

2018 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)



Submitted for review by Matthew Bott (School Principal) on 21 February, 2018 at 01:48 PM

Endorsed by Allana Bryant (Senior Education Improvement Leader) on 05 March, 2018 at 04:04 PM

Endorsed by Scott Cutler (School Council President) on 06 March, 2018 at 10:13 PM

Self-evaluation Summary - 2018

Moonee Ponds Primary School (3987)

	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 moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	<p>Our self-evaluation indicates that our school has a strength in strategic resource management and community engagement in learning. There are areas for improvement in building leadership teams and building the capacity of our middle leaders to lead school improvement. We are continuing to provide professional learning support both within the school and through Bastow and our Network Community of Practice (Inspire – leadership program) to build the capacity of our leaders. We will also be working closely with Williamstown North PS as part of the School Improvement Program to improve our practice. There has been improved rigour around teaching students to point of need and student growth (rather than teaching content). This has included a professional learning focus on building teacher knowledge of the curriculum through the meeting schedule and coaching. Our student data indicated improved student growth in writing with our high growth consistently above the state mean. Our growth data for reading and numeracy did not meet the targets in 2017. We believe that establishing PLCs as part of the department's PLC initiative in 2018 will enable us to make significant progress towards promoting distributive leadership, aligning practices and building the capacity of teachers to work collaboratively to interrogate data and use this information to plan implement effective teaching practices that will drive improved student outcomes.</p>
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Considerations for 2019	In 2018 we will be completing our School Strategic Plan review. We will be preparing our self-evaluation in terms 1 and 2 with our review set for term 3. In addition to this we are part of a School Improvement Partnership with Williamstown North Primary School. The focus of this project is on building the capacity of our middle leaders with the lens of writing. Our school will also be participating in the DET Professional Learning Communities project.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Moonee Ponds Primary School (3987)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative																																																																
<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy. 	<table border="1"> <tr> <th colspan="16">CURRICULUM PLANNING AND ASSESSMENT</th> </tr> <tr> <td colspan="16">School growth (mean)*: That the school growth mean is above 1.0 in reading, writing and numeracy at every year level from year 1 – year 6.</td> </tr> <tr> <td></td> <th colspan="5">Reading</th> <th colspan="5">Writing</th> <th colspan="5">Numeracy</th> </tr> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </table>	CURRICULUM PLANNING AND ASSESSMENT																School growth (mean)*: That the school growth mean is above 1.0 in reading, writing and numeracy at every year level from year 1 – year 6.																	Reading					Writing					Numeracy					Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	Yes	Teacher Judgement Data: That the school growth mean is above 1.0 in reading,	Curriculum planning and assessment
CURRICULUM PLANNING AND ASSESSMENT																																																																				
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	Reading					Writing					Numeracy																																																									
Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018																																																					

1	1.04	0.93	1.10	1.02	1.1	0.98	0.97	0.95	0.91	1.0	0.90	0.84	1.08	1.02	1.0
2	1.13	1.06	1.09	1.10	1.2	1.00	1.05	0.98	1.13	1.1	1.04	1.16	1.04	0.99	1.1
3	1.06	0.81	0.98	0.94	1.1	1.08	0.93	0.95	0.94	1.1	0.92	0.85	0.95	0.92	1.0
4	1.00	0.89	0.95	1.01	1.1	1.01	0.92	1.08	0.99	1.1	1.03	0.96	1.00	0.99	1.1
5	0.76	0.83	0.72	1.03	1.0	0.76	0.77	0.80	1.08	1.0	0.89	0.86	0.88	0.89	1.0
6	0.89	1.07	0.98	1.08	1.0	0.93	1.00	1.06	0.97	1.0	1.00	0.92	1.00	1.04	1.1

*SPA between year growth data: based on growth equal to or greater than 1.0 from sem 2 → sem 2

That the school growth mean is above 0.5 in reading, writing and numeracy at foundation:

	Reading					Writing					Numeracy				
Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
P	0.86	0.52	0.73	0.69	>0.5	0.61	0.53	0.63	0.6	>0.5	0.74	0.46	0.68	0.72	>0.5

*SPA within year growth data: based on growth equal to or greater than 0.5 from sem 1 → sem 2

AusVELS – Teacher Judgement (VC from 2017)

That all students achieve more than one year’s growth in literacy and numeracy annually.

