

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Princes Hill Primary School (2955)



Submitted for review by Esme Capp (School Principal) on 09 March, 2018 at 12:54 PM

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.</p>	<p>By the end of the strategic plan, 95% of children will have achieved the equivalent of one level of growth in English and Mathematics in a calendar year as measured by teacher judgement and evidenced growth in life skills / Victorian Curriculum competencies.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Each child has documented evidence of growth in learning over a five week goal setting period:</p> <p>By the end of the year 80% of children will have evidence of increased student agency documented using a PHPS developed rubric.</p> <p>By the end of the year 80% of children will have achieved a life goal linked to agreed PHPS capabilities as evidenced in Individual Learning Plans.</p> <p>By the end of the year 80% of children will achieved their evidenced point of need goal in English and</p>	<p>Curriculum planning and assessment</p>

			<p>Mathematics.</p> <p>By the end of the year all teachers are using a data and evidence tracking system to monitor and validate the five-week student-goals in English, Mathematics and life skills.</p>	
	By the end of the strategic plan, 95% of children will have made two years growth in all of their NAPLAN assessment between year 3 and year 5	No	NAPLAN data and teacher judgement data correlate.	
Develop the community of learners to actively engage parent, student and teacher participation and commitment to school's vision and values.	Over the course of the strategic plan the survey factors, Differentiated Learning Challenge and Stimulating Learning will reflect an overall positive score of above state based on the Student Attitudes to School Survey data.	No	Analysis of a rubric to track and measure differentiated learning and stimulating learning.	
	Over the course of the strategic plan the survey factors, Academic Emphasis and Knowledge of High Impact Teaching Strategies will be above state based on the Staff Opinion Survey.	Yes	There will be evidence of growth within the two survey factors on the Staff Opinion Survey: Academic Emphasis and Knowledge of High Impact Teaching Strategies when compared with the 2017 data.	Vision, values and culture
	Over the course of the strategic plan the survey factors High Expectations for Success and Stimulating Learning	No	There will be evidence of growth within the two survey factors on the Parent	

	Environment will reflect an overall positive score of above state based on the Parent Opinion Survey.		Opinion Survey: High Expectations for Success and Stimulating Learning Environment when compared with the 2017 data.	
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Improvement Initiatives Rationale

The two improvement strategies are in response to feedback from the school review process. The rationale determining this was: When the approach to learning and teaching is known and understood by all key stakeholders, student learning growth can be more effectively supported and enhanced. The school's approach to teaching and learning consisted of a combination of the school's documented principles of learning, the elements of the inquiry learning model including the provocations, and the tracking of student learning progress. School personnel raised the need for greater clarity in the articulation of the approach to inquiry learning and enhanced support for key stakeholders to understanding the fundamental learning concepts and language used by teachers and students at Princes Hill Primary School. It was also raised that the community were known to be interested in understanding more about student learning progress and this was a priority for the schools' continued improvement.

A commitment to the shared school vision and values supports the establishment of a community of learners. When members are actively engaged, student learning outcomes are maximised.

The panel noted the range of approaches implemented at the school which were inclusive and focused on individual student learning needs. These included, a focus on authentic learning, and the diversity in the programs being offered. The panel considered the learning and teaching approaches through the Learner Profiles, which the school had developed in 2016. These included references to the Victorian Curriculum achievement standards, including the elaborations, and 'I can' statements. The panel agreed that the profiles were useful tools to guide teacher planning and to support goal setting, however school personnel noted that there was still work to be done to ensure consistency throughout all neighbourhoods and year levels.

Goal 1	Articulate and embed the school's model of learning and teaching to enable the growth and development of every student.
12 month target 1.1	<p>Each child has documented evidence of growth in learning over a five week goal setting period:</p> <p>By the end of the year 80% of children will have evidence of increased student agency documented using a PHPS developed rubric.</p> <p>By the end of the year 80% of children will have achieved a life goal linked to agreed PHPS capabilities as evidenced in Individual Learning Plans.</p> <p>By the end of the year 80% of children will achieved their evidenced point of need goal in English and Mathematics.</p>

	By the end of the year all teachers are using a data and evidence tracking system to monitor and validate the five-week student-goals in English, Mathematics and life skills.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Refine and articulate the whole school learning and teaching approach.
KIS 2	Embed the school's model and support the ongoing development of teacher capacity.
KIS 3	Refine and identify students' point of learning needs and points of future growth to extend all students' learning against the Victorian Curriculum.
KIS 4	Enhance opportunities for student voice and agency in their learning. Collaborate with students to develop a strategy to provoke and enhance student voice and agency

Goal 2	Develop the community of learners to actively engage parent, student and teacher participation and commitment to school's vision and values.
12 month target 2.1	There will be evidence of growth within the two survey factors on the Staff Opinion Survey: Academic Emphasis and Knowledge of High Impact Teaching Strategies when compared with the 2017 data.
FISO Initiative	Vision, values and culture
Key Improvement Strategies	
KIS 1	Embed the school vision and values and develop a shared understanding across the school community.
KIS 2	Enhance the learning-focused partnership between, students, parents and teachers.
KIS 3	Ensure all members of the school community have the opportunity to engage with the school.
KIS 4	Enhance opportunities for student voice and agency in their learning.

