

2018 Annual Implementation Plan

for improving student outcomes

Heathmont East Primary School (4819)



Submitted for review by Dale Blythman (School Principal) on 08 February, 2018 at 01:59 PM

Endorsed by Jennifer Small (Senior Education Improvement Leader) on 22 February, 2018 at 08:01 AM

Endorsed by Brett Smith (School Council President) on 08 May, 2018 at 02:45 PM

Self-evaluation Summary - 2018

	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
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	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
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>Growth: Teaching and Learning - curriculum planning and assessment and evaluate impact on learning. These two areas, with our inclusion of the Professional Learning Communities initiative, will support our school in the development of this FISO area. As HEPS is a high-achieving and growing school, we believe the PLC initiative will:</p> <ul style="list-style-type: none"> • Support our teachers being data-driven in the inquiry into their teaching practice • Support the development of our middle leaders • Assist with our Teaching and Learning meeting facilitation • Align our curriculum and enhance the effectiveness of our assessment practices • Create a school-wide culture of data literate teachers and school staff to enhance student learning outcomes. <p>All of these areas, which are supported by the PLC initiative, are in-line with our SSP and AIP should be expected to improve our student learning outcomes. With a strong focus of Collective Responsibility and Building Practice Excellence in our SSP and AIP, we strongly believe that PLC will provide us with the perfect framework to improve student outcomes and create a strong culture of teaching and learning.</p> <p>As a FISO group, we are participating in Instructional Rounds to support our teachers in becoming more effective educators.</p>
---------------------------------------	---

	<p>We believe that the PLC initiative will add another layer of guidance and support to our teachers ensuring their time is effective and efficient whilst maintaining a clear focus of student outcomes and best teaching practice.</p> <p>Finally, as Heathmont East is part of a region-created partnership with Wilmont Road PS (Shepparton), we wish to utilise our knowledge and growth from the PLC initiative as another area in which we can work in collaboration with schools outside our network. Furthermore, with the employment of two Learning Specialist (higher duties) will further support our school with these areas.</p>
Considerations for 2019	<p>Curriculum planning and assessment</p> <p>Evaluating impact on learning</p> <p>Strategic resource management</p> <p>Building communities</p> <p>Global citizenship</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Heathmont East Primary School (4819)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.	Using 2016 data as a benchmark, show continual improvement in the proportion of students who show at least one year of learning growth on teacher judgements in all learning areas.	Yes	To show improvement in the proportion of students who show at least one year of growth on teacher judgements in all learning	Building practice excellence

SUBJECT	Semester 1 2015 – Semester 1 - 2016 BENCHMARK	TARGET
READING	84%	90%
WRITING	83%	90%
SPEAKING AND LISTENING	94%	95%
NUMBER	84%	90%
MEASUREMENT & GEOMETRY	87%	90%
STATISTICS & PROBABILITY	NA(Available early 2017)	90%

Using the 2016 data as a benchmark, show continual improvement in the percentage of matched cohort students who achieved high relative gain in NAPLAN literacy and numeracy

% of students achieving high relative gain to be at a higher percentage than the state or increase the differential

	School 2016	State 2016	Differential
READING	32%	25%	7
WRITING	32%	25%	7
SPELLING	19%	25%	-6
GRAMMAR & PUNCTUATION	25%	25%	0
NUMERACY	32%	25%	7

Using the 2016 data as a benchmark, increase the percentage of students achieving in the top two bands for NAPLAN Year 3 and 5 for literacy and numeracy

areas.

Data target:

Reading Maintain at 89% or above

Writing Maintain at 83% or above

S&L Maintain at 94% or above

Number Maintain at 90% or above

M&G Maintain at 89% or above

S&P Maintain at 89% or above

% of students achieving high relative gain to be at a higher percentage than the state or increase the differential

Reading From 20% to 25%

Writing Maintain at 22% or above

Spelling Maintain at 26% or above

G&P From 9% to 25%

Numeracy From 19% to 25%

Percentage of students achieving in the top two bands

YEAR 3 SUBJECT	BENCHMARK	TARGET
READING	66%	70%
WRITING	70%	75%
SPELLING	65%	70%
GRAMMAR & PUNCTUATION	68%	75%
NUMERACY	59%	65%

YEAR 5 SUBJECT	BENCHMARK	TARGET
READING	60%	65%
WRITING	35%	45%
SPELLING	43%	50%
GRAMMAR & PUNCTUATION	67%	70%
NUMERACY	47%	55%

Using 2016 data as a benchmark, show improvement in the Parent Opinion Survey scores for the following factors: stimulating learning, learning focus, general satisfaction, student motivation and school connectedness.