Percentage of students with 12months or more growth (sem 2 – sem 2):

	Reading %					Writing %					Numeracy %				
Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
1	89	81	90	89	100	80	77	76	73	100	78	68	92	89	100
2	89	98	82	92	100	83	95	90	85	100	94	98	94	92	100
3	78	62	90	80	100	84	76	81	78	100	69	71	90	78	100
4	79	76	71	92	100	76	76	88	92	100	82	82	90	92	100
5	52	67	57	88	100	55	61	57	84	100	77	73	76	75	100
6	67	93	85	90	100	74	90	97	82	100	83	76	90	95	100

Percentage of students with 6 months or more growth (sem 1 – sem 2):

	Reading %					Writing %					Numeracy %				
Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
P	98	93	98	97	100	96	89	95	94	100	96	88	100	100	100

That a minimum of 95 percent of foundation students are at “F” at the end of semester 2 in reading, writing and numeracy:

	Reading %					Writing %					Numeracy %				
Year	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
P	91	95	91	96	95	93	91	91	90	95	96	97	98	99	95

writing and numeracy (sem 2 - sem 2) at every year level from year 1 – year 6, and above 0.5 in foundation (sem 1 - sem 2).

That all students achieve more than one year’s growth in literacy and numeracy annually.

That a minimum of 95 percent of foundation students are at “F” at the end of semester 2 in reading, writing and numeracy.

NAPLAN
To reduce the % in the “Low”

NAPLAN: Relative growth by domain – Year 3 to Year 5

To reduce the % in the “Low” category of relative gain and increase the % in the “High” category of relative gain.

	Year	Low	Medium	High
Numeracy	2014	16.13%	58.06%	25.81%
	2015	18.18%	54.55%	27.27%
	2016	11.1%	50%	38.9%
	2017	44.8%	48.3%	6.9%
	2018	10%	50%	40%
Reading	2014	19.35%	41.94%	38.71%
	2015	14.71%	41.18%	44.12%
	2016	16.7%	63.9%	19.4%
	2017	41.4%	55.2%	3.4%
	2018	10%	50%	40%
Writing	2014	9.68%	51.61%	38.71%
	2015	11.76%	41.15%	47.06%
	2016	22.9%	48.6%	28.6%
	2017	10.7%	57.1%	32.1%
	2018	10%	50%	40%

Student Attitudes to School Survey Targets:

That the percentile is in the 3rd quartile* and the targets are as set out below:

Years 5		2014		2015		2016		2017		2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	mean score	MATCH	mean score
Student Relationships	Classroom Behaviour	3.10	39.9	4.47	93.2	3.68	71.2	N/A	Poor	3.8
	Learning Confidence	4.06	46.6	4.11	55	4.18	63.5	N/A	Poor	4.3
Teaching and Learning	Student Motivation	4.47	33.9	4.49	39.6	4.49	42.5	N/A	Item only	4.7

category of relative gain and increase the % in the “High” category of relative gain. (10% low, 40% high)

School Staff Survey:
School Climate Targets:
That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed.

Student Attitudes to School Survey Targets:
That the percentile is in the 3rd quartile.

Years 6		2014		2015		2016		2017		2018
Secondary Order Factor	Factor Name	mean score	mean score	mean score	Percentile	mean score	Percentile	mean score	MATCH	mean score
Student Relationships	Classroom Behaviour	3.60	57.2	4.4	90.4	4.02	79.7	N/A	Poor	4.0
Teaching and Learning	Learning Confidence	4.29	70.1	4.22	58	4.21	60.7	N/A	Poor	4.5
	Student Motivation	4.56	38.9	4.51	34.1	4.66	63.3	N/A	Item only	4.8

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School Staff Survey: School Climate Targets:

That the mean score for each component below is at or above "all primary school" mean and the percentage endorsement is as listed below.

