

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: Footscray City Primary School

School number: 1912

Based on School Strategic Plan: 2017-2020

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	To develop creative, curious and reflective learners.
STRATEGIC PLAN TARGETS	<p>Attitudes to School By the end of the SSP period the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> • Stimulating Learning – 90% (2017 – 70%) • Student Voice and Agency – 90% (2017 – 65%) • Student Motivation and Interest – 90% (2017 – 84%) • Sense of Inclusion – 90% (2017 – 79%) • School Connectedness – 95% (2017 – 87%) <p>Parent Opinion Survey By the end of the SSP period the school will have attained and maintained the following targets:</p> <ol style="list-style-type: none"> 1. School Ethos and Environment <ul style="list-style-type: none"> • General Satisfaction – 90% and above (2017 – 92%) • School Pride and Confidence – 90% and above (2017 – 90%) 2. Student Cognitive Environment <ul style="list-style-type: none"> • Stimulating Learning Environment – 95% and above • Student Agency and Voice – 90% and above 3. Connectedness and Progression <ul style="list-style-type: none"> • School Connectedness – 95% and above <p>Student Achievement against the Victorian Curriculum Standards:</p> <ul style="list-style-type: none"> • Science - Increase the proportion of students by 33% achieving A and B from the 2016 benchmark. • Critical and Creative Thinking - Establish a benchmark figure based on the DET critical and creative thinking tasks and improve that each year of the SSP
12 MONTH TARGETS	<p>Attitudes to School By the end of 2018 the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> • Stimulating Learning – 77% • Student Voice and Agency – 74% • Student Motivation and Interest – 86% • Sense of Inclusion – 82% • School Connectedness – 89% <p>Parent Opinion Survey By the end of 2018 the school will have attained and maintained the following targets:</p> <ol style="list-style-type: none"> 4. School Ethos and Environment <ul style="list-style-type: none"> • General Satisfaction – 91% • School Pride and Confidence – 91% 5. Student Cognitive Environment <ul style="list-style-type: none"> • Stimulating Learning Environment – 91% • Student Agency and Voice – 83% 6. Connectedness and Progression <ul style="list-style-type: none"> • School Connectedness – 95% and above <p>Student Achievement against the Victorian Curriculum Standards:</p> <ul style="list-style-type: none"> • Science - Increase the proportion of students by 33% achieving A and B from the 2016 benchmark. • Critical and Creative Thinking - Establish a benchmark figure based on the DET critical and creative thinking tasks and improve that each year of the SSP
FISO IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> • Professional Leadership: Building Leadership Teams

FISO IMPROVEMENT INITIATIVE RATIONALE	<p>Self- Evaluation against the FISO Continua of Practice – <i>Evolving</i></p> <p>Leading professional learning:</p> <ul style="list-style-type: none"> · Excelling: Leadership team actively leads and participates in professional learning teams that continually challenge and improve each other’s practice · Excelling: Leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on student outcomes. · Embedding: Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school. <p>Leading improvement:</p> <ul style="list-style-type: none"> · Evolving: Leadership team develops a shared understanding of the implications of data for planning school improvement. · Evolving: Leadership team is building its depth of knowledge of the FISO initiatives and beginning to structure opportunities for staff to engage with these initiatives to facilitate whole school curriculum planning. · Embedding: Leadership roles match the identified priorities of the school. · Excelling: The school creates leadership opportunities for aspirant leaders who are identified for their teaching expertise as teachers, and expert subject knowledge. <p>Target for 2018: Embedding</p>
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Key Improvement Strategy 1	Develop a school mission, vision and set of school values and link these with collaborative practices around student learning.
Actions	<ul style="list-style-type: none"> • Leadership team to develop a plan to implement the development of a school vision, mission and set of values that reflect he FCPS community. • Reinforce the plan over the year by implementing the Activities below
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> • Students are conned to the vision, mission and school values, and understand each value through unpacking of vocabulary and associated behaviours <p>TEACHERS:</p> <ul style="list-style-type: none"> • Classroom practices, classroom agreements and culture are aligned to the school values, vision and mission. <p>LEADERS:</p> <ul style="list-style-type: none"> • The vision and values would underpin the school’s approaches to planning for future student learning within the Footscray Learning Precinct development. Strategies would align with the FISO dimensions of <i>Vision, values and culture</i> and <i>Global citizenship</i>.

