

2018 Annual Implementation Plan

for improving student outcomes

Swifts Creek P-12 School (8892)



Submitted for review by Robert Boucher (School Principal) on 11 December, 2017 at 05:17 PM
Endorsed by Marcus Batt (Senior Education Improvement Leader) on 08 March, 2018 at 07:22 PM
Endorsed by Keren Walker (School Council President) on 18 September, 2018 at 08:34 PM

Self-evaluation Summary - 2018

Swifts Creek P-12 School (8892)

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

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

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

Enter your reflective comments	As we continue to understand the support available to school in terms of personal and resources we will better be able to progress our work. We are going to take advantage of our new EBA to further enhance and refine the practice of our educators.
Considerations for 2019	See above. The professional Practice days will add a new element and will allow us as a school leadership to be agile and respond to the demands of the year in terms of student groups and staff development.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Swifts Creek P-12 School (8892)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To maximise student outcomes by adopting a whole school systemic approach to tracking a suite of student achievement data, and building teacher capacity to analyse and utilise this data to cater for each cohort and to target teaching and learning for individual students at their identified point of need.</p>	<p>100% of students Yrs P-10 have an electronic assessment profile.</p> <p>Planning documents (Unit Plans, lesson plans) to show evidence that data has been used to inform planning for cohort and individuals.</p> <p>Every student whose data is outside the expected ranges in more than one learning area has an Individual Learning Plan.</p> <p>Every student achieves a minimum of 12 months learning growth for each year at school in Literacy and Numeracy, and where this has not occurred, intervention is implemented.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>All teachers PDPs have a clear goal around using data to inform planning and daily practice.</p> <p>Engage with the Literacy Improvement focus - as per area literacy improvement strategy.</p>	<p>Building practice excellence</p>
<p>To improve student outcomes in Numeracy through changed classroom practice which fosters persistence and challenge so</p>	<p>Alignment of Numeracy curriculum planning and Teaching & Learning Protocols with Omeo Primary School to promote engagement and</p>	<p>Yes</p>	<p>All teachers of numeracy PDPs have a clear goal around the effective teaching of numeracy.</p>	<p>Building practice excellence</p>

<p>students better engage in this learning.</p>	<p>improve student outcomes in Numeracy across the High Country.</p> <p>Data to show greater alignment in student Numeracy achievements between the schools, especially at the end of Year 6, thus creating a smoother transition environment and allowing high level student engagement to be maintained thorough the transition.</p> <p>Student Attitude to School survey show growth in the following indicators:</p> <ul style="list-style-type: none"> • Learning confidence • Stimulating learning • <p>Parent Opinion Survey show growth in the following indicators:</p> <ul style="list-style-type: none"> • Stimulating learning • Transitions 		<p>Quarterly combined days P-6 with Omeo Primary school for observation and feedback around the 10 characteristics of effective numeracy teaching.</p> <p>Improved student survey data from 2017 to 2018 in Learning Confidence and Stimulating Learning</p>	
<p>Establish an inclusive school culture where all students feel safe and motivated to learn.</p>	<p>Development of whole school Wellbeing and Inclusion Policy that is endorsed and enacted by staff and students.</p> <p>Student Attitude to School survey to show growth in the following indicators:</p> <ul style="list-style-type: none"> • Connectedness to peers • Student distress • Student motivation • Teacher empathy 	<p>Yes</p>	<p>Every teacher has evidence of observation and feedback leading to changed practice in regard to inclusion and promoting positive behaviours.</p> <p>Student and Parent survey data improved 2017 to 2018 in relevant domains.</p>	<p>Setting expectations and promoting inclusion</p>

	Parent Opinion Survey show growth in the following indicators: <ul style="list-style-type: none"> • Connectedness to peers • Social skills 			
Use physical and financial resources to build a culture which will maximise learning outcomes. Use our Staff Survey to respond to the needs of our staff group.	100% of teaching staff involved in classroom observations and feedback. All students appropriately resourced with ICT device and infrastructure. Partnerships developed at local, regional and state level to ensure that we are connected and that the school is not isolated. All staff complete the Staff Survey.	Yes	Lead the Curiosity work across the network. Curiosity champions in place for a theory of action each term. Teachers PDP reflect the work in their strategies.	Strategic resource management

Improvement Initiatives Rationale
<p>Faces on the data- staff data literacy around a range of assessment tools and the use of this data to inform practice and planning to target the learning needs of individual students for enrichment and extension is a focus. Staff will benefit from professional learning around using data to inform planning and differentiation within the framework of our existing Teaching & Learning Protocols, and extended by development of protocols for teaching and learning in Numeracy, Literacy, Curiosity and Positive Behaviour.</p> <p>Literacy Improvement initiative- this is an area response to the data of the schools in our area and an opportunity to improve the work in our school by collaboration across schools.</p> <p>Numeracy Intervention-</p> <p>Engagement and Inclusion-</p>

Curiosity-

Goal 1	To maximise student outcomes by adopting a whole school systemic approach to tracking a suite of student achievement data, and building teacher capacity to analyse and utilise this data to cater for each cohort and to target teaching and learning for individual students at their identified point of need.
12 month target 1.1	All teachers PDPs have a clear goal around using data to inform planning and daily practice. Engage with the Literacy Improvement focus - as per area literacy improvement strategy.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	High student outcomes are achieved when teachers work collaboratively with each other, students and others, to target students' learning needs and assist their growth as learners. Using data to inform this process provides an evidence-based approach to target and monitor progress.