Component	2014		2015		2016		2017		2018
	MPPS*	STATE*	MPPS*	STATE*	MPPS*	STATE*	MPPS*	STATE*	% endorsement
Collective responsibility	83.56 (86.7%)	86.92 (88.2%)	79.81 (78.7%)	86.94 (88.2%)	82.3 (81.7)	86.67	81.6	86.67	≥ 90%
Collective focus on student learning	81 (80%)	86.74 (87.6%)	79.72 (77.8%)	87.01 (87.7%)	81.8 (81.3)	86.68	84.7	86.58	≥ 90%
Guaranteed and viable curriculum	76.27 (70%)	81.10 (78%)	76.94 (73.6%)	81.04 (77.6%)	75.3 (75.3)	80.58	80.3	80.48	≥ 85%

* Results for each component are listed as a mean score with the percentage endorsement (quantity of positive responses) in brackets. The component mean score is that for Prin/Teach

Parent Opinion Survey Data Targets:

That the school mean is in the 3rd quartile (when plotted as a percentage when ranked against state-wide school mean) and the targets as set out below:

Component	2014 School Mean	2015 School Mean	2016 School Mean	2017 School Mean	2018 School Mean
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Parent Opinion Survey Data Targets:
That the school mean is in the 3rd quartile.

	<table border="1"> <thead> <tr> <th></th> <th>(percentile)</th> <th>(percentile)</th> <th>(percentile)</th> <th>(percentile)</th> <th></th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.38 (13.8)</td> <td>5.65 (35.8)</td> <td>5.39 (17.2)</td> <td>N/A (new survey)</td> <td>5.70</td> </tr> <tr> <td>Learning Focus</td> <td>5.58 (22.9)</td> <td>5.97 (63.6)</td> <td>5.76 (42.9)</td> <td>N/A (new survey)</td> <td>5.80</td> </tr> <tr> <td>Homework</td> <td>5.12 (27.5)</td> <td>5.24 (45.5)</td> <td>5.26 (55.6)</td> <td>N/A (new survey)</td> <td>5.30</td> </tr> </tbody> </table>		(percentile)	(percentile)	(percentile)	(percentile)		School Improvement	5.38 (13.8)	5.65 (35.8)	5.39 (17.2)	N/A (new survey)	5.70	Learning Focus	5.58 (22.9)	5.97 (63.6)	5.76 (42.9)	N/A (new survey)	5.80	Homework	5.12 (27.5)	5.24 (45.5)	5.26 (55.6)	N/A (new survey)	5.30			
	(percentile)	(percentile)	(percentile)	(percentile)																								
School Improvement	5.38 (13.8)	5.65 (35.8)	5.39 (17.2)	N/A (new survey)	5.70																							
Learning Focus	5.58 (22.9)	5.97 (63.6)	5.76 (42.9)	N/A (new survey)	5.80																							
Homework	5.12 (27.5)	5.24 (45.5)	5.26 (55.6)	N/A (new survey)	5.30																							
<ul style="list-style-type: none"> To ensure that students are at the centre of their learning. 	<p style="text-align: center;">BUILDING PRACTICE EXCELLENCE</p>	<p>Yes</p>	<p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Absence Days per FTE: Prep to 6 Mean Targets are 1.0 for unexplained absences and 8.0 for average absences.</p> <p>Parent Opinion Survey Data Targets: That the school mean</p>	<p>Building practice excellence</p>																								

Student Attitudes to School Survey Targets:

That the percentile is in the 3rd quartile and the targets are as set out below:

Years 5		2014		2015		2016		2017 (new ATS)			2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	mean score	Percentile	MATCH	mean score
Teaching and Learning	School Connectedness	4.36	42.9	4.47	57.3	4.37	(45.1)	4.5	(32.9)	Good	4.6
	Stimulating Learning	3.87	21.0	4.14	47.1	4.25	(61.1)	4.3	(39.2)	Passable	4.4
	Teacher Empathy	4.20	14.5	4.39	40.5	4.51	(58.5)	4.6	N/A	Not possible	4.7

Years 6		2014		2015		2016		2017 (new ATS)			2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	mean score	Percentile	MATCH	mean score
Teaching and Learning	School Connectedness	4.31	35.8	4.29	34.3	4.34	(41.8)	4.4	(32.6)	Good	4.6
	Stimulating Learning	4.18	52.3	4.07	46.4	3.93	(33.8)	4.1	(72.9)	Passable	4.4
	Teacher Empathy	4.38	38.3	4.4	44.4	4.39	(44.3)	4.5	N/A	Not possible	4.6

Absence Days per FTE: Prep to 6 Mean Targets:

	2014	2015	2016	2017	2018
Unexplained absences	2.55	2.54	3.51	3.54	1.0
Average absence rate	12.15	12.67	13.06	12.14	8.0

Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile (when plotted as a percentage when ranked against state-wide school means) and the targets as set out below:

Component	2014 School Mean (percentile)	2014 School Mean (percentile)	2016 School Mean (percentile)	2016 School Mean (percentile)	2018 School Mean

is in the 3rd quartile.