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:	
Conduct ‘Future Search’ involving students, staff and the parent community, in order to develop a vision, mission and set of school values. To be completed in the following order: <ul style="list-style-type: none"> • Explanation of the Future Search plan – PLC – Whole Staff (Day 2 - Curriculum Day) • Future Search - Student input (Term 1, weeks 1-4) • Future Search – Parents and Community (Term 1, weeks 3-4) • Future Search – Staff input (Term 1, week 5) 	Leadership Team, alongside McREL 2017 attendees, team, through PLC and student and community workshops	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Embed School Values in classrooms by: <ul style="list-style-type: none"> • Classroom teachers and specialists teachers create classroom agreements based on school values • Create student art competition of for the design of a Logo for each School Value • As a whole school focus on one School Value for the week – to be unpacked on each Monday and referred to in student awards on Friday assemblies 	Leadership Team, alongside McREL 2017 attendees team	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
School vision, mission and values to be visually displayed in areas such as: <ul style="list-style-type: none"> • school website • foyer • in school documentation 	Leadership Team, alongside McREL 2017 attendees team	Yes	12 months	\$2000	● ● ●	6 months:	
					● ● ●	12 months:	

Key Improvement Strategy 2	Implement the new Integrated Scope and Sequence with a focus on student voice and taking action
Actions	<ul style="list-style-type: none"> Design and implement a revised Integrated Curriculum Planner term template Up-skill teachers in how to facilitate and promote the 'Taking Action' section of the Integrated Curriculum
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> Students will take more ownership of their own learning and be more self-directed in summative tasks to demonstrate learning within the Integrated Curriculum <p>TEACHERS:</p> <ul style="list-style-type: none"> Will be equipped to guide students in developing their own choices in summative tasks demonstrating understanding and through the 'taking action' section of their Integrated Curriculum Unit <p>LEADERS:</p> <ul style="list-style-type: none"> Building the Gradual release of responsibility (GRoR) approach will allow students to grow towards self-directed learning

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<ul style="list-style-type: none"> Engage teachers in Professional Learning focussed on developing choice in Summative Task Develop and implement a revised Integrated Planner term template, where students have input and choice into the Summative Task 	Leadership Team and Integrated Curriculum Leader	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Engage teachers in Professional Learning focussed on expanding on the 'Taking Action' section in the Integrated Curriculum	Leadership Team and Integrated Curriculum Leader	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Opportunities to connect with broader communities are identified and explored for each Integrated Curriculum Unit	Integrated Curriculum and Community Liaison Leader	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	

