2018 Annual Implementation Plan: for Improving Student Outcomes

The new Strategic Planning Online Tool (SPOT) is available to support schools to complete annual planning and monitoring online. For more information about SPOT please see here.

School name: University Park Primary School

School number: 4945   Based on School Strategic Plan: 2018-2021

Section 1: Document 2018 Goals and FISO High-impact Improvement Initiatives

Each section is designed to plan for and monitor the key improvement strategies, linked to the 12-month targets set by the school. These should align to the Goals and Targets set in your School Strategic Plan.

STRATEGIC PLAN GOAL	[**Drafting Note:** Insert here your school's first goal from the School Strategic Plan] Goal 1: To improve the learning growth and achievement of every student in literacy and numeracy with a particular focus on reading and writing.
STRATEGIC PLAN TARGETS	[**Drafting Note: Insert** the targets in your SSP related to this Goal, record them exactly as they are in the SSP] **By 2021:** **Top 2 NAPLAN Bands** ● 35% of Year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment ● 35% of Year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Writing assessment [2013 -2016 range 23.1%-36.1%]. ● 30% of Year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Numeracy assessment ● 25% of Year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment ● 25% of Year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Writing assessment ● 25% of Year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Numeracy assessment **NAPLAN RELATIVE GROWTH TARGETS** ● High relative growth for year 3 to 5 for reading, writing and numeracy to at or above 25% ● Low relative growth from Year 3 to 5 for reading and writing and numeracy to be below 20%. **TEACHER JUDGEMENTS** ● By the end of Semester 2, 30% of students in all levels to achieve above expected Victorian Curriculum levels (A and B) in Reading, 25% Writing and 25% Numeracy (Number) **STAFF OPINION SURVEY** ● Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of guaranteed and viable curriculum to be at or above 85% ● Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of teacher collaboration to be at or above 80% ● Staff Opinion Survey percentage endorsement (Whole School) for the indicator of staff trust in colleagues to be at or above 80% ● Staff Opinion Survey percentage endorsement (Principal/teacher) for the indicator of collective efficacy to be at or above 75%
12 MONTH TARGETS	[**Drafting Note:** Record the 12 month targets (milestones of the 4 year targets) that the school aims to achieve in 2018 for this Goal. The measures of progress should be a breakdown of the 4 year targets, and may be supplemented with other school-generated data that will indicate progress if required (e.g. On Demand data)] NAPLAN Year 3: ● 25% of Year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Reading assessment [2013 -2016 range 20%-41.6%]. ● 25% of Year 3 students to achieve results in BANDS 5 and 6 for the NAPLAN Writing assessment [2013 -2016 range 23.1%-36.1%]. Year 5: ● 20% of Year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Reading assessment [2013 -2016 range 16.6%-41.4%]. ● 20% of Year 5 students to achieve results in BANDS 7 and 8 for the NAPLAN Writing assessment [2013 -2016 range 6.5%-23.3%]. ● 100% of students in Years 3 and 5 to be at or above National Minimum standard in Reading, Writing and Numeracy. ● High relative growth for year 3 to 5 for reading, writing and numeracy to at or above 25% ● Low relative growth from Year 3 to 5 for reading and writing to be below 20% and numeracy to be below 25%. **Teacher judgement:**

