

2018 Annual Implementation Plan

for improving student outcomes

Carranballac P-9 College (5486)



Submitted for review by Lesley Hall (School Principal) on 21 December, 2017 at 05:16 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 14 February, 2018 at 02:29 PM

Endorsed by Matthew Nielsen (School Council President) on 21 February, 2018 at 03:48 PM

Self-evaluation Summary - 2018

Carranballac P-9 College (5486)

	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 moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	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	Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	The college has established a professional leadership culture that is strongly positioned to progress the other elements of FISO further. Community engagement has been identified both within the reflection tool and the Peer Review as a focus for action. Excellence in Teaching and Learning continues to be an area for growth. Positive Climate for Learning needs to be a priority focus area.
Considerations for 2019	The Peer Review undertaken in 2017 clearly identified the following priority areas: - strengthening teaching practice particularly in the areas of Maths , Science and English - College/ Community communication
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Carranballac P-9 College (5486)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To improve student learning outcomes in English, Maths and Science.</p>	<p>1. To increase students assessed in the top two bands according to teacher judgements for Science by 20% Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8</p> <p>2. The School Performance Report shows the growth by at least one level for Reading and Numeracy and there is high growth in NAPLAN writing to 21% between Years 3 and 5, 24% between Years 5 and 7 and 22% between Years 7 and 9.</p> <p>3. Teacher judgements demonstrate an increased number of students (to 25%) assessed above expected standard. As verified by NAPLAN, Fountas and Pinnell and Essential Assessment post-tests.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Improve number of students assessed in the top two bands for science to 5% in each year level. (Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8)</p> <p>The school performance report shows an improving trend in NAPLAN data Top Two Bands Year 3 Reading from 26% to 28% Numeracy from 24% to 27% Year 5 Reading from 19% to 21% Numeracy from 22% to 25% Year 7 Reading from 17% to 19% Numeracy from 26% to 29% Year 9 Reading from 11% to 13%</p>	<p>Curriculum planning and assessment</p>

			<p>Numeracy from 12% to 15%</p> <p>Improve the number of students assessed as above level by Teacher judgments to 5% (Currently below 1%) as confirmed by teacher moderation Fountas and Pinnell and Essential assessments</p>	
<p>To improve student and community engagement and student wellbeing across the college.</p>	<p>1. Student Voice and Agency element of the AtoSS to be at or above the state-wide average for Year 4-6 and 7-9 by the end of the SSP period.</p> <p>2. Student Voice and Agency element of the POS moves from the 1st quartile to the second quartile.</p> <p>3. The parent engagement element of the POS to be at or above state-wide average by the end of the SSP period.</p>	<p>Yes</p>	<p>1. Attitude to Schools Survey to show a improvement across all year levels for Student Voice and Agency from in years 4-6 from 60% to 65% and Years 7-9 from 43% to 48%</p> <p>2. The Parent Opinion Survey shows an improvement from average of 24% to 26% for Student Voice and Agency</p> <p>2. The Parent Opinion Survey shows improvement in the General School Satisfaction element from average of 20% to 22%</p>	<p>Building communities</p>

Improvement Initiatives Rationale

In response to the data resulting from the school review and the goals identified, we will be establishing targets to progress towards the achievement of the goals over the period of the Strategic Plan 2017-2021.

The college will establish baseline data for English, Mathematics and Science; with regard to students in the top 2 bands and establish an expectation to identify and extend students who are capable of achieving at that level.

A particular focus will be placed upon student engagement, wellbeing and safety.

Goal 1	To improve student learning outcomes in English, Maths and Science.
12 month target 1.1	<p>Improve number of students assessed in the top two bands for science to 5% in each year level. (Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8)</p> <p>The school performance report shows an improving trend in NAPLAN data</p> <p>Top Two Bands</p> <p>Year 3 Reading from 26% to 28% Numeracy from 24% to 27%</p> <p>Year 5 Reading from 19% to 21% Numeracy from 22% to 25%</p> <p>Year 7 Reading from 17% to 19% Numeracy from 26% to 29%</p> <p>Year 9 Reading from 11% to 13% Numeracy from 12% to 15%</p> <p>Improve the number of students assessed as above level by Teacher judgments to 5% (Currently below 1%) as confirmed by teacher moderation Fountas and Pinnell and Essential assessments</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	

KIS 1	To develop and implement a Science, Technology, Engineering and Mathematics (STEM) strategy across the college.
KIS 2	To Implement a consistent Pedagogical approach to the delivery of Literacy and Numeracy.
KIS 3	To build whole school culture of accountability, reflection and feedback to plan, deliver and assess all students at their point of need, through the implementation of the college coaching program.

Goal 2	To improve student and community engagement and student wellbeing across the college.
12 month target 2.1	<p>1. Attitude to Schools Survey to show a improvement across all year levels for Student Voice and Agency from in years 4-6 from 60% to 65% and Years 7-9 from 43% to 48%</p> <p>2. The Parent Opinion Survey shows an improvement from average of 24% to 26% for Student Voice and Agency</p> <p>2. The Parent Opinion Survey shows improvement in the General School Satisfaction element from average of 20% to 22%</p>
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	To improve student engagement in their learning by developing and embedding student voice and agency in the culture of the college.
KIS 2	To fully implement School Wide Positive Behaviour across the college.
KIS 3	To build a culture that seeks to inform, invites participation and embraces feedback.

Define Evidence of Impact and Activities and Milestones - 2018

Carranballac P-9 College (5486)

Goal 1	To improve student learning outcomes in English, Maths and Science.
12 month target 1.1	<p>Improve number of students assessed in the top two bands for science to 5% in each year level. (Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8)</p> <p>The school performance report shows an improving trend in NAPLAN data</p> <p>Top Two Bands</p> <p>Year 3 Reading from 26% to 28% Numeracy from 24% to 27%</p> <p>Year 5 Reading from 19% to 21% Numeracy from 22% to 25%</p> <p>Year 7 Reading from 17% to 19% Numeracy from 26% to 29%</p> <p>Year 9 Reading from 11% to 13% Numeracy from 12% to 15%</p> <p>Improve the number of students assessed as above level by Teacher judgments to 5% (Currently below 1%) as confirmed by teacher moderation Fountas and Pinnell and Essential assessments</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	To develop and implement a Science, Technology, Engineering and Mathematics (STEM) strategy across the college.
Actions	<ol style="list-style-type: none"> 1. To audit VicCurric documentation to ensure that a sequential STEM program from Foundation to Year 9 is in place across the college. 2. That the College Primary and Secondary restructure is in place. This includes restructuring Primary classes to straight grades, methods based teachers delivering key curriculum in Years 7-9 and the movement from an early years /middle years model to a Primary/Secondary model whilst maintaining student connectivity with a significant classroom teacher. 3. Restructure of the PLTs within the college to include subject expertise in Science at all year levels. 4. Investigate appropriate standardised assessment models to support the assessment of students against the Science Continuum.

Evidence of impact	<p>1. PLTs and Science teachers 7-9 are planning together to deliver evidenced based teaching and learning that caters to the needs of all students.</p> <p>2. College curriculum based planning teams supported by college pedagogy coaches have recorded baseline data related to student performance in science and have identified students who can be supported to achieve results above expected standard.</p> <p>3. Teachers are moderating common assessment tasks to identify and record students who are achieving above expected standard.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Audit completed	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Restructure to Primary/Secondary Model	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PLT restructure to reflect to reflect STEM priority	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning outcomes in English, Maths and Science.
12 month target 1.1	<p>Improve number of students assessed in the top two bands for science to 5% in each year level. (Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8)</p> <p>The school performance report shows an improving trend in NAPLAN data</p> <p>Top Two Bands</p> <p>Year 3 Reading from 26% to 28% Numeracy from 24% to 27%</p> <p>Year 5 Reading from 19% to 21%</p>

	<p>Numeracy from 22% to 25% Year 7 Reading from 17% to 19% Numeracy from 26% to 29% Year 9 Reading from 11% to 13% Numeracy from 12% to 15%</p> <p>Improve the number of students assessed as above level by Teacher judgments to 5% (Currently below 1%) as confirmed by teacher moderation Fountas and Pinnell and Essential assessments</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	To Implement a consistent Pedagogical approach to the delivery of Literacy and Numeracy.			
Actions	<ol style="list-style-type: none"> 1. Employment of Literacy/ Numeracy Consultant with a focus on the implementation of H.I.T.S 2 School based pedagogy coaches in place to support the delivery of English, Mathematics and Science. 3. Engage professionally with Teaching Partners to support the delivery of Reading in the Primary Years. 4. Restructure of the PLTs within the college to include subject expertise in Literacy at all year levels 			
Evidence of impact	<ol style="list-style-type: none"> 1. Staff implementing HITS across all areas of curriculum as identified by the consultant, pedagogy coaches and Instructional Walks. 2. Consistency of implementation of the literacy model. 3. Teacher judgments as supported by Fountas and Pinnell and moderated common assessment tasks show an increase in the number of students assessed above expected standard. 4. PLT minutes show evidence of teams moderating work, planning for differentiation and 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Employment of Consultant	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Pedagogy coaches across the college	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$320,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-------------------------------------	------------------------	---	----------------------------	---

