	2014	2018
Numeracy	20%	>30%

Victorian Curriculum data will indicate that every student will achieve at least 12 months growth in numeracy.

**Improvement Initiatives Rationale**

Kialla West Primary School has identified reading as an area of focus. The school 2017 NAPLAN data indicated a lower results than the aspirational targets set in the School Strategic Plan. The school will utilise the Learning Specialist to coach, mentor and provide feedback to teachers to build teacher excellence in teaching reading.

<b>Goal 1</b>	Literacy To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and spelling for all students Prep to Grade 6.
<b>12 month target 1.1</b>	Improve student learning outcomes in Literacy compared to the 2017 results. Increase the high relative growth percentage for the year 5 reading and reduce the low relative growth percentage in the year 5 reading NAPLAN results.
<b>FISO Initiative</b>	Building practice excellence



<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy curriculum.

<b>Goal 2</b>	Numeracy To improve student learning outcomes in numeracy for all students Prep to grade 6.
<b>12 month target 2.1</b>	Improve student learning outcomes in Numeracy compared to 2017 results.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Numeracy curriculum.

## Define Evidence of Impact and Activities and Milestones - 2018

Kialla West Primary School (1727)

<b>Goal 1</b>	Literacy To improve student learning outcomes in, reading, writing, speaking and listening, grammar and punctuation and spelling for all students Prep to Grade 6.
<b>12 month target 1.1</b>	Improve student learning outcomes in Literacy compared to the 2017 results. Increase the high relative growth percentage for the year 5 reading and reduce the low relative growth percentage in the year 5 reading NAPLAN results.
<b>FISO Initiative</b>	Building practice excellence

<b>Key Improvement Strategy 1</b>	Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Literacy curriculum.
Actions	<p>Establish a staffing structure to enable a high performing teacher to become a Learning Specialist. This teacher will be allocated time to support and coach staff to build practice excellence in Literacy.</p> <p>Professional Learning (PL) will be conducted focusing on the teaching of Reading using an evidence base. The PL will be provided through a curriculum day with Michelle Hutchinson and whole school PLT. Coaching, mentoring and observation, documented from the Learning Specialist. Reciprocal visits to FISO schools.</p> <p>Use of the HITS resource, with a focus on Differentiation (FISO initiative focus).</p> <p>Monitor data to set learning goals and track student progress in reading.</p>
Evidence of impact	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Participate in engaging, rich learning activities that include a clear learning focus</li> <li>• Students can explain concepts to peers in multiple ways</li> <li>• Students can discuss their conferencing and how it has supported their learning</li> <li>• Students provide formal and regular feedback to teachers on the effectiveness of practice</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Provide engaging, rich learning activities that include a clear learning focus, success criteria and teach children multiple ways to learn new knowledge</li> <li>• Planning documents will identify student learning focus, success criteria and detail that includes differentiated learning tasks</li> <li>• Provide opportunities and activities for students to present concepts to peers in multiple ways</li> <li>• Conferences enable students to discuss concepts in multiple ways</li> <li>• Formal reflection and review of impact of practice on learning outcomes</li> <li>• Teachers identify, document and discuss pedagogical practices that are effectively used for purpose. Observation, coaching and feedback used to enhance teaching</li> <li>• Data will be used to track individual student results and used as evidence based teaching.</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• In walkthroughs, discuss with students how they can demonstrate concepts in multiple ways</li> <li>• Model sharing knowledge and presenting concepts in PLT meetings in multiple ways</li> </ul>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning to improve reading. Michelle Hutchison Curriculum Day.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Coaching, modelling and mentoring conducted. Documented classroom observations in reading classes completed. Feedback provided and recommendations implemented into classroom practice.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Focussed Classroom Observations focussed on reading conducted. Reciprocal visits to FISO schools focusing on reading.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Planning documents clearly set out including teaching practice detail. Data used for planning and monitoring student progress.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Numeracy To improve student learning outcomes in numeracy for all students Prep to grade 6.
<b>12 month target 2.1</b>	Improve student learning outcomes in Numeracy compared to 2017 results.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Build teacher capacity to deliver a consistent teaching and learning approach across the whole school. Use student data and evidence to inform planning, delivery and assessment of a differentiated Numeracy curriculum.
<b>Actions</b>	Two staff will participate in Extending Mathematical Understanding (EMU) through Monash university. This course is focused on evidence based teaching of mathematics and these staff will lead the rest the staff about this evidence based teaching model.