	● By the end of Semester 2, 25% of students in Yr 3 to achieve results at Level A and B teacher judgement data in reading, 20% Writing and 20% Numeracy (Number) ● By the end of Semester 2, 25% of students in Yr 5 to achieve above expected Victorian Curriculum levels (A and B) in reading, 20% Writing and 25% Numeracy (Number) **Staff Opinion Survey:** ● percentage endorsement (Principal/teacher) for the indicator of guaranteed and viable curriculum to be at or above 75% (2016 82.9 %) ● percentage endorsement (Principal/teacher) for the indicator of teacher collaboration to be at or above 75% (2016 79.8%) ● percentage endorsement (Principal/teacher) for the indicator of staff trust in colleagues to be at or above 75% (2016 81.3%) ● percentage endorsement (Principal/teacher) for the indicator of collective efficacy to be at or above 75% (2016 75.5%) **Students Attitudes to Schools Survey:** ● The mean factor score for Learning Confidence to be above State level (Years 4, 5 & 6). (2017 89%) (Mean factor score TBA) ● The mean factor score for teacher concern to be above State level (Years 4, 5 & 6). (2017 84%) (Mean factor score TBA) ● The mean factor score for self regulation and goal setting to be above State level (Years 4, 5 & 6). (2017 94%) (Mean factor score TBA)
FISO IMPROVEMENT INITIATIVE	[**Drafting Note:** Record the FISO High-impact Improvement Initiative that will be used to enact this target. The FISO High-impact Improvement Initiatives are listed here] ● Building practice excellence ● Curriculum planning and assessment
FISO IMPROVEMENT INITIATIVE RATIONALE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention: Student Achievement ● The continued improvement of literacy and numeracy outcomes across the school. ● The development of a whole school approach to literacy (reading, writing) including documented curriculum, assessment and instructional practices. This would include quality and consistent professional learning. ● The further development of the school as a Professional Learning Community (PLC), and the continued building of professional learning teams (PLT's) that build teacher collaboration, data literacy skills so that teachers are skilled to use data and evidence to inform learning. ● Building instructional and shared leadership across the school ● A focus on student attendance and punctuality Rationale: If there are shared curriculum, instruction and assessment practices, together with instructional leadership and collaborative teacher practices, then collective efficacy will be built and student learning outcomes will improve. With a shared focus on attendance and punctuality, expectations will be more consistent and engagement potential and outcomes will be enhanced.

Key Improvement Strategy 1	[**Drafting Note**: record here the KIS from the SSP related to this goal] Build UPPS as a Professional Learning Community (PLC).
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here] ● Build staff collective capacity/efficacy in teaching practice and data analysis. ● Embed awareness for and of accountability to ensure collective responsibility for collaborative processes. ● Promote and provide Professional Learning aligned with KIS in a timely manner.
Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…] ● Students will be exposed to more explicit teaching practices. ● Teachers will be more collaborative when planning. ● Teachers will share Professional Learning within teams and whole school. ● Teachers will be more proficient in data analysis. ● Teachers will discuss data with more competence and confidence. ● Teachers (and teams) will share attendance strategies. ● School leaders will continue to offer/provide relevant Professional Learning in a timely manner. ● School Leaders will provide resources to ensure support for staff in a timely manner. ● Team Leaders will be well prepared to lead the individuals within their teams.

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	MONITORING	
						Budget

					Progress Status	Evidence	YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	📵 📵 📵	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					📵 📵 📵	12 months:	
Staff will: ● share knowledge/expertise/understanding with all staff members ● share best practice strategies from PL attended ● share successful classroom and team strategies in relation to attendance and/or punctuality ● participate in Coaching PL, where applicable ● be coached, where applicable ● coach, where applicable	All staff Team Leaders/ SIT Relevant Staff	Yes Yes Yes	Ongoing - As per UPPS PP& Meeting Grid	12000 (E)	📵 📵 📵	6 months:	
					📵 📵 📵	12 months:	
Staff Professional Learning will be: ● differentiated ● needs based ● equitable ● purposeful and ● Outsourced (where necessary as per PiL Cross-School PL and DET/SWVR priorities)	SIT TL's Teaching Staff ES Andrell	Yes	Ongoing - As per UPPS PP& Meeting Grid and PiL PL (dates TBC)	15000 (E)	📵 📵 📵	6 months:	
					📵 📵 📵	12 months:	
Peer observations will be: ● needs based ● goal oriented ● purposeful ● collaborative and ● shared (optional team release/class swap) PLC support will be: ● timetabled/scheduled ● teacher directed ● student focussed and ● capacity building Feedback will be: ● Formal/informal ● Timely	Teachers/ES Teams Daily Organiser	Yes	Once per Term (dependent on the needs of staff and students) Weekly/Fortnightly As applicable		📵 📵 📵	6 months:	
					📵 📵 📵	12 months:	
Parent Professional Learning provided by select UPPS staff to : ● support Early Years staff in the classroom This initiative: ● requires recruitment - staff and parents ● is guided by a documented framework ● requires parent induction (by UPPS staff) ● promotes positive relationships and ● promotes curriculum awareness and understanding	Staff Volunteers Leadership/SIT Literacy/ Numeracy Learning Leaders	Yes	Literacy Term 1 Ongoing Numeracy TBA		📵 📵 📵	6 months:	
					📵 📵 📵	12 months:	
Staff will participate in Professional Learning walks specific to area of need/focus	All teaching staff		Once a term		📵 📵 📵	6 months:	

