

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Yarraville West Primary School (2832)



Submitted for review by Sally Emery (School Principal) on 14 December, 2017 at 11:10 AM
Endorsed by John Stone (Senior Education Improvement Leader) on 14 December, 2017 at 05:30 PM
Endorsed by Renee O'Donnell (School Council President) on 15 December, 2017 at 10:08 AM

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Utilize the FISO framework in all future initiatives.	Achieve the excelling status for building practice excellence.	Yes	Maintain embedding status moving toward excelling	Building practice excellence
To build excellence in teaching and learning with particular emphasis on literacy and numeracy.	Each cohort will maintain the same percentage of students achieving As and Bs in writing between grades 3-6 as determined by teacher judgement, (allowing for a 5% variability). Outcomes to be at least 25% high growth in NAPLAN Writing each year of the Strategic Plan.	Yes	In 2018 the percentage of students achieving As and Bs in writing will have a variance of 10% or less than teacher judgement compared with the 2017 data Outcomes to be at least 25% high growth in NAPLAN writing	Building practice excellence
	Use 2017 data as a baseline response for the School Climate section of the Staff Opinion Survey and maintain an overall score of at least 80% positive endorsement. At least 80% of students respond positively to the Students Attitude to School Survey (SATSS) - Domain -	Yes	2018 SOS - School Climate section to show improvement in the areas identified as not meeting 80% positive endorsement specifically teacher collaboration.	Building practice excellence

	Teaching practice for cognitive engagement, all dimensions.		2018 SATSS to show improvement across the identified dimensions of Differentiated learning Challenge and Stimulated learning.	
To empower student agency in their learning.	Investigate VCAA assessment tools for determining baseline data for the stages of at least 2 capabilities (Personal and Social Learning / Critical and Creative Thinking) and show improvement each year over the course of the Strategic Plan	No	Investigate base line data for Critical and Creative Thinking capability	
	90% of grade 4 to 6 students respond positively to a YWPS survey on student agency in their learning. At least 75% of students respond positively on the SatSS Domain of Social Engagement, and the dimension relevant to Student voice and agency	Yes	Establish baseline data relating to student agency through YWPS survey monkey of students in grades 4-6	Empowering students and building school pride

Improvement Initiatives Rationale
<p>Reference FISO initiatives in all improvement initiatives.</p> <p>Progressing the school's improvement agenda is guided by the key elements of the FISO priorities and initiatives.</p> <p>If we master our teaching practice our student learning is expected improve.</p> <ul style="list-style-type: none"> • If we inspire students to write with clarity and purpose, we will improve and sustain their achievements • If we use multiple sources of data to inform and confirm student learning, we will better understand individual student and student cohort learning growth over time

- If we ensure students are engaged in their own goal setting we will improve engagement in their own learning.

The school believes activating student voice and student agency in their own learning is based on a student's capabilities as a learner. Capabilities are emerging as a key element of student voice and agency in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

1. If we activate greater student voice and student agency in their own learning, we will increase their engagement and self-directed learning.
2. If we engage students positively and productively in their own learning and build their capabilities as effective learners, we will improve their learning.
3. If we provide students with the motivation, confidence and skills to use critical and creative thinking purposefully and build their capacity to manage their thinking, we will enable them to develop an understanding of the processes they can employ whenever they encounter the 'learning pit' with challenging or unfamiliar learning tasks

Goal 1	Utilize the FISO framework in all future initiatives.
12 month target 1.1	Maintain embedding status moving toward excelling
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed evidence-based high-impact teaching strategies (HRS level 2 Effective Teaching in every Classroom) and integrate with the DET Literacy Strategy guidelines
KIS 2	Advance opportunities for professional collaboration with like schools to enable a special focus on teaching and learning targeting the individual and collective needs of able learners.

Goal 2	To build excellence in teaching and learning with particular emphasis on literacy and numeracy.
12 month target 2.1	In 2018 the percentage of students achieving As and Bs in writing will have a variance of 10% or less than teacher judgement compared with the 2017 data Outcomes to be at least 25% high growth in NAPLAN writing
FISO Initiative	Building practice excellence

Key Improvement Strategies	
KIS 1	Continue to build the mentoring and coaching to ensure a shared understanding and consistent application of the school's key teaching and learning processes and practices
12 month target 2.2	2018 SOS - School Climate section to show improvement in the areas identified as not meeting 80% positive endorsement specifically teacher collaboration. 2018 SATSS to show improvement across the identified dimensions of Differentiated learning Challenge and Stimulated learning.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed effective literacy practices Continue to develop school-wide coaching and PLC processes (HRS level 1 Safe and Collaborative Culture)

Goal 3	To empower student agency in their learning.
12 month target 3.1	Establish baseline data relating to student agency through YWPS survey monkey of students in grades 4-6
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build teacher knowledge and capacity in the promotion of student agency