

2018 Annual Implementation Plan

for improving student outcomes

Newport Lakes Primary School (0113)



Newport Lakes

Primary School

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Newport Lakes Primary School (0113)

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

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

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

Enter your reflective comments	<p>The school has had an exceptional year of self reflection, development and growth. A new and revised leadership model has given the school the opportunity to build its leadership capacity and to maximise the skills and expertise of its middle leadership teachers.</p> <p>An excellent result in the NAPLAN assessments and the School Performance Reports (being one of only 3 influence rated schools in western Melbourne) has allowed the staff and school community to celebrate the many successes the school has achieved in student growth , both academically and most importantly in student engagement and well-being.</p> <p>The school self-evaluation and peer review gave the staff an opportunity to critically view its past and present work and plan for the future with a new strategic plan.</p>
Considerations for 2019	<p>The school will work towards consolidating its successes and begin the implementation of the new SSP. Areas for consideration in 2018 will include the improvement of writing, the beginning of the school journey into student agency and to continue building the leadership capacity of staff.</p>

Documents that support this plan

2017 AIP Newport Lakes Final cycle review.docx (0.17 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Newport Lakes Primary School (0113)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Every child achieves their optimal learning growth in literacy and numeracy.	<ul style="list-style-type: none"> Relative Learning Growth: To match or exceed the high relative growth in Reading, Writing and Numeracy in similar schools Data on Reading, Writing and Number collected through school based assessment demonstrates 12 months or greater learning in a year for those students deemed capable Staff Opinion survey on Guaranteed and Viable Curriculum to be at the 75th % or above 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Improvement of student writing will be focus in 2018. Writing Relative Growth-Yr.3 to 5. Percentage of students in 'High' growth to improve from 23% to 26% in 2018. Similar Schools : 29%</p> <p>NAPLAN. Percentage of students in Top 2 Bands in Writing Yr. 3. Improve from 91% in 2017 to 93% in 2018 Yr. 5 Improve from 38% in 2017 to 40% in 2018</p> <p>Areas of Focus in the</p>	Building practice excellence

	<ul style="list-style-type: none"> • Staff opinion module on Teaching and Learning shows continuous improvement using 2017 data as a baseline • Parent opinion measures of teaching and student learning in Parent Opinion survey show continuous improvement using 2017 as a baseline. 		<p>Student Cognitive Engagement domain of Excellence in Teaching & Learning Parent Opinion Survey 'High Expectations for success' to improve from 88% to 90% 'Effective Teaching' to improve from 79% to 81%</p> <p>Staff Opinion Survey Guaranteed & Viable curriculum score (mean) to increase from 84.2 (Tchr/Prin) to 86.(all schools - 79.53/ 2017) Teaching & Learning score (mean) to increase from 85.1 to 87 (all schools 82.68 - 2017)</p>	
<p>Students are cognitively engaged and empowered in their learning.</p>	<ul style="list-style-type: none"> • Improve student Attitude to School Survey variable in student voice, stimulating learning, resilience, self regulation and classroom behaviour using 2017 data to benchmark improvement. • Reduce the variability of the data between girls and boys to within 5% 	<p>Yes</p>	<p>Area of focus to be on the student voice and agency factor. Improvement in score for all students from 48.9 to 52% and a decrease in percentile difference between female and male from 36.5 to 30 or less..</p> <p>Reduce the overall percentile difference between female & male in AtSS (19 variables) from 23.6 in 2017 to less than 20</p>	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> • Parent Opinion survey factors in student learning and student motivation to show continuous improvement using 2017 data as a benchmark • • 		<p>in 2018.</p> <p>Areas of Focus in the Student Cognitive Engagement domain of Excellence in Teaching & Learning</p> <p>Parent Opinion Survey 'Student Motivation and Support' to improve from 85% to 87%</p> <p>'Stimulated Learning Environment' to improve from 79% to 81%</p>	
There is an effective and cohesive school leadership team that drives school improvement aligned with the School Strategic plan.	<ul style="list-style-type: none"> • Staff Opinion Survey Teacher Professional Learning components show continuous improvement each year, using 2017 as a baseline for data • Staff Opinion Survey School Leadership components show continuous improvement each year, using 2017 as a baseline for data 	Yes	<p>Staff Opinion Survey Professional Learning overall score (mean) to increase from 83.27 (Tchr/Prin) & 82.14 (whole school) to 85 in both whole & prin/tchr score.</p> <p>School Leadership overall score (mean) to increase from 75.45 (Tchr/Prin) & 75.56 (whole school) to 77 in both whole & prin/tchr score.</p>	Instructional and shared leadership

Improvement Initiatives Rationale

Improvement Student Writing - Although progressing well, we believe a concentrated area on writing will have a big impact on improving student outcomes.