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	Progress Status	Evidence	Budget YTD
					🚫🚫🚫	12 months:	
Staff/Teams will share resources/documents via a Team Drive on Google	ICT Learning Leader All Staff		Term 1 Ongoing		🚫🚫🚫	6 months:	
					🚫🚫🚫	12 months:	
UPPS will improve the school Library by: ● allocating select staff to a Library role ● implementing a whole school Library program ● training relevant staff in the role of Librarian and ● enhancing the physical environment ● including lunchtime programs ● incorporate STEM, where/when applicable to do so	Relevant ES staff Leadership Literacy Learning Leaders Daily Organiser		Term 1 Semester 2 Ongoing	12500 (E)	🚫🚫🚫	6 months:	
					🚫🚫🚫	12 months:	

You may use multiples of the table below to document the KIS.

Key Improvement Strategy 2	[**Drafting Note**: record here the KIS from the SSP related to this goal] Develop, document and implement a whole school guaranteed and viable curriculum in Literacy (reading, writing, speaking & listening).
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here] ● Ensure relevant staff attend DET Literacy and Numeracy Professional Learning (PL). ● Provide opportunities for upskilled staff to present PL to teams and whole school, as appropriate to do so. ● Develop a whole school curriculum document re: givens in Literacy and Numeracy. ● Build staff consistency of practice in Literacy and Numeracy. ● Provide students with Learning Continuums in Literacy and Numeracy.
Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…] ● Students will know the next steps in their learning for Literacy and Numeracy. ● Student outcomes will improve for Literacy and Numeracy. ● Teacher Judgements will be more accurate. ● School Leaders/Team Leaders will ensure that the Learning Continuums, Scope and Sequence and Planning documents align. ● Differentiated practices will be evident in planning documents and in the classroom. ● Teachers will have enhanced capacity to deliver best practice.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?]	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	🚫🚫🚫	6 months [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					🚫🚫🚫	12 months:	
For Writing consistency and improvement: ● continue to implement the Big write/VCOP approach to Writing ● develop and implement Common Assessment Practices ● monitor the implementation of the writing scope and sequence (in line with Big Write expectations) ● maintain and update the Big Write Givens, as applicable	Literacy Learning Leader(s) SIT/TLs Teaching staff	Yes	Curriculum Day - 30th Jan 2018 Ongoing Ongoing	7000.00	🚫🚫🚫	6 months:	
					🚫🚫🚫	12 months:	
For Literacy consistency in teaching and practice:				10000.00	🚫🚫🚫	6 months:	