School Staff Survey:
School Climate Targets:
That the mean score is at or above "all primary school" mean and the percentage endorsement is at or above 80%.

Extra Curricula	4.65 (11.3)	5.15 (52.5)	5.21 (62.4)	N/A	5.2
Connectedness to peers	5.78 (25.6)	5.92 (50.2)	6.16 (83.8)	N/A	5.9

School Staff Survey: School Climate Targets: That the mean score is at or above “all primary school” mean and the percentage endorsement is as listed below.

Component	2014		2015		2016		2017		2018
	MPPS	STATE	MPPS	STATE	MPPS	STATE	MPPS	STATE	Endorsement
Teacher collaboration	65.41 (50.7%)	76.69 (70.9%)	65.78 (55.6%)	76.27 (69.6%)	66.2 (59%)	76.22 (69.8%)	65.68 (52.6%)	76.25 (70%)	≥ 80%

* Results for each component are listed as a mean score with the percentage endorsement (quantity of positive responses) in brackets.

<ul style="list-style-type: none"> To develop active, inspired and courageous citizens across the school. 	<p style="text-align: center; background-color: #cccccc; border: 1px solid black; padding: 5px;">COMMUNITY ENGAGEMENT IN LEARNING</p>	<p>No</p>	<p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>School Staff Survey: School Climate Targets: That the mean score for each component below is at or above "all primary school" mean and the percentage endorsement is as listed.</p> <p>Parent Opinion Survey Data Targets: That the school mean</p>	

Student Attitudes to School Survey 2014 Targets:

That the percentile is in the 3rd quartile and the targets are as set out below:

Years 5		2014		2015		2016		2017		2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	Percentile	MATCH	mean score
Student Relationships	Student Safety	4.33	44.6	4.67	84	4.47	65.3	62.3	Passable	4.6
Wellbeing	Student Distress	5.82	44.2	5.79	40.6	5.74	39.3	N/A	No continuity	6.2
	Student Morale	5.50	31.8	5.73	52.9	5.74	56.4	N/A	No continuity	6.0

Years 6		2014		2015		2017		2017		2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	Percentile	MATCH	mean score
Student Relationships	Student Safety	4.3	24.8	4.63	70.3	4.67	76.1	57.9	Passable	4.7
Wellbeing	Student Distress	5.65	17.5	5.9	37.8	5.86	36.5	N/A	No continuity	6.0
	Student Morale	5.64	37.0	5.54	30.4	5.61	38.9	N/A	No continuity	6.1

School Staff Survey: School Climate Targets:

That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed below.

Component	2014		2015		2016		2017		2018
	MPPS	STATE	MPPS	STATE	MPPS	STATE	MPPS	STATE	Endorsement
Staff trust in colleagues	74.58 (64.2%)	82.33 (80.7%)	65.56 (56.9%)	82.31 (80.4%)	76.48 (71.9%)	82.22 (80.2%)	78.82 (80.3%)	82.12 (80%)	≥ 90%

* Results for each component are listed as a mean score with the percentage endorsement (quantity of positive responses) in brackets.

is in the 3rd quartile.

Parent Opinion Survey Data Targets:

That the school mean is in the 3rd quartile (when plotted as a percentage when ranked against state-wide school means) and the targets as set out below:

Component	2014 School Mean (percentile)	2015 School Mean (percentile)	2016 School Mean (percentile)	2017 School Mean (percentile)	2018 School Mean
Teacher Morale	5.87 (33.4)	5.92 (39.4)	5.95 (40.9)	N/A (new survey)	6.0
Student Safety	5.20 (32.4)	5.69 (68.6)	5.71 (74.5)	N/A (new survey)	5.5
Student Motivation	5.59 (27.6)	6.08 (79.6)	5.89 (64.3)	N/A (new survey)	5.8

- To develop and optimise resources so that MPPS is a world class, inclusive and collaborative learning community.