Student Agency - Identified in the school self -evaluation as an area for improvement to extend student engagement and stimulating learning. Next step after student

voice
 Building Leadership capacity- build upon the work undertaken in 2017. Consolidate & extend

Goal 1	Every child achieves their optimal learning growth in literacy and numeracy.
12 month target 1.1	<p>Improvement of student writing will be focus in 2018. Writing Relative Growth-Yr.3 to 5. Percentage of students in 'High' growth to improve from 23% to 26% in 2018. Similar Schools : 29%</p> <p>NAPLAN. Percentage of students in Top 2 Bands in Writing Yr. 3. Improve from 91% in 2017 to 93% in 2018 Yr. 5 Improve from 38% in 2017 to 40% in 2018</p> <p>Areas of Focus in the Student Cognitive Engagement domain of Excellence in Teaching & Learning Parent Opinion Survey 'High Expectations for success' to improve from 88% to 90% 'Effective Teaching' to improve from 79% to 81%</p> <p>Staff Opinion Survey Guaranteed & Viable curriculum score (mean) to increase from 84.2 (Tchr/Prin) to 86.(all schools - 79.53/ 2017) Teaching & Learning score (mean) to increase from 85.1 to 87 (all schools 82.68 - 2017)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To develop a whole school instructional model consistently across the school that incorporates the HITS (High Impact Teaching Strategies).
Goal 2	Students are cognitively engaged and empowered in their learning.

12 month target 2.1	<p>Area of focus to be on the student voice and agency factor. Improvement in score for all students from 48.9 to 52% and a decrease in percentile difference between female and male from 36.5 to 30 or less..</p> <p>Reduce the overall percentile difference between female & male in AtSS (19 variables) from 23.6 in 2017 to less than 20 in 2018.</p> <p>Areas of Focus in the Student Cognitive Engagement domain of Excellence in Teaching & Learning Parent Opinion Survey 'Student Motivation and Support' to improve from 85% to 87% 'Stimulated Learning Environment' to improve from 79% to 81%</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Develop appropriate school wide feedback strategies that enable student agency in their learning.

Goal 3	There is an effective and cohesive school leadership team that drives school improvement aligned with the School Strategic plan.
12 month target 3.1	<p>Staff Opinion Survey Professional Learning overall score (mean) to increase from 83.27 (Tchr/Prin) & 82.14 (whole school) to 85 in both whole & prin/tchr score. School Leadership overall score (mean) to increase from 75.45 (Tchr/Prin) & 75.56 (whole school) to 77 in both whole & prin/tchr score.</p>
FISO Initiative	Instructional and shared leadership
Key Improvement Strategies	
KIS 1	Build the capacity and effectiveness of school leaders by means of coaching mentoring and professional learning.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	Every child achieves their optimal learning growth in literacy and numeracy.
12 month target 1.1	<p>Improvement of student writing will be focus in 2018. Writing Relative Growth-Yr.3 to 5. Percentage of students in 'High' growth to improve from 23% to 26% in 2018. Similar Schools : 29%</p> <p>NAPLAN. Percentage of students in Top 2 Bands in Writing Yr. 3. Improve from 91% in 2017 to 93% in 2018 Yr. 5 Improve from 38% in 2017 to 40% in 2018</p> <p>Areas of Focus in the Student Cognitive Engagement domain of Excellence in Teaching & Learning Parent Opinion Survey 'High Expectations for success' to improve from 88% to 90% 'Effective Teaching' to improve from 79% to 81%</p> <p>Staff Opinion Survey Guaranteed & Viable curriculum score (mean) to increase from 84.2 (Tchr/Prin) to 86.(all schools - 79.53/ 2017) Teaching & Learning score (mean) to increase from 85.1 to 87 (all schools 82.68 - 2017)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To develop a whole school instructional model consistently across the school that incorporates the HITS (High Impact Teaching Strategies).
Actions	<ul style="list-style-type: none"> •Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing •Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing •Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing outcomes through collaborative planning and assessment practices, including moderation.