2016 Parent Opinion Survey – Mean Factor Scores

FACTOR	BENCHMARK	TARGET
STIMULATING LEARNING	5.85	6.1
LEARNING FOCUS	5.56	5.9

	<table border="1"> <tr> <td>GENERAL SATISFACTION</td> <td>5.69</td> <td>5.95</td> </tr> <tr> <td>STUDENT MOTIVATION</td> <td>5.58</td> <td>5.9</td> </tr> <tr> <td>SCHOOL CONNECTEDNESS</td> <td>5.80</td> <td>6.1</td> </tr> </table>	GENERAL SATISFACTION	5.69	5.95	STUDENT MOTIVATION	5.58	5.9	SCHOOL CONNECTEDNESS	5.80	6.1			
GENERAL SATISFACTION	5.69	5.95											
STUDENT MOTIVATION	5.58	5.9											
SCHOOL CONNECTEDNESS	5.80	6.1											
<p>To empower students to be leaders of their own learning.</p>	<p>In 2017 establish benchmarks for the new DET student survey and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>In 2017 establish benchmarks for the school constructed student survey, in line with the Key Improvement Strategies, and then construct a target that aims for continual improvement during the remainder of the Strategic Plan.</p> <p>Reduction in the average days absent per student across Years F – 6 to 12 by 2019.</p> <p>School Absence 2015 data – 15 days average</p>	No	<p>To show improvement in the student opinion survey scores for the following factors: stimulating learning, learning confidence, effort, motivation and interest and student voice and agency.</p> <p>Stimulating Learning Maintain at 93% or above Learning Confidence Maintain at 90% or above Effort Maintain at 91% or above Motivation and Interest Maintain at 90% or above Student Voice and Agency Maintain at 90% or above</p>										
<p>To accomplish collective responsibility for student learning, engagement and wellbeing.</p>	<p>Using 2016 data as a benchmark, show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules.</p> <p>LEADERSHIP MODULE</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Benchmark</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Component	Benchmark	Goal				Yes	<p>To show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules.</p>	<p>Vision, values and culture</p>			
Component	Benchmark	Goal											

	<table border="1"> <tr><td>Leading Change</td><td>77.1%</td><td>82%</td></tr> <tr><td>Cultural Leadership</td><td>76.2%</td><td>81%</td></tr> <tr><td>Flexibility</td><td>65.2%</td><td>70%</td></tr> <tr><td>Intellectual Stimulation</td><td>87.5%</td><td>92%</td></tr> <tr><td>Instructional Leadership</td><td>73.5%</td><td>78%</td></tr> <tr><td>Parent and Community Involvement</td><td>89.9%</td><td>94%</td></tr> <tr><td>Leaders Support for Change</td><td>77.8%</td><td>82%</td></tr> <tr><td>Visibility</td><td>65.3%</td><td>70%</td></tr> <tr><td>Overall Endorsement Percentage</td><td>77.1%</td><td>82%</td></tr> </table>	Leading Change	77.1%	82%	Cultural Leadership	76.2%	81%	Flexibility	65.2%	70%	Intellectual Stimulation	87.5%	92%	Instructional Leadership	73.5%	78%	Parent and Community Involvement	89.9%	94%	Leaders Support for Change	77.8%	82%	Visibility	65.3%	70%	Overall Endorsement Percentage	77.1%	82%		<p>LEADERSHIP MODULE Flexibility Maintain at 92% or above Leaders support for Change From 75% to 80% Visibility From 55% to 60%</p> <p>SCHOOL CLIMATE Staff Trust in Colleagues From 80% to 85% Collective focus on Student Learning Maintain at 88% or above Shielding/Buffering From 65% to 70%</p>	
Leading Change	77.1%	82%																													
Cultural Leadership	76.2%	81%																													
Flexibility	65.2%	70%																													
Intellectual Stimulation	87.5%	92%																													
Instructional Leadership	73.5%	78%																													
Parent and Community Involvement	89.9%	94%																													
Leaders Support for Change	77.8%	82%																													
Visibility	65.3%	70%																													
Overall Endorsement Percentage	77.1%	82%																													
	<p>SCHOOL CLIMATE</p> <table border="1"> <thead> <tr><th>Component</th><th>Benchmark</th><th>Goal</th></tr> </thead> <tbody> <tr><td>Collective efficacy</td><td>90.8%</td><td>95%</td></tr> <tr><td>Collective responsibility</td><td>87.5%</td><td>92%</td></tr> <tr><td>Academic emphasis</td><td>80.7%</td><td>85%</td></tr> <tr><td>Trust in students and parents</td><td>82.9%</td><td>87%</td></tr> <tr><td>Staff trust in colleagues</td><td>77.2%</td><td>82%</td></tr> <tr><td>Teacher collaboration</td><td>76.7%</td><td>81%</td></tr> </tbody> </table>	Component	Benchmark	Goal	Collective efficacy	90.8%	95%	Collective responsibility	87.5%	92%	Academic emphasis	80.7%	85%	Trust in students and parents	82.9%	87%	Staff trust in colleagues	77.2%	82%	Teacher collaboration	76.7%	81%									
Component	Benchmark	Goal																													
Collective efficacy	90.8%	95%																													
Collective responsibility	87.5%	92%																													
Academic emphasis	80.7%	85%																													
Trust in students and parents	82.9%	87%																													
Staff trust in colleagues	77.2%	82%																													
Teacher collaboration	76.7%	81%																													