POSITIVE CLIMATE FOR LEARNING

Student Attitudes to School Survey Targets:

That the percentile is in the 3rd quartile and the targets are as set out below:

Years 5-6		2014		2015		2016		2017		2018
Secondary Order Factor	Factor Name	mean score	Percentile	mean score	Percentile	mean score	Percentile	Mean score (percentile)	MATCH	mean score
Teaching and Learning	School Connectedness	4.33	38.5	4.39	46.7	4.35	44.9	(36.9)	(Yr 4/5/6) Good	4.6
	Teacher Effectiveness	4.32	30.5	4.37	41.3	4.33	36.8	N/A	(Yr 4/5/6) Item only	4.6

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School Staff Survey: School Climate Targets:

That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed below.

Component	2014		2015		2016		2017		2018
	MPPS	STATE	MPPS	STATE	MPPS	STATE	MPPS	STATE	Endorsement
Parent and community involvement	83.11 (82.2%)	80.42 (76.4%)	81.3 (80.6%)	80.39 (76.2%)	84.0 (89.2)	79.7 (74.9%)	84.4 (88.6%)	79.5 (74.8%)	≥ 90%
Shielding/ buffering	69.33 (51.1%)	71.4 (62.8%)	63.33 (59.3%)	72.79 (64.8%)	73.3 (65.0)	72.1 (64.3%)	78.6 (71.9%)	72.3 (64.4%)	≥ 65%

* Results for each component are listed as a mean score with the percentage endorsement (quantity of positive responses) in brackets.

Parent Opinion Survey Data Targets:

No

Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.

School Staff Survey: School Climate Targets: That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed.

Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.

That the school mean is in the 3rd quartile (when plotted as a percentage when ranked against state-wide school means) and the targets as set out below:

Component	2014 School Mean (percentile)	2015 School Mean (percentile)	2016 School Mean (percentile)	2017 School Mean (percentile)	2018 School Mean
Approachability	5.55 (14.3)	5.88 (46.6)	5.65 (24.3)	N/A (new survey)	5.80
General Satisfaction	5.53 (10.3)	6.17 (66.0)	5.79 (28.7)	N/A (new survey)	5.95

Improvement Initiatives Rationale

The key academic focus for School Strategic Plan 2014-18 is that all students achieve more than a year's growth in 12 months. In 2014, a percentage of students were not achieving 12 months growth. There are two groups of students who are defined in this group; students who are performing below expected and students who are performing above expected. Our higher performing students make up a larger percentage of those not achieving the growth. The way to reduce this low growth will be through an explicit focus on building practise excellence particularly through our work on the GANAG instructional model and the nine high yield strategies with Professor Jane Pollock. We will also be building teacher knowledge and capacity through literacy and numeracy coaching, and developing curriculum planning and assessment to ensure alignment across the school and fidelity between what is being planned for and what is being taught through our work on PLCs and building our PLTs.

Goal 1	<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy.
12 month target 1.1	<p>Teacher Judgement Data: That the school growth mean is above 1.0 in reading, writing and numeracy (sem 2 - sem 2) at every year level from year 1 – year 6, and above 0.5 in foundation (sem 1 - sem 2).</p> <p>That all students achieve more than one year's growth in literacy and numeracy annually.</p> <p>That a minimum of 95 percent of foundation students are at "F" at the end of semester 2 in reading, writing and numeracy.</p> <p>NAPLAN To reduce the % in the "Low" category of relative gain and increase the % in the "High" category of relative gain.</p>

	<p>(10% low, 40% high)</p> <p>School Staff Survey: School Climate Targets: That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed.</p> <p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Build the guaranteed and viable curriculum.
KIS 2	Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher.

Goal 2	<ul style="list-style-type: none"> To ensure that students are at the centre of their learning.
12 month target 2.1	<p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Absence Days per FTE: Prep to 6 Mean Targets are 1.0 for unexplained absences and 8.0 for average absences.</p> <p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p> <p>School Staff Survey: School Climate Targets: That the mean score is at or above “all primary school” mean and the percentage endorsement is at or above 80%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	Build the instructional practice of every teacher so that there is consistency and high quality across the school.
KIS 2	Build the professional learning teams (PLTs) across the school.