	Who	PL Priority	When	Budget	Status	Progress
• update the Spelling Scope and Sequence (incorporating VCOP) • ensure consistent implementation • participate in Professional Learning • provide Professional Learning	Literacy Learning Leaders TLs Teachers Relevant staff		Introduce to staff Semester 1 Monitor throughout the year		🚫 🚫 🚫	12 months:
For Reading consistency in teaching and practice: • investigate the Reading practice at UPPS • consider Network practices in Reading • consider DET best practice in Reading • refine the structure of the UPPS Reading hour • develop/document a Reading Hour Flowchart • ensure teams have access to relevant DET guidelines and/or advice with regard to Literacy • investigate/revise/evaluate existing PRA strategies	Literacy Learning Leaders Speech Consultant TLs Teachers	Yes	Term 1		🚫 🚫 🚫	6 months:
			Ongoing		🚫 🚫 🚫	12 months:
UPPS will integrate further ICT practices by: • developing and documenting a Digital Technology Integration Support Guideline • extending the 1:1 iPad Program	ICT Learning Leader Relevant Teams and/or TLs		Foundation - 2 Grade 3/4 Term 1	32673.96 (E)	🚫 🚫 🚫	6 months:
					🚫 🚫 🚫	12 months:
For improved practice consistency and efficacy: • develop and document a Speaking and Listening Scope and Sequence incorporating: ○ Common Assessment Tasks ○ strategies for practice • investigate Network school practices	Literacy Coordinator/s TL Teachers	Yes	Sem 2	4000.00	🚫 🚫 🚫	6 months:
					🚫 🚫 🚫	12 months:
UPPS will integrate STEM by: • providing Professional Learning • upgrading and/or purchasing resources and storage • upgrading the existing physical environment • embedding an Inquiry Philosophy	STEM Learning Leader ICT Learning Leader All staff Leadership All staff	Yes	Ongoing - as required dependent on grant success and budget Ongoing	4200.00 (E)	🚫 🚫 🚫	6 months:
					🚫 🚫 🚫	12 months:

Key Improvement Strategy 3	[**Drafting Note**: record here the KIS from the SSP related to this goal] Build the curriculum, instruction and assessment practices of every teacher.
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here] • Ensure relevant staff attend DET Literacy and Numeracy Professional Learning (PL). • Provide opportunities for upskilled staff to present PL to teams and whole school, as appropriate to do so. • Ensure assessment strategies are included in whole school curriculum documents re: Literacy and Numeracy. • Build staff consistency of practice in assessment of, for and as re: Literacy and Numeracy. • Provide students with Proficiency Scales re: Literacy and Numeracy instruction and practice.

Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…]
	● Students will know the expectations and the success criteria re: their learning for Literacy and Numeracy.
	● Student outcomes will improve for Literacy and Numeracy.
	● Teacher Judgements will be more accurate.
	● School Leaders/Team Leaders will ensure that the assessment practices/schedule aligns with whole school documentation.
	● Differentiated practices will be evident in assessment documents and practices.
	● Teachers will have enhanced capacity to assess students accurately.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?]	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		6 months [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
						12 months:	
For teachers to: ● include assessment as part of scope and sequence documents (as for KIS 1) for Literacy and Numeracy ● update existing documents ● consider PiL PL when reviewing/evaluating documents	Literacy/Numeracy Learning Leaders TLs PLTs Teaching staff		In planning Ongoing	2000.00		6 months:	
						12 months:	
UPPS will update Essential Learnings for Numeracy, aligned with the Victorian Curriculum Framework and integrate them into Team Planning Documents	Numeracy Learning Leader in consultation with Numeracy Consultant and Teaching staff		Term 1	36000.00 (E)		6 months:	
						12 months:	
For Teaching staff to: ● evaluate, develop and document Common Assessment Tasks for Numeracy ● moderate Common Assessment Tasks ● share resources/practices via a Team Drive on Google	Teaching Staff Numeracy Consultant PLTs Teams ICT Learning Leader		Ongoing Each Term Term 1 Ongoing			6 months:	
						12 months:	
For Teachers to participate in Professional Learning (as for KIS 1 and 2)	Teaching Staff	Yes	As applicable Ongoing	As above		6 months:	
						12 months:	
Teachers will participate in moderation within and/or across year levels	Teaching Staff Numeracy/Speech Consultants Learning Leaders		Each Term			6 months:	
						12 months:	