	Parent and community involvement	86.9%	91%			
	Collective focus on student learning	91.1%	95%			
	Guaranteed and viable curriculum	79.2%	84%			
	Shielding/Buffering	66.7%	71%			
	Overall Endorsement Percentage	83.5%	88%			

Improvement Initiatives Rationale

To be completed

Goal 1	To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.
12 month target 1.1	<p>To show improvement in the proportion of students who show at least one year of growth on teacher judgements in all learning areas.</p> <p>Data target:</p> <p>Reading Maintain at 89% or above Writing Maintain at 83% or above S&L Maintain at 94% or above Number Maintain at 90% or above M&G Maintain at 89% or above S&P Maintain at 89% or above</p> <p>% of students achieving high relative gain to be at a higher percentage than the state or increase the differential</p> <p>Reading From 20% to 25% Writing Maintain at 22% or above Spelling Maintain at 26% or above</p>

	G&P From 9% to 25% Numeracy From 19% to 25%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Identify strategically targeted, highly reliable visible teaching strategies across the school in Writing.

Goal 2	To accomplish collective responsibility for student learning, engagement and wellbeing.
12 month target 2.1	To show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules. LEADERSHIP MODULE Flexibility Maintain at 92% or above Leaders support for Change From 75% to 80% Visibility From 55% to 60% SCHOOL CLIMATE Staff Trust in Colleagues From 80% to 85% Collective focus on Student Learning Maintain at 88% or above Shielding/Buffering From 65% to 70%
FISO Initiative	Vision, values and culture
Key Improvement Strategies	
KIS 1	Improve student engagement and wellbeing through Positive Education.

Define Evidence of Impact and Activities and Milestones - 2018

Heathmont East Primary School (4819)

Goal 1	To maximise learning potential so that all students show at least 12 months learning growth each year in all curriculum areas.
12 month target 1.1	<p>To show improvement in the proportion of students who show at least one year of growth on teacher judgements in all learning areas.</p> <p>Data target:</p> <p>Reading Maintain at 89% or above Writing Maintain at 83% or above S&L Maintain at 94% or above Number Maintain at 90% or above M&G Maintain at 89% or above S&P Maintain at 89% or above</p> <p>% of students achieving high relative gain to be at a higher percentage than the state or increase the differential</p> <p>Reading From 20% to 25% Writing Maintain at 22% or above Spelling Maintain at 26% or above G&P From 9% to 25% Numeracy From 19% to 25%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Identify strategically targeted, highly reliable visible teaching strategies across the school in Writing.
Actions	<ul style="list-style-type: none"> • Identify evidence-based instructional strategies based on the High Impact Teaching Strategies (HITS booklet) in Writing • Provide Profession Development for staff on effective instructional strategies, including coaching and mentoring from Learning Specialists and Assistant Principal. • Provide moderation opportunities for staff • Observational and Instructional rounds • Audit writing practices against the High Impact Teaching Strategies (HITS) • Engage in School Improvement Partnerships, focussing on Writing and High Impact Teaching Strategies (HITS) • Put 'Faces on the Data' for whole school writing moderation results • Develop teachers ability to identify student on the continuum for writing.
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> • Can discuss conferring and how it has supported in the development of their learning

	<ul style="list-style-type: none"> • Understand and articulate their learning goals and success criteria • Master their new knowledge and skills before moving on to further parts of the curriculum • Understand what they need to do to improve in their learning through self-assessment <p>Teachers:</p> <ul style="list-style-type: none"> • Consistent and documented approach to effective Literacy teaching implemented across the school. • Lesson planning reflects 6+1 Traits of Writing and differentiation • Greater consistency in teacher writing judgement in student reports and moderation tasks • Greater awareness and identification of students ability levels in writing and their next step for continual growth <p>Leaders:</p> <ul style="list-style-type: none"> • During walkthroughs, discuss with students how 6+1 Traits has influenced their writing • Learning Specialist working alongside staff in the implementation of HITS within classrooms. • Provide meeting structure that supports collegial professional development, focussing on 6+1 Traits of Writing. • During walkthroughs, observe constructive and positive feedback to students enabling them to monitor and self-regulate their learning.
--	---