Define Evidence of Impact and Activities and Milestones - 2018

Moonee Ponds Primary School (3987)

Goal 1	<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy.
12 month target 1.1	<p>Teacher Judgement Data: That the school growth mean is above 1.0 in reading, writing and numeracy (sem 2 - sem 2) at every year level from year 1 – year 6, and above 0.5 in foundation (sem 1 - sem 2).</p> <p>That all students achieve more than one year's growth in literacy and numeracy annually.</p> <p>That a minimum of 95 percent of foundation students are at "F" at the end of semester 2 in reading, writing and numeracy.</p> <p>NAPLAN To reduce the % in the "Low" category of relative gain and increase the % in the "High" category of relative gain. (10% low, 40% high)</p> <p>School Staff Survey: School Climate Targets: That the mean score for each component below is at or above "all primary school" mean and the percentage endorsement is as listed.</p> <p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Build the guaranteed and viable curriculum.

<p>Actions</p>	<p>Develop teacher knowledge and familiarity of the Teaching and Learning (T&L) framework as a resource for school expectations, procedures and templates. Update and finalise Scope and Sequence Documents in line with the Victorian Curriculum. Develop teacher knowledge and capacity for the planning, teaching, assessing and documenting of the numeracy, reading and writing curriculum. Develop teacher knowledge and capacity for implementing a consistent reading block structure and assessment schedule.</p>			
<p>Evidence of impact</p>	<p>Students will: * experience high quality teaching and learning consistent with students in other classes across the year level. * engage in personal writing with a understanding and capacity to manage the writing process.</p> <p>Teachers will: * have a shared understanding of teaching and learning at MPPS. * use the T&L framework portal to support teaching and learning. * demonstrate consistency (across the school) as evidenced in planning documents. * develop a deeper understanding of the Victorian Curriculum. * demonstrate increased teacher confidence and consistency in the planning, teaching and assessing of numeracy, reading and writing * adhere to the MPPS assessment schedule, and *demonstrate knowledge of the curriculum and continuum of learning.</p> <p>School leaders will: * maintain the Teaching and Learning framework portal * responds to professional learning needs of staff through targeted professional learning activities, the meeting schedule/agenda and PDP. * meet regularly with team leaders and learning area leaders to provide feedback and monitor curriculum planning and coaching.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a Professional Learning Priority</p>	<p>When</p>	<p>Budget</p>
<p>Finalise the MPPS (T&L) framework: continue to add (collect and create documents) for the Teaching and Learning Framework portal on the school website and MPPS Staff Collaboration OneNote</p>	<p>Assistant Principal</p>	<p><input type="checkbox"/> No</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

Refer to and promote the use of the MPPS T&L framework in staff, PLT and leadership meetings and correspondence.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Finalise the MPPS Integrated Scope and Sequence document for compliance with the Victorian Curriculum.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning for Victorian Curriculum for staff (from DET).	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Develop assessment tasks/tools i.e. rubrics for each integrated studies unit linked back to the continuum of learning/standards in each learning area.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Numeracy leader to support PLTs in for the planning, teaching, assessing and documenting of the numeracy, reading and writing curriculum: * coaching timetable developed with teachers (Numeracy Leader (3hrs per week) and numeracy consultant (20 days) * timetable to support numeracy leader working with teams as part of planning week for each term	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,800.00 <input type="checkbox"/> Equity funding will be used
Literacy leader to support PLTs in improving the planning, teaching, assessing and documenting of the writing curriculum. * coaching timetable developed with teachers (3 hrs per week) * timetable to support literacy leader working with teams as part of planning week for each term	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,800.00 <input type="checkbox"/> Equity funding will be used
Reading coach to support PLTs in improving the planning, teaching, assessing and documenting of the reading curriculum. * coaching timetable developed with teachers (3 hrs per week): focus implementing a consistent/rigorous reading block structure and assessment schedule.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$11,800.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	<ul style="list-style-type: none"> To improve the learning growth of every student in literacy and numeracy.
12 month target 1.1	<p>Teacher Judgement Data: That the school growth mean is above 1.0 in reading, writing and numeracy (sem 2 - sem 2) at every year level from year 1 – year 6, and above 0.5 in foundation (sem 1 - sem 2).</p> <p>That all students achieve more than one year’s growth in literacy and numeracy annually.</p> <p>That a minimum of 95 percent of foundation students are at “F” at the end of semester 2 in reading, writing and numeracy.</p> <p>NAPLAN To reduce the % in the “Low” category of relative gain and increase the % in the “High” category of relative gain. (10% low, 40% high)</p> <p>School Staff Survey: School Climate Targets: That the mean score for each component below is at or above “all primary school” mean and the percentage endorsement is as listed.</p> <p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Ensure a whole school process for setting challenging goals and effective feedback for every student and teacher.
Actions	Review planning documents with the lens of the GANAG lesson structure and high yield strategies. Implement collegiate visits and learning walks.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * be able to articulate the goals of each lesson and how they know if they have successfully achieved them. * know and understand what their current level of achievement is (where they are up to in their learning/scoring) and have ownership and clarity over their future learning goals (where to next in their learning). * know ways to seek and use feedback other than solely from the teacher. <p>Teachers will:</p>