Evidence of impact	Documentation of school wide instructional approach to writing Consistent and agreed approach to the teaching of writing throughout the school Increase in the level of achievement in writing in teacher judgement and NAPLAN.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Identify and engage a writing consultant Whole school professional learning on writing (full day and ongoing PLT sessions) Development of expectations for the teaching of writing at NLPS Create a school wide document outlining NLPS approach to writing including the HITS Writing Coach to work with a PLT each term	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Conduct regular writing moderation within PLT and across school Meeting schedule and school organisation arranged to allow for PLT and school wide moderation. Class observation of writing practice Yr. 7/8 - Yr 5/6, Yr. 5/6 - Yr. 3/4 etc.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Involve school community in information sessions about the writing process ; Eg. Family writers evening, information sessions, guest parents and community members that are writers.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Intervention programs reviewed for students at risk and EAL students below expected level. Intervention teacher (1.0 EFT) employed and ES staff conduct intervention programs Additional assistance and resources provided	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Students are cognitively engaged and empowered in their learning.			
12 month target 2.1	<p>Area of focus to be on the student voice and agency factor. Improvement in score for all students from 48.9 to 52% and a decrease in percentile difference between female and male from 36.5 to 30 or less..</p> <p>Reduce the overall percentile difference between female & male in AtSS (19 variables) from 23.6 in 2017 to less than 20 in 2018.</p> <p>Areas of Focus in the Student Cognitive Engagement domain of Excellence in Teaching & Learning Parent Opinion Survey 'Student Motivation and Support' to improve from 85% to 87% 'Stimulated Learning Environment' to improve from 79% to 81%</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Develop appropriate school wide feedback strategies that enable student agency in their learning.			
Actions	<p>Develop teacher knowledge and understanding of student agency beyond engagement , motivation and student voice</p> <p>Develop teacher capacity to actively seek to understand how students see themselves as learners and create opportunities</p> <p>Build teacher knowledge on strategies that can be included in their teaching to enable greater student agency</p> <p>Implementation of rich student agency strategies into all areas of the curriculum throughout the school</p>			
Evidence of impact	<p>All teachers will have a greater and richer understanding of student agency</p> <p>Teachers will include student agency in all areas of curriculum</p> <p>Students will be feel more involved in their learning in a greater number of areas in their learning</p> <p>Teachers will be aware that there is a difference in the way the different genders of students feel about their learning</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning PL sessions undertaken at a school level to introduce student agency to staff. Difference between student voice and Student Agency and implications it may have in the classroom and student learning	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Investigate working with consultancy (EDPartnership) on developing a deeper understanding of Student Agency with all staff - possible Curriculum Day Possible school visits to observe student agency				
PDP Teachers are recommended to include Student Agency as a Goal in their PDP. Possible team or individual goal	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation & Documentation of Strategies PLT's to include Student Agency into their planning Strategies are developed, trialled, implemented, reviewed into different areas of curriculum. Evidence of Student Agency strategy and outcome is documented	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	There is an effective and cohesive school leadership team that drives school improvement aligned with the School Strategic plan.
12 month target 3.1	Staff Opinion Survey Professional Learning overall score (mean) to increase from 83.27 (Tchr/Prin) & 82.14 (whole school) to 85 in both whole & prin/tchr score. School Leadership overall score (mean) to increase from 75.45 (Tchr/Prin) & 75.56 (whole school) to 77 in both whole & prin/tchr score.
FISO Initiative	Instructional and shared leadership
Key Improvement Strategy 1	Build the capacity and effectiveness of school leaders by means of coaching mentoring and professional learning.
Actions	To build the leadership capacity that will ensure the school's strategic plan and AIP is successfully implemented Develop teacher leadership knowledge and capacity to lead effective teams utilising a PLC process. Develop teacher leadership knowledge and capacity to lead school curriculum Develop a shared sense of school leadership
Evidence of impact	School leadership feel more empowered to successfully fulfil their roles. There is shared sense of distributive school leadership at NLPS.

	School leaders lead school wide improvement at PLT and SIT levels. The school's AIP and SSP are successfully implemented.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning School to participate in the PLC initiative with other local network schools (3 PLT Leaders) School to participate Bastow 'Create' program for middle leaders (2 participants)	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
School leadership 'coach' to be engaged to work with PLT leaders and SIT leaders. PL based around De Four Questions Ongoing sessions (1 , possibly 2 meetings per term)	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Appointment of a specialist teacher to lead PLT's and teachers to respond effectively to student data which measures the impact of teaching programs and then use data to improve student learning and outcomes	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,500.00 <input type="checkbox"/> Equity funding will be used
Timetabled fortnightly meetings for the SIT to ensure there is improved direction of school curriculum	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Appointment of staff as a Masters of Literacy Learning program at Bastow. To conduct PL sessions at network level	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Newport Lakes Primary School (0113)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Identify and engage a writing consultant</p> <p>Whole school professional learning on writing (full day and ongoing PLT sessions)</p> <p>Development of expectations for the teaching of writing at NLPS</p> <p>Create a school wide document outlining NLPS approach to writing including the HITS</p> <p>Writing Coach to work with a PLT each term</p>	Assistant Principal	from: Term 1 to: Term 4	<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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Professional Learning PL sessions undertaken at a school level to introduce student agency to staff.</p> <p>Difference between student voice and Student Agency and implications it may have in the classroom and student learning</p> <p>Investigate working with consultancy (EDPartnership) on developing a deeper understanding of Student Agency with all staff - possible Curriculum Day</p> <p>Possible school visits to observe student agency</p>	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Professional Learning School to participate in the PLC initiative with other local network schools (3 PLT Leaders) School to participate Bastow 'Create' program for middle leaders (2 participants)	PLT Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow create
School leadership 'coach' to be engaged to work with PLT leaders and SIT leaders. PL based around De Four Questions Ongoing sessions (1 , possibly 2 meetings per term)	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> External consultants Leadership Coach	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[2017 AIP Newport Lakes Final cycle review.docx \(0.17 MB\)](#)