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers improve their competencies on the AITSL matrix Teaching and Learning and Curriculum Leaders participating in coaching and PD to support their leadership roles Teachers participate in 3 peer observations providing peer feedback on their teaching impact in line with agreed Approach to Teaching and Learning. Communities of Practice - Instructional Rounds (Wilmot Road PS and Kialla West PS) focusing on Writing.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$46,915.00 <input checked="" type="checkbox"/> Equity funding will be used
Meeting schedule reflect a number of Professional Development sessions and Curriculum Team meetings to build knowledge and understanding of 21st Century Competencies (6+1 Traits) Support individual and level teams in the implementation of 6+1 Traits of Writing. Instructional Rounds with local cluster of schools	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,017.00 <input type="checkbox"/> Equity funding will be used

<p>Ensure school meeting schedule to reflect professional and collegial development of writing Provide resources to reflect a focus on writing (budgets, staff professional reading, professional development)</p>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Attendance of staff meetings and professional development sessions Engage in common planning time, which focuses on 6+1 Traits of Writing Yearly, Termly and Weekly planning documents reflect the influence of 6+1 Traits of Writing Share data which assesses 6+1 Traits and engaging in conversations about cohort specific information and next learning steps. Involvement in Instructional Rounds and School Improvement Partnerships (SIPS) Implement 'Approach to Teaching and Learning' document in classrooms, providing constructive feedback for continual improvement Involvement in Curriculum teams to build teacher capacity Involvement in Peer Observations (three per calendar year), document reflections and individual refinement of practice (based on High Impact Teaching Strategies and 6+1 Traits of Writing.)</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$25,314.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To accomplish collective responsibility for student learning, engagement and wellbeing.
12 month target 2.1	<p>To show improvement in the School Staff Survey endorsement percentage across all the components and the overall scores for the school climate and leadership modules.</p> <p>LEADERSHIP MODULE</p> <p>Flexibility Maintain at 92% or above Leaders support for Change From 75% to 80% Visibility From 55% to 60%</p> <p>SCHOOL CLIMATE</p>

	Staff Trust in Colleagues Collective focus on Student Learning Shielding/Buffering	From 80% to 85% Maintain at 88% or above From 65% to 70%			
FISO Initiative	Vision, values and culture				
Key Improvement Strategy 1	Improve student engagement and wellbeing through Positive Education.				
Actions	Implement Positive Education across the school.				
Evidence of impact	Common language across the school that influences the emotional health and wellbeing of the students as a pre-requisite for learning (Resilience. Mindfulness. Positive Mindset. Character Strengths) Common approach to Student Wellbeing across the school.				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget	
Modify school meeting schedule to reflect professional and collegial development of Positive Education Provide resources to reflect a focus on Positive Education (budgets, staff professional reading, professional development)	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,940.00 <input type="checkbox"/> Equity funding will be used	
Attend network Professional Development on Positive Education Provide Professional Development on Positive Education	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,940.00 <input type="checkbox"/> Equity funding will be used	
Audit current practice with regards to Student Wellbeing and Positive Education; with the support of Melbourne University and in conjunction with the Maroondah Network Create a Strategic plan for the direction of Student Wellbeing and Positive Ed at HEPS	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$3,940.00 <input type="checkbox"/> Equity funding will be used	
Take part in Positive Education professional developing (in school.) Work alongside students in continuing to create a positive climate for learning	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,600.00 <input type="checkbox"/> Equity funding will be used	

Teachers to analyse Positive Education data (Melb Uni audit and Student Survey results) and specific determine goals Teachers to create whole school common understandings and goals to Positive Education, including teacher practice across the school				
---	--	--	--	--

Professional Learning and Development Plan - 2018

Heathmont East Primary School (4819)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers improve their competencies on the AITSL matrix Teaching and Learning and Curriculum Leaders participating in coaching and PD to support their leadership roles Teachers participate in 3 peer observations providing peer feedback on their teaching impact in line with agreed Approach to Teaching and Learning. Communities of Practice - Instructional Rounds (Wilmot Road PS and Kialla West PS) focusing on Writing.	Assistant Principal	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 Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Meeting schedule reflect a number of Professional Development sessions and	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site <input checked="" type="checkbox"/> On site,

Curriculum Team meetings to build knowledge and understanding of 21st Century Competencies (6+1 Traits) Support individual and level teams in the implementation of 6+1 Traits of Writing. Instructional Rounds with local cluster of schools			<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	including SIP with Wilmot Road and Kialla West PS
---	--	--	--	--	---	---

Documents that support the plan

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

Dimension 13

[School Council Masterplan - 20182020.pdf \(0.15 MB\)](#)