Goal 2	To improve student outcomes in Numeracy through changed classroom practice which fosters persistence and challenge so students better engage in this learning.
12 month target 2.1	All teachers of numeracy PDPs have a clear goal around the effective teaching of numeracy. Quarterly combined days P-6 with Omeo Primary school for observation and feedback around the 10 characteristics of effective numeracy teaching. Improved student survey data from 2017 to 2018 in Learning Confidence and Stimulating Learning
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	By teaching Numeracy in a more engaging way we will have improved student outcomes. Focus is students engaging with their learning and schools engaging with each other to align practice and outcomes.
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Goal 3	Establish an inclusive school culture where all students feel safe and motivated to learn.
12 month target 3.1	Every teacher has evidence of observation and feedback leading to changed practice in regard to inclusion and promoting positive behaviours. Student and Parent survey data improved 2017 to 2018 in relevant domains.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	When we set high expectations and create a safe, inclusive learning culture then all members of the school community are enabled to be the best they can be. This is only possible if students are engaged in their learning, understand effort and demonstrate resilience.

Goal 4	Use physical and financial resources to build a culture which will maximise learning outcomes. Use our Staff Survey to respond to the needs of our staff group.
12 month target 4.1	Lead the Curiosity work across the network. Curiosity champions in place for a theory of action each term. Teachers PDP reflect the work in their strategies.
FISO Initiative	Strategic resource management
Key Improvement Strategies	

KIS 1	Lifting student learning is a collaborative enterprise. WHEN teachers, strongly supported by their schools, explicitly and consistently incorporate the Theories of Action in their teaching THEN our students' curiosity enriches their learning skills and their spirit of inquiry.
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Define Evidence of Impact and Activities and Milestones - 2018

Swifts Creek P-12 School (8892)

Goal 1	To maximise student outcomes by adopting a whole school systemic approach to tracking a suite of student achievement data, and building teacher capacity to analyse and utilise this data to cater for each cohort and to target teaching and learning for individual students at their identified point of need.
12 month target 1.1	All teachers PDPs have a clear goal around using data to inform planning and daily practice. Engage with the Literacy Improvement focus - as per area literacy improvement strategy.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	High student outcomes are achieved when teachers work collaboratively with each other, students and others, to target students' learning needs and assist their growth as learners. Using data to inform this process provides an evidence-based approach to target and monitor progress.
Actions	<p>Faces on the data - planning for growth, enrichment and extension. Data sets including academic, social/emotional and attendance.</p> <ul style="list-style-type: none"> • Development of protocols around the use of data and putting faces on the data. • Professional learning including PLC work. • All teachers PDPs have a clear goal around using data to inform planning and daily practice • Refine "Data Collection and Use Protocols". • Refine and implement "Data Collection and Analysis Schedule". • Staff professional learning around using data to inform planning and differentiation within the framework of our existing Teaching & Learning Protocols, and continued use of protocols for teaching and learning in Numeracy, Literacy, Curiosity and Positive Behaviour. • Impact on individual student desk: student focused conferences leading to actions resulting from analysis of the data • SPA used as a tool to record and track student data in literacy and numeracy P-10 <p>Pathway planning is informed by data.</p>

Evidence of impact	Mid cycle and end of year staff reviews reflect staff use of data to inform their practice. Meeting time allocated to analysis of data. Student tracking data is linked to planning and growth for individual students. Staff can talk about students: their data, goals and the strategies they are applying to promote growth. Observation and Feedback data shows differentiation of learning based on data.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Data collection and analysis	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refined practice (classroom and intervention / enrichment programs)informed by data	All Staff	<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	To improve student outcomes in Numeracy through changed classroom practice which fosters persistence and challenge so students better engage in this learning.
12 month target 2.1	All teachers of numeracy PDPs have a clear goal around the effective teaching of numeracy. Quarterly combined days P-6 with Omeo Primary school for observation and feedback around the 10 characteristics of effective numeracy teaching. Improved student survey data from 2017 to 2018 in Learning Confidence and Stimulating Learning
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	By teaching Numeracy in a more engaging way we will have improved student outcomes. Focus is students engaging with their learning and schools engaging with each other to align practice and outcomes.
Actions	<ul style="list-style-type: none"> Continue to develop the 10 Characteristics of Effective Numeracy Teaching and Open ended tasks.Connect/extend/modify these with reference to the HITS High Impact Teaching Strategies.