Goal 2

The table below is designed to plan for and monitor each Goal of the SSP. There will be multiples of this section, depending on how many KIS are to be delivered in 2018. Be mindful to focus your efforts and not set out to complete too many strategies.
Monitoring Please note: In Progress status section 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 slightly behind schedule but remediation strategies are in place to get back on schedule and 🟢 on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL 2	[**Drafting Note:** Insert here your school's second goal from the School Strategic Plan] To improve the engagement of every student by building student voice and agency in their learning.
STRATEGIC PLAN TARGETS	[**Drafting Note:** Record the targets in your SSP related to this Goal] **Student absence rates (Supplementary School Report)** ● To increase the percentage of students with less than 10 days absence per year in all year levels. ● The average *unapproved* absence days for Prep, Grade 1 and Grade 2 to be below 5.0 days. ● The average *unapproved* absence days for Grade 3, Grade 4, Grade 5 and Grade 6 to be below 3.0 days. **STUDENT ATTITUDES TO SCHOOLS SURVEY (SASS)** ● The mean factor score for student voice and agency to be above State level (Years 4, 5 & 6). ● The mean factor score for school connectedness to be above State level (Years 4, 5 & 6). ● The mean factor score for sense of inclusion to be above State level (Years 4, 5 & 6). **STAFF OPINION SURVEY** ● Staff Opinion Survey percentage endorsement (Whole School) for the collective focus on student learning to be at or above 85% ● Staff Opinion Survey percentage endorsement (Whole School) for parent and community involvement to be at or above 75% ● Staff Opinion Survey percentage endorsement (Whole School) for academic emphasis to be at or above 80%
12 MONTH TARGETS	[**Drafting Note:** Record the 12 month targets (milestones of the 4 year targets) that the school aims to achieve in 2018 for this Goal. The measures of progress should be a breakdown of the 4 year targets, and may be supplemented with other school-generated data that will indicate progress if required (e.g. On Demand data)] **Student absence rates –** set appropriate targets based on the 2017 data. **STUDENT ATTITUDES TO SCHOOLS SURVEY (SASS)** ● The mean factor score for student voice and agency to be above State level (Years 4, 5 & 6). (2017 83%) (Mean factor score TBA) ● The mean factor score for school connectedness to be above State level (Years 4, 5 & 6). (2017 83%) (Mean factor score TBA) ● The mean factor score for sense of inclusion to be above State level (Years 4, 5 & 6). (2017 95%) (Mean factor score TBA) **STAFF OPINION SURVEY** ● Staff Opinion Survey percentage endorsement (Principal/teacher) for the collective focus on student learning to be at or above 75% (2016 88.4%) ● Staff Opinion Survey percentage endorsement (Principal/teacher) for parent and community involvement to be at or above 75% (2016 74.9%) ● Staff Opinion Survey percentage endorsement (Principal/teacher) for academic emphasis to be at or above 75% (2016 72.5%)
FISO IMPROVEMENT INITIATIVE	[**Drafting Note:** Record the FISO High-impact Improvement Initiative that will be used to enact this target. The FISO High-impact Improvement Initiatives are listed here] Empowering students and building school pride
FISO IMPROVEMENT INITIATIVE RATIONALE	Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention: Student Engagement ● The continued professional learning and implementation of the visible learning approach, student goal-setting and building voice and agency in learning. ● The continued explicit implementation of the HITS.

	Rationale:
	If student voice and agency in their own learning is activated so that they act as partners in the learning process, then positive school experiences, attendance and student engagement and growth in learning will result.