	<p>Professional Learning (PL) will be conducted focusing on the teaching of Numeracy. The PL will be provided through a curriculum day with Rob Vingerhoets. Reciprocal visits to FISO schools (particularly Orrvale who have engaged Rob Vingerhoets in 2017).</p> <p>Use of the HITS resource, with a focus on Differentiation (FISO initiative focus).</p> <p>Monitor data to set learning goals and track student progress in numeracy.</p>			
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> <li>• Participate in engaging, rich learning activities that include a clear learning focus</li> <li>• Students can explain concepts to peers in multiple ways</li> <li>• Students can discuss their conferencing and how it has supported their learning</li> <li>• Students provide formal and regular feedback to teachers on the effectiveness of practice</li> </ul> <p>TEACHERS:</p> <ul style="list-style-type: none"> <li>• Provide engaging, rich learning activities that include a clear learning focus, success criteria and teach children multiple ways to learn new knowledge</li> <li>• Planning documents will identify student learning focus, success criteria and detail that includes differentiated learning tasks</li> <li>• Provide opportunities and activities for students to present concepts to peers in multiple ways</li> <li>• Conferences enable students to discuss concepts in multiple ways</li> <li>• Formal reflection and review of impact of practice on learning outcomes using pre and post unit testing</li> <li>• Teachers identify, document and discuss pedagogical practices that are effectively used for purpose. Observation, coaching and feedback used to enhance teaching.</li> <li>• Data will be used to track individual student results and used as evidence based teaching</li> </ul> <p>LEADERS</p> <ul style="list-style-type: none"> <li>• In walkthroughs, discuss with students how they can demonstrate concepts in multiple ways</li> <li>• Model sharing knowledge and presenting concepts in PLT meetings in multiple ways.</li> <li>• EMU participants will support staff and lead a change of practice.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Professional Learning to improve numeracy. Rob Vingerhoets Curriculum Day.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Two staff participate in Extending Mathematical Understanding (EMU Monash numeracy course) Coaching, mentoring and observation, provided by Numeracy Leaders.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$6,040.00 <input checked="" type="checkbox"/> Equity funding will be used
Reciprocal visits to FISO schools conducted (particularly Orrvale who have engaged Rob Vingerhoets in 2017)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Analyse data and set learning goals, track student improvement in numeracy and celebrate outcomes.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Kialla West Primary School (1727)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning to improve reading. Michelle Hutchison Curriculum Day.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site  Kialla Central PS
Coaching, modelling and mentoring conducted. Documented classroom observations in reading	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

classes completed. Feedback provided and recommendations implemented into classroom practice.			<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection			
Focused Classroom Observations focussed on reading conducted. Reciprocal visits to FISO schools focusing on reading.	All Staff	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"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Planning documents clearly set out including teaching practice detail. Data used for planning and monitoring student progress.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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
Professional Learning to improve numeracy. Rob Vingerhoets Curriculum Day.	All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants  Rob Vingerhoets	<input checked="" type="checkbox"/> On-site
Two staff participate in Extending Mathematical Understanding (EMU Monash numeracy course) Coaching, mentoring and observation, provided by Numeracy Leaders.	PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants  Monash Uni EMU Course	<input checked="" type="checkbox"/> Off-site  Monash Uni

Reciprocal visits to FISO schools conducted (particularly Orrvale who have engaged Rob Vingerhoets in 2017)	All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site  FISO Schools
Analyse data and set learning goals, track student improvement in numeracy and celebrate outcomes.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

### Documents that support the plan

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