	<ul style="list-style-type: none"> • PLC team to strengthen the work P-6 around numeracy intervention and observation and feedback with Omeo PS and Nungurner PS. • Putting faces on the data and planning action for improvement for individual students. • Promotion of the Proficiencies - link to planning, assessment cycle. • External Expert- Michael Ymer to work with staff P-12 including demonstration lessons around the effective teaching of numeracy. <p>Numeracy coach working with staff on a regular basis to support implementation of our Numeracy Teaching Protocol. Curiosity and Powerful Learning professional development will enhance teacher effectiveness at fostering student engagement in all classrooms.</p>			
Evidence of impact	All numeracy teachers have a numeracy goal in their PDP. Combined Numeracy days P-6 are occurring with Omeo Primary school for observation and feedback. These days are connected by a PLC model of inquiry to promote student growth.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure that we implement the Numeracy intervention as set out in our Strategic Plan.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Establish an inclusive school culture where all students feel safe and motivated to learn.
12 month target 3.1	Every teacher has evidence of observation and feedback leading to changed practice in regard to inclusion and promoting positive behaviours. Student and Parent survey data improved 2017 to 2018 in relevant domains.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	When we set high expectations and create a safe, inclusive learning culture then all members of the school community are enabled to be the best they can be. This is only possible if students are engaged in their learning, understand effort and demonstrate resilience.

Actions	Develop understanding and application of Positive Behaviour and Aspirations in our school community. <ul style="list-style-type: none"> • Professional development for all staff with Behaviour Analyst Dan Petro • Individual student programs as needed • Continued refinement and implementation of our Positive Behaviours matrix • Transition programs throughout the school journey • Parent engagement with key events and the learning and philosophy underpinning them • Link all to our Purpose and Values This will be supported by our work with the Curiosity and Powerful Learning framework. Implement DET inclusion strategies: Marrung (including Cultural Safety Checklist), Safe Schools, Respectful Relationships			
Evidence of impact	Increased learner confidence shown in Attitude to School data. Parent opinion and staff survey data will show growth in the relevant areas. Staff PDPs will reflect this work. Collaboration with other schools in these actions. Improved attendance data			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The work led by Behavioral Analyst Dan Petro will enable the thinking of all staff to better develop and action individual programs for students within their groups.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Use physical and financial resources to build a culture which will maximise learning outcomes. Use our Staff Survey to respond to the needs of our staff group.			
12 month target 4.1	Lead the Curiosity work across the network. Curiosity champions in place for a theory of action each term. Teachers PDP reflect the work in their strategies.			
FISO Initiative	Strategic resource management			

Key Improvement Strategy 1	Lifting student learning is a collaborative enterprise. WHEN teachers, strongly supported by their schools, explicitly and consistently incorporate the Theories of Action in their teaching THEN our students' curiosity enriches their learning skills and their spirit of inquiry.			
Actions	<p>Curiosity and Powerful Learning- FISO work, Curiosity Champions, Theories of Action for Whole School Improvement</p> <ul style="list-style-type: none"> Continue to embed theories of action and extend through our FISO work. (FISO action plan in AIP) <p>Continue to build our observations and feedback improvement culture as part of every teacher's practice, supported by time built into allotments</p> <p>Professional Learning Teams support each member's development</p> <p>Teachers supported (by time release, travel cover, etc) to work with cross-school teams or partnerships, eg, cross marking, sharing teaching resources, observations.</p> <p>Staff meeting time to share curriculum planning documents so every teacher understands the whole learning journey in each subject and at each year level, and can seek opportunities for cross-curricular cooperative learning.</p> <p>Create opportunities for staff and students to work in different teams, eg, D2L, to promote in staff a culture of shared responsibility for teaching and learning, and promote student agency and pride in their success.</p> <p>Promote attendance through positive messaging and effective record keeping.</p> <p>In 2018 we have changed the focus of our applied learning subjects to brand them as Co-Curricula which has three elements that all students must complete: Maker Space, Careers Pathways and Digital Technology. Each of these elements was put together with a focus on future pathways ie VCAL,VET or VCE. Student choice within this framework will enhance student engagement and outcomes. This work has been enabled through a successful grant application.</p>			
Evidence of impact	The work which is the CPL work will be evident in the action and deeds of all staff. When we look at the ten theories of action each one of them will assist in the thinking and action of all against a framework which is evidence based.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
See Network plan	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Swifts Creek P-12 School (8892)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data collection and analysis	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"/> Formalised PLC/PLTs	<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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Philip Holmes Smith Michael Ymnar Dan Petro Ryan Dunn	<input checked="" type="checkbox"/> On-site
Refined practice (classroom and intervention / enrichment programs)informed by data	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ensure that we implement the Numeracy intervention as set out in our Strategic Plan.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Michael	<input checked="" type="checkbox"/> On-site

<p>The work led by Behavioral Analyst Dan Petro will enable the thinking of all staff to better develop and action individual programs for students within their groups.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<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"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Dan Petro</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>See Network plan</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Ryan Dunn</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Within School and Network</p>

Documents that support the plan

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