Key Improvement Strategy 1	[**Drafting Note**: record here the KIS from the SSP related to this goal] Build high expectations for all with a whole school approach to challenging goals and effective feedback.
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here] ● Develop Learning Continuums to support student learning. ● Develop Proficiency Scales to support student learning and assessment. ● Provide consistent models of and for feedback for students and staff. ● Provide more PL for staff on developing Proficiency Scales, setting goals and providing/receiving feedback. ● Provide opportunities for student voice.
Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…] ● Students will give and receive feedback more readily and regularly. ● Students will develop and/or set their own goals more readily. ● Teachers will set goals with their students more regularly. ● Teachers and students will engage in more discussion re: goal setting, teaching and learning, and feedback. ● Goals and Feedback will be visible.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?]	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	🔴 🟡 🟢	6 months [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					🔴 🟡 🟢	12 months:	
For Staff and students to work together to generate continuums of learning, documenting goals to achieve specific levels of learning by: ● developing and documenting proficiency scales in Literacy ● investigating schools already utilising Learning Continuums and/or Proficiency Scales ● working with PiL schools to consider and refine the proficiency scale development and documentation	SIT TLs Teachers Consultants Students (where applicable)	Yes	Sem 2 Ongoing	25,000.00 (E)	🔴 🟡 🟢	6 months:	
					🔴 🟡 🟢	12 months:	
For all staff to use a common language when providing feedback in all subject areas: ● red (reached) specifies what works well ● green (growth) specifies what requires attention ('even better if…')	All Staff		Ongoing		🔴 🟡 🟢	6 months:	
					🔴 🟡 🟢	12 months:	
For Staff to provide students with opportunities to participate in Sporting tournaments, eg: GaGa, Basketball, Volleyball, Bat Tennis, etc… ie: Staff Vs Students	Staff Students		Each Semester		🔴 🟡 🟢	6 months:	
					🔴 🟡 🟢	12 months:	
For Staff to recognise the achievements of students by:	Whole School Community		Term 1 Ongoing		🔴 🟡 🟢	6 months:	

● introducing more opportunities for awards ● consulting student focus groups ● incorporating STEM-related rewards eg: roller coaster kits, etc… ● considering the monitoring of award systems					🔴 🟡 🟢	12 months:
For UPPS staff to work with students in order to introduce a: ● Student Newspaper/Newsletter ● Student Radio Program to enhance student voice and participation	Staff Students		Term 1 Term 3		🔴 🟡 🟢	6 months:
					🔴 🟡 🟢	12 months:
For the UPPS staff and learning community to review the School Captaincy Policy.	Policy and Procedures Sub-Committee School Council Students Staff		Term 1		🔴 🟡 🟢	6 months:
					🔴 🟡 🟢	12 months:

Key Improvement Strategy 2	[**Drafting Note**: record here the KIS from the SSP related to this goal] Build the partnership with parents and the school community around supporting and improving student learning.
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here] ● Build parent/school partnerships. ● Provide opportunities for parent involvement. ● Ensure ongoing communication with the school community. ● Provide opportunities for parent voice.
Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…] ● Parents will access school-based communication tools to engage in their child's learning. ● Parents will be more involved in their child's learning. ● Parents will be involved in school events. ● Parents will be involved in student learning, where applicable. ● School Leaders will provide opportunities for parent involvement. ● Students will engage with their parents re: their learning.

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
					Progress Status	Evidence	Budget
							YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]		6 months [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
						12 months:	
For erelevant UPPS staff to: ● implement the use of the SeeSaw Application (Grades 3 - 6) for the ongoing collation of learning, linked to parent access. ● provide Staff PL ● raise parent awareness ● provide parent assistance	ICT Learning Leader (set up) All staff Parents	Yes	Term 1 (set up) Term 1 PL Term 2 Ongoing parent/staff support			6 months:	
						12 months:	
For UPPS to develop a parent helper curriculum model by: ● providing Parent PL re: Literacy support in classrooms as per KIS 1 ● recruiting parent volunteers ● inducting all parent volunteers ● providing assistance with Working With Children (WWC) registration ● monitoring the model in Early Years Classrooms	Leadership Literacy Learning Leader Staff Volunteers Administration Teaching staff Parents	Yes	Term 1 Ongoing Numeracy Term 3			6 months:	
						12 months:	
For UPPS to further develop the Multicultural Educational Aide (MEA) portfolio within the school by: ● providing opportunities for cultural inclusion ● advertising within the UPPS community ● employing an MEA specific to the school's demographical needs ● providing PL in a timely manner	Leadership		Term 1 Term 2	27,000 (E)		6 months:	
						12 months:	

For UPPS to engage the parent community by: • inviting Parents into the Stephanie Alexander Kitchen Garden Program (SAKGP) • inviting Parents to volunteer for Breakfast Club • enhancing communication with parents and the local community with regard to attendance and punctuality	Leadership Parents SAKG staff		Term 2/3	1000.00	🚫🚫🚫	6 months:
					🚫🚫🚫	12 months:

Section 2: Other FISO Dimensions (if required)

This section is for documenting any additional FISO dimensions that schools may be focusing on, in addition to the one or two chosen High-impact improvement initiatives.