Key Improvement Strategy 3	Explore the use of digital technologies in order to build a rich, relevant, challenging and stimulating learning environment						
Actions	<ul style="list-style-type: none"> Implementation and purchase of iPads for teacher and classroom use Guide teachers in the optimal use of iPads as a tool in student learning, through professional development and consistent practices. 						
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> Will be challenged and stimulated through the creative use of purposeful technology to demonstrate thinking <p>TEACHERS:</p> <ul style="list-style-type: none"> Will be upskilled in optimal use of technology (iPads) in order to enhance student learning, through various professional learning opportunities Will follow Essential Learnings in Digital Technologies, in order to maintain a Guaranteed and Viable Curriculum in Digital Technologies <p>LEADERS:</p> <ul style="list-style-type: none"> Will monitor and evaluate the effectiveness of learning in digital technologies by referring to the recommendations from CITW with Technology text 						
ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING		
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						12 months:	
Purchase iPads for all classroom and specialists teachers , alongside making up the following classroom sets: <ul style="list-style-type: none"> Prep to 2: 1:4 iPad to student ratio Grade 3 to 6: 1:2 iPad to student ratio 	Business Manager and Leadership Team	No	Term 1	\$100,000		6 months:	
						12 months:	
Engage in the 2 week iPad Learning Experience – provided by Apple	Dwight Farrer and Assistant Principal	Yes	Term 1	\$0		6 months:	
						12 months:	
Develop a Learning Technologies Working Party	Leadership Team	Yes	By end of Term 1	\$0		6 months:	
						12 months:	
Develop Essential Learnings in Digital Technologies using: <ul style="list-style-type: none"> Victorian Curriculum – Digital Technologies Classroom Instruction That Works with Technology 	Learning Technologies Leader and Working Party	Yes	6 months	\$0		6 months:	
						12 months:	
Teachers to complete professional learning in the form of <ul style="list-style-type: none"> Apple Teacher Professional Learning Program iPad Professional Learning session: Using SeeSaw App to show evidence of HITS and evidence of student individual learning goals 	Learning Technologies Leader and Assistant Principal	Yes	12 months 6 months	\$0		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	To maximise student learning growth across the curriculum with a focus on Writing and Mathematics.																					
STRATEGIC PLAN TARGETS	<p>Priority Area #1 – Mathematics</p> <p>1. NAPLAN – Relative Growth Report By the end of the SSP period the school will attain the following targets:</p> <table border="1" data-bbox="557 432 1169 617"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>High growth</td> <td>25%</td> <td>56%</td> </tr> <tr> <td>Medium growth</td> <td>56%</td> <td>44%</td> </tr> </tbody> </table> <p>2. NAPLAN – Group Summary Report By the end of the SSP period the school will attain the following targets:</p> <ul style="list-style-type: none"> Each cohort of year 3 students will at least maintain the proportion of students in top two bands in year 5 and decrease the proportion of students in the bottom two bands by 50% by 2020. <p>3. Mathematics Online Interview By the end of the SSP period the school will attain the following targets:</p> <ul style="list-style-type: none"> 95% of students in year two will have completed Counting 95% of students in year 3 will have completed addition/subtraction and place value 95% of students in year 4 will have completed multiplication/division <p>Priority Area #2 – Writing</p> <p>1. NAPLAN – Relative Growth Report By the end of the SSP period the school will attain the following targets:</p> <table border="1" data-bbox="620 1190 1231 1436"> <thead> <tr> <th></th> <th>2017</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>High growth</td> <td>18%</td> <td>59%</td> </tr> <tr> <td>Medium growth</td> <td>67%</td> <td>40%</td> </tr> <tr> <td>Low growth</td> <td>15%</td> <td>1%</td> </tr> </tbody> </table> <p>2. NAPLAN – Group Summary Report By the end of the SSP period the school will attain the following targets:</p> <ul style="list-style-type: none"> Percentage of students in top two bands <p>3. Teacher Judgements against Victorian Curriculum Standards By the end of the SSP period the school will attain the following targets:</p> <ul style="list-style-type: none"> 75% of students in each year level achieve A & B standard 100% of students achieving A & B standard to maintain this each year That all students make a minimum of 12 months growth in 12 months in Writing for the life of the SSP 		2017	2020	High growth	25%	56%	Medium growth	56%	44%		2017	2020	High growth	18%	59%	Medium growth	67%	40%	Low growth	15%	1%
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	2017	2018																				

High growth	25%	35%
Medium growth	56%	52%

NAPLAN – Group Summary Report

By the end of 2018 the school will attain the following targets:

Each cohort of year 3 students will at least maintain the proportion of students in top two bands in year 5 and decrease the proportion of students in the bottom two bands by 17% by the end of 2018.

Mathematics Online Interview

By the end of 2018 the school will attain the following targets:

78% of students in year two will have completed Counting

78% of students in year 3 will have completed Addition/Subtraction and Place Value

78% of students in year 4 will have completed Multiplication/Division

Priority Area #2 – Writing

NAPLAN – Relative Growth Report

By the end of 2018 the school will attain the following targets:

	2017	2018
High growth	18%	32%
Medium growth	67%	58%
Low growth	15%	10%

NAPLAN – Group Summary Report

By the end of the 2018 period the school will attain the following targets:

Percentage of students in top two bands

Teacher Judgements against Victorian Curriculum Standards

By the end of 2018 the school will attain the following targets:

75% of students in each year level achieve A & B standard

100% of students achieving A & B standard to maintain this each year

That all students make a minimum of 12 months growth in 12 months in writing for the life of the SSP

FISO IMPROVEMENT INITIATIVE

Excellence in Teaching and Learning:
Building practice excellence
Curriculum, planning and assessment
Evidence based high impact teaching strategies

FISO IMPROVEMENT INITIATIVE RATIONALE

Self- Evaluation against the FISO Continua of Practice – Evolving

Building Practice Excellence:

School readiness and preparation:

- Evolving: The school has identified priority areas for focus aligned to the SSP and AIP.
- Embedding: The school is aware of students' needs and undertakes an audit of the current curriculum. It identifies strengths and weaknesses to inform revision of curriculum plan.
- Embedding: Professional learning regularly engages staff in conversations about curriculum, pedagogy and assessment and builds understanding of mandated curriculum.