	<p>* use ongoing assessment to drive curriculum planning and targeted instruction.</p> <p>* differentiate their teaching based on student interaction with the goal (feedback for instruction)</p> <p>* plan curriculum aligned with GANAG Instructional Model</p> <p>* identify problems of practise as part of the performance and development process and participate in collegiate visits as a tool for peer observation, feedback and self-reflection with a focus on improving student learning outcomes.</p> <p>School leaders will:</p> <p>* regularly monitor the implementation of the GANAG instructional model and literacy & numeracy expectations through leadership learning walks as a feedback tool to compare change in practise over the year and identify future support/action needed for continued improvement.</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review current unit and weekly planning documents for goal setting, scoring: are they linked back to the standards, are they in kid speak, and are they linked to the "application" in the lesson.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Staff participate in collegiate visits as part of the Performance and Development process and debrief as part of the PLT structure.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning walk processes and protocols to be discussed and scheduled with a focus on GANAG (with team leaders) and literacy & numeracy (learning area leaders).	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<ul style="list-style-type: none"> To ensure that students are at the centre of their learning.
12 month target 2.1	<p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Absence Days per FTE: Prep to 6 Mean Targets are 1.0 for unexplained absences and 8.0 for average absences.</p>

	<p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p> <p>School Staff Survey: School Climate Targets: That the mean score is at or above “all primary school” mean and the percentage endorsement is at or above 80%.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Build the instructional practice of every teacher so that there is consistency and high quality across the school.			
Actions	<p>Implement the GANAG instructional model as a framework for students engaging with the nine high yield strategies.</p> <p>Develop and maintain communication pathways with home (home school partnerships) around the GANAG instructional model and the purpose and role of this instructional approach in supporting student learning.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * engage authentically with learning tasks, demonstrating the high yield strategies. <p>Teachers will:</p> <ul style="list-style-type: none"> * plan for the effective use of the GANAG structure and the high yield strategies as evidenced in the term/unit and weekly planning documents <p>School leaders will:</p> <ul style="list-style-type: none"> * regularly monitor the implementation of the GANAG instructional model through reviewing planners, learning walks and as part of the leadership meeting schedule. <p>Parents will:</p> <ul style="list-style-type: none"> * demonstrate an understanding of the MPPS instructional approach and the purpose behind this. * access the school website, class and student blogs, school newsletter and other communication tools. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Further teacher professional learning with Professor Jane Pollock on the GANAG Instructional Model, high yield strategies and thinking skills with a focus on the role of the student in the learning.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$13,400.00 <input type="checkbox"/> Equity funding will be used

* introduction to GANAG focus sessions * intermediate GANAG focus sessions				
Maintain and develop home-school communication about GANAG as our agreed instructional model through: * information nights/handbooks/classroom visits * literacy parent partnerships program * newsletter schedule - teaching and learning page (GANAG, literacy and numeracy) * school and student blogs * School website * displays	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<ul style="list-style-type: none"> To ensure that students are at the centre of their learning.
12 month target 2.1	<p>Student Attitudes to School Survey Targets: That the percentile is in the 3rd quartile.</p> <p>Absence Days per FTE: Prep to 6 Mean Targets are 1.0 for unexplained absences and 8.0 for average absences.</p> <p>Parent Opinion Survey Data Targets: That the school mean is in the 3rd quartile.</p> <p>School Staff Survey: School Climate Targets: That the mean score is at or above “all primary school” mean and the percentage endorsement is at or above 80%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build the professional learning teams (PLTs) across the school.
Actions	<p>Build staff understanding of and capacity to work as effective professional learning communities.</p> <p>Further development of PLT leaders, Learning Area Leaders and the leadership capacity of staff.</p> <p>Develop and implement a PLT meeting schedule which uses student data to inform planning, differentiated teaching and builds consistency and collective efficacy.</p>
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * engage in a curriculum that is responsive to the needs of their cohort as a result of authentic assessment.

	<p>* have targeted goals based on their individual needs (as part of "application" in the lesson, as individual reading, writing, number goals, in individual learning plans (as applicable).</p> <p>Teachers will:</p> <ul style="list-style-type: none"> * work effectively in their PLT as a professional learning community with a common purpose, agreed protocols, collective responsibility and accountability. * have collective responsibility for all students academic, social and emotional development. * meet the needs of the students through targeted curriculum planning/differentiation as a result of assessment and moderation for teaching discussions based on student data. * maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted individual learning improvement plans (ILIPs). * assess students against the standards and refer to the standards when moderating in teams and across the school. * have a shared approach and understanding of teaching and learning in numeracy and writing. * provide and receive feedback around curriculum, instruction and assessment through the coaching model and reflect on this as part of the P&D process. <p>School leaders will:</p> <ul style="list-style-type: none"> * be reflective leaders, identify and monitor the successes and challenges of working with their teams/staff and share this as part of the meeting schedule and performance and development process. * facilitate the active participation of staff through implementing strategies and protocols that encourage the sharing of reflective feedback to improve teacher practice. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLTs develop a purpose statement for their team and the protocols that frame how they can work effectively together throughout the year.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Maintain Student Assessment Continuums (SACs) to track student growth in reading, writing and number.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop ILIPs/target students at risk and supporting 12 months growth (in 12 months) for all students	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
As PLTs, moderate student data against the standards and use this to modify planning documents and teaching strategies to differentiate according to identified trends and individual needs.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$28,272.00 <input type="checkbox"/> Equity funding will be used
Further development of PLT and Learning Area Leaders and the leadership capacity of staff through: * targetted professional learning through BASTOW, Leadership Days each term, partnership with Williamstown North PS. * leadership meetings (scenarios, professional reading, regular meetings - leadership/ICT/science/literacy/numeracy) * learning walks - using these to evaluate the effectiveness and impact of the AIP priorities of GANAG, literacy and numeracy	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$42,080.00 <input type="checkbox"/> Equity funding will be used
Participation in the DET Professional Learning Communities (PLC) program.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Moonee Ponds Primary School (3987)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning for Victorian Curriculum for staff (from DET).	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>Numeracy leader to support PLTs in for the planning, teaching, assessing and documenting of the numeracy, reading and writing curriculum: * coaching timetable developed with teachers (Numeracy Leader (3hrs per week) and numeracy consultant (20 days) * timetable to support numeracy leader working with teams as part of planning week for each term</p>	KLA Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Numeracy Consultant	<input checked="" type="checkbox"/> On-site
<p>Literacy leader to support PLTs in improving the planning, teaching, assessing and documenting of the writing curriculum. * coaching timetable developed with teachers (3 hrs per week) * timetable to support literacy leader working with teams as part of planning week for each term</p>	KLA Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Reading coach to support PLTs in improving the planning, teaching, assessing and documenting of the reading curriculum. * coaching timetable developed with teachers (3 hrs per week): focus implementing a consistent/rigorous reading block structure and assessment schedule.</p>	KLA Leader	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Further teacher professional learning with Professor Jane Pollock on the GANAG Instructional Model, high yield strategies</p>	Principal	<p>from: Term 1</p>	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site

and thinking skills with a focus on the role of the student in the learning. * introduction to GANAG focus sessions * intermediate GANAG focus sessions		to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection		Professor Jane Pollock	VSSEC - GANAG network venue
As PLTs, moderate student data against the standards and use this to modify planning documents and teaching strategies to differentiate according to identified trends and individual needs.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Numeracy Coach- Chris Botheras	<input checked="" type="checkbox"/> On-site
Further development of PLT and Learning Area Leaders and the leadership capacity of staff through: * targetted professional learning through BASTOW, Leadership Days each term, partnership with Williamstown North PS. * leadership meetings (scenarios, professional reading, regular meetings - leadership/ICT/science/literacy/numeracy) * learning walks - using these to evaluate the effectiveness and impact of the AIP priorities of GANAG, literacy and numeracy	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Participation in the DET Professional Learning Communities (PLC) program.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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