Be mindful to focus your efforts and not set out to complete too many strategies.

Monitoring Please note: In Progress status section 🕊 🕊 🕊 respectively indicate: 🕊 not commenced or severely behind schedule, 🕊 slightly behind schedule but remediation strategies are in place to get back on schedule and 🕊 on schedule and/or completed. Delete dots as appropriate.]

STRATEGIC PLAN GOAL	[**Drafting Note:** Insert here your school's additional goal from the School Strategic Plan]
STRATEGIC PLAN TARGETS	[**Drafting Note:** Record the targets in your SSP related to this Goal]
12 MONTH TARGETS	[**Drafting Note:** Record the 12 month targets (milestones of the 4 year targets) that the school aims to achieve in 2018 for this Goal. The measures of progress should be a breakdown of the 4 year targets, and may be supplemented with other school-generated data that will indicate progress if required (e.g. On Demand data)]
FISO DIMENSION	[**Drafting Note:** Record the FISO Dimension that will be used to enact this target. The FISO Dimensions are listed here]
FISO DIMENSION RATIONALE	[**Drafting Note:** Explain why the school, following self-evaluation against the FISO Continua of Practice, rigorous data analysis, and in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make explicit reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention]
Key Improvement Strategy	[**Drafting Note**: record here the KIS from the SSP related to this goal]
Actions	[**Drafting Note**: record here the main actions the school will take to achieve the KIS. These Actions describe how the KIS is operationalised, and represent the prioritised and sequenced sub-strategies that, over the four years, will result in the successful implementation of the KIS. Specific programs should NOT be listed here]
Evidence of impact	[**Drafting Note**: What are the change in knowledge, skills and mindset expected for each group (e.g. students, teachers, middle leadership, school leaders etc) within the school? If these are the desired outcomes, how do the Activities and Milestones act as a catalyst to bring about these changes? Identify these for each group within the school for this Action, e.g. students will:… teachers will:…]

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		Budget
					Progress Status	Evidence	YTD
[**Drafting Note:** *What Activities and Milestones will be implemented, to bring about the desired changes in knowledge, skills and mindset for each group you have identified? Group by who will do them (e.g. teachers, Curriculum Coordinators, Principal etc).*]	[**Drafting Note** report here the group responsible e.g. teachers, Curriculum Coordinators, Principal etc]	[**Drafting Note** Is this a Professional Learning Priority for the school (yes/no)?]	[**Drafting Note** report here the timeframe for completion.]	[**Drafting Note** report here the budget you expect to use to implement this Activity and Milestone. Also Record if Equity funding will be used]	🕊 🕊 🕊	6 months [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in knowledge, skills and mindset and progress towards achievement of Activities and Milestones]	
					🕊 🕊 🕊	12 months:	
					🕊 🕊 🕊	6 months:	
					🕊 🕊 🕊	12 months:	
					🕊 🕊 🕊	6 months:	
					🕊 🕊 🕊	12 months:	
					🕊 🕊 🕊	6 months:	
					🕊 🕊 🕊	12 months:	

Section 3: Whole School Professional Learning and Development Plan

The Whole School Professional Learning and Development Plan outlines how the whole school will seek to learn together in pursuit of the Key Improvement Strategies set in the AIP. The plan supports principals in professional learning and development discussions, by providing a clear line of sight of professional learning to AIP goals/targets and KIS. Also refer to the resources on the Professional Practice Elements page, here.