Goal 1	To improve student learning outcomes in English, Maths and Science.
12 month target 1.1	<p>Improve number of students assessed in the top two bands for science to 5% in each year level. (Current: Foundation - 0, Year 1 - 0, Year 2 - 2, Year 3- 1.4, Year 4 - 0.6, Year 5 - 0, Year 6 - 2, Year 7 - 0, Year 8 - 5, Year 9 - 0.8)</p> <p>The school performance report shows an improving trend in NAPLAN data</p> <p>Top Two Bands</p> <p>Year 3 Reading from 26% to 28% Numeracy from 24% to 27%</p> <p>Year 5 Reading from 19% to 21% Numeracy from 22% to 25%</p> <p>Year 7 Reading from 17% to 19% Numeracy from 26% to 29%</p> <p>Year 9 Reading from 11% to 13% Numeracy from 12% to 15%</p> <p>Improve the number of students assessed as above level by Teacher judgments to 5% (Currently below 1%) as confirmed by teacher moderation Fountas and Pinnell and Essential assessments</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 3	To build whole school culture of accountability, reflection and feedback to plan, deliver and assess all students at their point of need, through the implementation of the college coaching program.
Actions	<p>1. PLT agenda focus on data analysis and moderation as demonstrated through established meeting protocols, minutes and planning documents.</p> <p>2. Professional Learning to support Team leaders to drive data analysis, moderation and maintain meeting structures.</p>

Evidence of impact	1. PLT agenda and minutes reflect consistency in structure, moderation and data analysis. 2. Professional learning has been delivered to Team Leaders in order to facilitate PLT effectiveness to achieve a 5% increase in students represented in the top 2 bands.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PLT agenda and minutes pro forma developed	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PD for team leaders	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student and community engagement and student wellbeing across the college.
12 month target 2.1	1. Attitude to Schools Survey to show an improvement across all year levels for Student Voice and Agency from in years 4-6 from 60% to 65% and Years 7-9 from 43% to 48% 2. The Parent Opinion Survey shows an improvement from average of 24% to 26% for Student Voice and Agency 2. The Parent Opinion Survey shows improvement in the General School Satisfaction element from average of 20% to 22%
FISO Initiative	Building communities
Key Improvement Strategy 1	To improve student engagement in their learning by developing and embedding student voice and agency in the culture of the college.
Actions	1. Strengthen the role of student leaders in the college 2. Strengthen student feedback capabilities across the college

Evidence of impact	1. AtoSS data demonstrates improved connection to school. 2. AtoSS and POS data demonstrate improved student safety			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student leadership meetings held regularly	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Regular year level meetings held	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student and community engagement and student wellbeing across the college.
12 month target 2.1	1. Attitude to Schools Survey to show a improvement across all year levels for Student Voice and Agency from in years 4-6 from 60% to 65% and Years 7-9 from 43% to 48% 2. The Parent Opinion Survey shows an improvement from average of 24% to 26% for Student Voice and Agency 2. The Parent Opinion Survey shows improvement in the General School Satisfaction element from average of 20% to 22%
FISO Initiative	Building communities
Key Improvement Strategy 2	To fully implement School Wide Positive Behaviour across the college.
Actions	1. Implement SWPB action plan
Evidence of impact	SWPB matrix has been implemented resulting in an improvement in AtoSS and POS data linked to school safety and connectedness.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SWPB matrix has been implemented	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Compass data has been analysed	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student and community engagement and student wellbeing across the college.
12 month target 2.1	<p>1. Attitude to Schools Survey to show a improvement across all year levels for Student Voice and Agency from in years 4-6 from 60% to 65% and Years 7-9 from 43% to 48%</p> <p>2. The Parent Opinion Survey shows an improvement from average of 24% to 26% for Student Voice and Agency</p> <p>2. The Parent Opinion Survey shows improvement in the General School Satisfaction element from average of 20% to 22%</p>
FISO Initiative	Building communities
Key Improvement Strategy 3	To build a culture that seeks to inform, invites participation and embraces feedback.
Actions	<p>1. Continue to expand communicatiou links between the college and its community through Compass, Newsletters and other platforms including digital.</p> <p>2. Continue to provide parent forums via the Parents and Friends Association, curriculum events, community events and Student Learning Conferences.</p>
Evidence of impact	<p>1. Parent engagement element of the POS shows improvement.</p> <p>2. Increased participation in Parent/school conversations and feedback opportunities.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Continue to employ communications consultant	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum information evenings held	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Parent forums run	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Carranballac P-9 College (5486)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employment of Consultant	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Andrea Hillbrick - Applying HITS across the curriculum	<input checked="" type="checkbox"/> On-site

Pedagogy coaches across the college	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Andrea Hillbrick	<input checked="" type="checkbox"/> On-site
PLT agenda and minutes pro forma developed	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PD for team leaders	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPB matrix has been implemented	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

2018 Annual Implementation Plan

[SWVR 5486 Carranballac P 9 College Peer review Report \(Final\).docx \(1.82 MB\)](#)