Development and documentation of the school's curriculum plan:

- Evolving: A sequential curriculum plan is developed across each curriculum area, Year level, and the curriculum capabilities. It is trialled accordingly.
- Evolving: School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students are considered.
- Embedding: A professional learning community approach to whole-school curriculum planning is implemented to build the commitment, skills and capability of staff reflective of school priorities.

Using a holistic approach to curriculum, pedagogy, assessment and reporting:

- Evolving: Teachers are expected to personalise learning within the overall curriculum plan, using a range of identified strategies.
- Embedding: Integrated themes and topics provide an engaging learning context. Consideration has been given to time allocations, prioritisation of the curriculum.

Evidence of Monitoring and evaluating curriculum:

- Evolving: Principal involves all staff in the process of monitoring and reviewing the curriculum plan.
- Embedding: Teachers work in professional learning teams to monitor and evaluate the curriculum plan. Processes are established to monitor its effectiveness in meeting the student's learning goals and needs, based on a range of evidence.

Target for 2018 - Embedding:

Teachers make links between students' progress data and their own professional learning needs.

Teachers monitor the impact of teaching strategies on student learning, and adapt teaching to advance student progress.

Clearly defined vision and values that inform curriculum planning

- Consistent approach to documentation
- Whole school P-6 curriculum plan for all learning areas

	<ul style="list-style-type: none"> Working towards actively seeking student input into curriculum planning and assessment Whole school P-6 curriculum plan for all learning areas including assessment Continue to develop sense of order re. school resources Feedback from students on the curriculum program effectiveness <p>Curriculum, Planning and Assessment: Target for 2018: Embedding - To formalise our process around analysing formative and summative data</p> <p>Evidence Based High Impact Teaching Strategies: Target for 2018 - Embedding: - Connect learning from CITW Instructional Strategies to HITS and provide Professional Learning to teachers in the form of whole school PLC meetings and team PLT meetings</p>
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Key Improvement Strategy 1	Continue to build a guaranteed & viable curriculum in Mathematics with alignment between Essential Learnings and assessment practices.
Actions	Complete Essential Learnings in Mathematics, from Foundation to Level 6. Documented Instructional Model and HITS for Mathematics from Foundation to Level 6.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> Understand the Essential Learnings, Learning Intentions and Success Criteria for each unit learnt in Mathematics, and connect this with their individual goals <p>TEACHERS:</p> <ul style="list-style-type: none"> Will follow Essential Learnings in Mathematics to plan and asses, in order to maintain a Guaranteed and Viable Curriculum in Mathematics <p>LEADERS:</p> <ul style="list-style-type: none"> Will monitor evidence of Essential Learnings in Mathematics in teacher weekly work programs and evidence of implementation in classroom programs

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:	
Link Learning Intentions and existing Learning Sequences to the Mathematics Essential Learnings	Numeracy Leader, Leadership and PLTs	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
PLT planning in Mathematics is informed by the Essential Learnings document and the Problem Solving Strategies Scope and Sequence	PLT Leaders and PLTs	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Develop Success Criteria aligned to Essential Learnings in Mathematics	Numeracy Leader, Leadership and PLTs	Yes	12 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Documented Instructional Model for Mathematics that includes links to HITS	Numeracy Leader, Leadership and PLTs	Yes	12 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	

Key Improvement Strategy 2	Build a guaranteed & viable curriculum to enhance student learning, with a focus on Writing.
Actions	Develop and document Essential Learnings in Craft and Genre from Foundation to Level 6. Work Program Expectations Document is redefined to include Instructional Model and alignment to the HITS for Writing from Foundation to Level 6. Develop consistency in the delivery of Writer's Notebook from Foundation to Grade 2 and for Writer's Workshop from Grades 3-6.
Evidence of impact	STUDENTS: <ul style="list-style-type: none"> Understand the Essential Learnings and developmental sequence in Writing Craft and Genre, and connect this with their individual goals in Writing TEACHERS: <ul style="list-style-type: none"> Will follow Essential Learnings Writing Craft, Genre and the Writer's Notebook and Writer's Workshop Scope and Sequence to plan and asses, in order to maintain a Guaranteed and Viable Curriculum in Digital Technologies Will engage in professional learning and professional reading to develop their own capacities in the implementation and facilitation of Writer's Notebook and Writer's Workshop lessons LEADERS: <ul style="list-style-type: none"> Will monitor evidence of Essential Learnings in Writing, and the implementation of Writer's Notebook and Writer's Workshop in teacher weekly work programs

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					● ● ●	12 months:	
Develop Writing Genre and Writing Craft Essential Learnings, using the Fountas and Pinnell Writing Continuum (ACTION 1)	Literacy Leader	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Planning by PLTs is informed by the: <ul style="list-style-type: none"> Essential Learnings documents Work Program Expectations (Instructional Model and HITS) (ACTION 2) 	PLT Leaders and PLTs	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Develop Writer's Notebook and Writer's Workshop Expectations document outlining the lesson structure and content of Writer's Workshop and Writer's Notebook lessons (ACTION 2 and 3)	Literacy Leader and Leadership team	Yes	9 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Develop teacher knowledge of implementation of Writer's Notebook and Quick Writes and/or Writer's Workshop through professional reading and professional learning (ACTION 3)	Literacy Leader and Leadership team	Yes	9 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Develop a Scope and Sequence for Writer's Notebook from Foundation to Grade 2 and for Writer's Workshop from Grades 3-6.	Literacy Leader	Yes	9 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
PLT Planning is informed by the Writer's Notebook / Writer's Workshop Scope and Sequence. (ACTION 3)	PLT Leaders and PLTs	Yes	12 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	

Key Improvement Strategy 3	Embed high performing Professional Learning Teams who consistently analyse student data to prepare for future learning and teaching						
Actions	Develop and implement consistent practice around Learning Cycles from Foundation to Grade 6, that continually monitors and tracks individual student learning Link professional learning to student learning priorities identified in the Learning Cycle						
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> Will benefit from consistent learning and teaching approaches across the cohort, where their learning is tracked and linked to their individual learning goals <p>TEACHERS:</p> <ul style="list-style-type: none"> Will improve their teaching practice by reflecting on each Learning Cycle, in terms of professional reading, coaching, intervention and analysis of student learning <p>LEADERS:</p> <ul style="list-style-type: none"> Will monitor and evaluate PLT effectiveness through observing PLT discussions and through evidence and reflections gathered in PLT Learning Cycle templates 						
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					● ● ●	12 months:	
Develop and implement agendas and protocols for Learning Cycles that continually monitor and track individual student learning	Executive Leadership Team	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Develop and implement a collective inquiry process and a template for PLT reflection, where teachers reflect on their change in practice as a result to professional learning through the learning cycle	Executive Leadership and PLT Leaders	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Evidence of Component 1 and 2 Instructional Strategies posted as evidence via See Saw Develop a schedule for peer observations linked to HITS	All classroom teachers	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Begin Professional Development on McREL Power Walk Throughs and then develop McREL Power Walk Throughs by the School Improvement Team	School Improvement Team	Yes	6 months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	
Observations from Power Walk Throughs are integrated into Professional Learning Team discussion and linked to Professional Development Plans and discussions	School Improvement Team and PLT leaders	Yes	12months	\$0	● ● ●	6 months:	
					● ● ●	12 months:	

Goal 3

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 3	To empower students as leaders and enhance student voice in their own learning
STRATEGIC PLAN TARGETS	<p>Attitudes to School:</p> <p>By the end of the SSP period the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> Stimulating Learning – 90% (2017 – 70%) Student Voice and Agency – 90% (2017 – 65%) Student Self-Regulation and Goal Setting – 90% (2017 – 82%) Student Motivation and Interest – 90% (2017 – 84%) Student Learning Confidence – 90% (2017 – 82%)
12 MONTH TARGETS	<p>Attitudes to School:</p> <p>By the end of 2018 the percentage of positive responses in the following dimensions will be:</p> <ul style="list-style-type: none"> Stimulating Learning – 77% Student Voice and Agency – 74% Student Self-Regulation and Goal Setting – 85% Student Motivation and Interest – 86% Student Learning Confidence – 85%
FISO IMPROVEMENT INITIATIVE	<p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> • Empowering students and building school pride • Intellectual engagement and self-awareness
FISO IMPROVEMENT INITIATIVE RATIONALE	<p><u>Self- Evaluation against the FISO Continua of Practice – Evolving</u></p> <p>The school activates student voice, leadership and agency - Emerging</p> <ul style="list-style-type: none"> • Some opportunities exist for student leaders to have a presence at school events. Student opinions are invited in relation to activities such as fundraising and student celebrations. <p>The school ensures productive teacher-student relationships and engagement for learning - Evolving</p> <ul style="list-style-type: none"> • Teachers value positive and productive relationships with students and understand this to be an essential element for learning. Teachers have regular, positive conversations with students, providing encouragement and support. They identify at risk students and respond appropriately. <p>The school fosters student motivation and confidence for learning - Evolving</p> <ul style="list-style-type: none"> • Teachers encourage students to set high expectations for their own learning. They regularly engage in conversations about learning progress, addressing concerns and celebrating achievements. • Teacher feedback to students is targeted to sequential learning progress. Teachers assist students to become more self-directed and to believe in their ability to complete tasks and reach goals. <p>The school builds school pride and connectedness - Evolving</p> <ul style="list-style-type: none"> • Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. <p>Target for 2018: Embedding</p>

Key Improvement Strategy 1	<ul style="list-style-type: none"> Empower students as leaders and enhance student voice in their own learning.
Actions	Develop and implement a consistent practice of how Learning Portfolios are used as evidence of student learning goals (ACTION 1) Leadership opportunities are provided to students (ACTION 2)
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> If students understand themselves as learners, and have agency to set learning goals, make choices in what and how they learn and how they are assessed and have a voice in school decision making then skill as self-directed learners and leaders will be developed. <p>TEACHERS:</p> <ul style="list-style-type: none"> Purposely focus on building positive and mutually respectful relationships with students. They have regular two way conversations reflecting on the effectiveness of the student's learning and showing interest in their progress. Use self-assessment tools, peer and student feedback to evaluate their relationships with students and determine how they can adapt their approach to improve student motivation and self-confidence. <p>LEADERS:</p> <ul style="list-style-type: none"> Strategies to embed student goal setting processes and decision making within learning and enhancing student leadership skills and opportunities to participate in decision making would build school improvement in the FISO dimensions of <i>Empowering students and building school pride</i> and <i>Intellectual engagement and self-awareness</i>.

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]	
Develop, implement and monitor a yearly schedule which guides teachers in the implementation of Learning Portfolios and encourage students to track their own learning towards personal goals	Personalised Learning Leader	Yes	6 months	\$0	● ● ● ● ● ●	6 months: 12 months:	
Achieve consistency in PLTs in how evidence of learning goals are displayed in Learning Portfolios, whether digitally or by hard copy	Personalised Learning Leader and PLT Leaders	Yes	12 months	\$0	● ● ● ● ● ●	6 months: 12 months:	
Leadership opportunities are explored and provided for school leaders in the form of: <ul style="list-style-type: none"> Footscray Learning Precinct student body group School Captaincy roles Junior School Council and Environment Representative Council roles, and contributing to school decisions, in particular fundraising and buildings and grounds Lunchtime Clubs External Leadership courses Connecting to the local community 		Yes	12 months	\$0-\$1000	● ● ● ● ● ● ● ● ●	6 months: 12 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.]

No additional FISO dimensions that Footscray City Primary School will be focussing on.

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
<p>[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.]</p>			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)
			<input type="checkbox"/> Collaborative planning <input type="checkbox"/> Collaborative preparation <input type="checkbox"/> Collaborative design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/Action Research team <input type="checkbox"/> Collaborative curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Student Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> School-based formal meeting/School-based Professional Learning Sessions <input type="checkbox"/> Timetabled Planning day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Community of Practice <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> SEIL and Regional Support Staff <input type="checkbox"/> VCAA Curriculum Specialists <input type="checkbox"/> Primary Mathematics and Science Specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching Partners <input type="checkbox"/> Leadership Partners <input type="checkbox"/> School Improvement Partnerships <input type="checkbox"/> Internal Staff <input type="checkbox"/> Subject Association <input type="checkbox"/> Bastow program/course <input type="checkbox"/> External Consultants (please add details below)	<input type="checkbox"/> On-site <input type="checkbox"/> Off-site (please describe)

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](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:				