Professional Learning Priorities	Who	When	Key Professional Learning Strategies (Choose up to 3)	Organisational Structure (Select)	Expertise Accessed	Where
[**Drafting note** Record the Activities and Milestones identified as Professional Learning Priorities for the school here and complete these additional fields. You may add rows to the table.] Guaranteed and viable curriculum: ● document Scope and Sequence in relevant curriculum areas ● develop proficiency scales ● consistent curriculum, instruction and assessment practices	Teaching staff	When applicable Following relevant PL Ongoing	x Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action research team x Collaborative curriculum development ☐ Peer observation including feedback and reflection x Formalised PLC/PLTs	☐ Whole School Student Free Day ☐ Professional Practice Day x School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day ☐ Network Professional Learning x Community of Practice x PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise x PLC Initiative ☐ Teaching Partners ☐ Leadership Partners x School Improvement Partnerships x Internal Staff ☐ Subject Association ☐ Bastow program/course ☐ External Consultants (please add details below)	x On-site x Off-site (please describe) Both arrangements, given that some PL aligned with these priorities involve more than our school ie: PIL initiative
Goal setting and feedback: Staff and students will generate continuums of learning, documenting goals to achieve specific levels of learning by: ● developing and documenting proficiency scales in Literacy ● investigating schools already utilising Learning Continuums and/or Proficiency Scales ● working with PiL schools to consider and refine the proficiency scale development and documentation	Teaching staff Leadership All UPPS staff KPS & MPS	Following relevant PL Each term	x Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team x Collaborative curriculum development ☐ Peer observation including feedback and reflection ☐Formalised PLC/PLTs	x Whole School Student Free Day ☐ Professional Practice Day x School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day ☐ Network Professional Learning ☐ Community of Practice x PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise ☐ PLC Initiative ☐ Teaching Partners ☐ Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course ☐ External Consultants (please add details below)	x On-site x Off-site (please describe) Both arrangements, given that some PL aligned with these priorities involve more than our school ie: PIL initiative
Growth Coaching: ● participate in Coaching PL, where applicable ● be coached, where applicable ● coach, where applicable	Relevant staff/TLs Teaching staff Relevant staff/TLs	As per Network PL Schedule As per Professional Practice Grid As per Professional Practice Grid	☐ Collaborative planning ☐ Collaborative preparation ☐ Collaborative design of formative assessments ☐ Moderated assessment of student learning ☐ Collaborative inquiry/Action Research team ☐ Collaborative curriculum development x Peer observation including feedback and reflection xFormalised PLC/PLTs	☐ Whole School Student Free Day ☐ Professional Practice Day x School-based formal meeting/School-based Professional Learning Sessions ☐ Timetabled Planning day x Network Professional Learning x Community of Practice x PLC/PLT Meeting	☐ SEIL and Regional Support Staff ☐ VCAA ☐ Primary Mathematics and Science Specialists ☐ Literacy expertise ☐ PLC Initiative x Teaching Partners x Leadership Partners ☐ School Improvement Partnerships ☐ Internal Staff ☐ Subject Association ☐ Bastow program/course x External Consultants (please add details below) Di Henning - Growth Coaching International	x On-site x Off-site (please describe) Both arrangements, given that some PL aligned with these priorities involve more than our school ie: Network PL/Initiative

Section 4: School Self-Evaluation

For the six FISO Improvement Initiatives and any additional Dimensions your school has focussed on in your AIP, complete a self-evaluation against the FISO Continua of Practice and provide documentary evidence to support your selection of proficiency level status.

Include a discussion of your progress towards goals and targets, based on a rigorous self-evaluation of a range of data. You can find the FISO Continua of Practice here **http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx** . **This can also be easily completed in SPOT.**

Schools undergoing review in 2018 will need to complete a self-evaluation against all 16 dimensions of the FISO Continua of Practice and provide evidentiary documentation to support this.

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum proficiency status (Emerging, Evolving, Embedding, Excelling)	Evidence and analysis [Drafting Note School self-evaluation section enables schools to continuously collect, monitor and analyse school data about school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The School self-evaluation against the Continua of Practice should be completed as data becomes available]
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals and targets.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps: