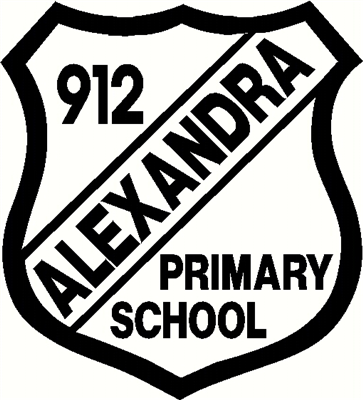
**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Alexandra Primary School (0912)



Submitted for review by Victoria Draper (School Principal) on 17 December, 2017 at 02:00 PM  
Endorsed by Anthony Gooden (Senior Education Improvement Leader) on 26 February, 2018 at 11:07 AM  
Endorsed by Melissa Handbury (School Council President) on 01 March, 2018 at 04:59 PM

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Alexandra Primary School (0912)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To improve Student Learning Outcomes in English and Maths | **NAPLAN**   |  |  |  | | --- | --- | --- | |  | **2014** | **2018** | | Year 3 Writing (Decrease bottom 2 bands) | 20% | 10% | | Year 3 Reading (Decrease bottom 2 bands) | 20% | 10% | | Year 3 Number (Increase top 2 bands) | 3% | 10% | | Year 5 Writing (Increase top 2 bands) | 4% | 10% | | Year 5 Number (increase top 2 bands) | 6% | 10% |     **To Improve the mean scores in the Attitude To School Survey.**     |  |  |  | | --- | --- | --- | | **STUDENT SURVEY** | **2014** | **2018** | | Learning Confidence | **3.35** | **4.5** |   **NAPLAN Relative Growth**   * Relative low growth In number maintained * Relative medium growth decreased * Relative high growth increased      |  |  |  |  | | --- | --- | --- | --- | |  | **NAPLAN Growth in % - Number** | | | |  | **Low** | **Med** | **High** | | **2014** | **18.2** | **63.6** | **18.2** | | **2018** | **15** | **55** | **30** |     **Teacher Judgement**   * By 2018 judgement for 90% of students in reading, writing and number reflect minimum 12 months progression.       **Growth on the School Staff Survey**     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | % Endorsement | | | | |  | Whole School | | Prin/Teach | | | **Component** | **2014** | **2018** | **2014** | **2018** | | Academic Emphasis | 44 | 75 | 39 | 75 | | Collective Efficacy | 48 | 75 | 40 | 75 |      |  |  |  |  | | --- | --- | --- | --- | |  | **NAPLAN Growth in % - Number** | | | |  | **Low** | **Med** | **High** | | **2016** | 35% | 60% | 5% | | **2017** | 10% | 60% | 30% |        |  |  |  |  | | --- | --- | --- | --- | |  | **NAPLAN Growth in % - Reading** | | | |  | **Low** | **Med** | **High** | | **2016** | 43% | 33% | 24% | | **2017** | 20% | 45% | 35% | |  | **NAPLAN Growth in % - Writing** | | | |  | **Low** | **Med** | **High** | | **2016** | 29% | 67% | 5% | | **2017** | 10% | 60% | 30% |        |  |  |  | | --- | --- | --- | | **STUDENT SURVEY** | **2016** | **2017** | | Learning Confidence | 3.35 | 4.5 | | Stimulating Learning | 4.04 | 5.00 | | Teacher Effectiveness | 4.41 | 5.50 | | Yes | Year 3 Writing (Increase top 2 bands) from 26% to 30% Year 3 Reading (Decrease bottom 2 bands) from 5% to 0 Year 3 Reading (Increase top 2 bands) from 55% to 65% Year 3 Numeracy (Decrease bottom 2 bands) from 25% to 20% Year 3 Numeracy (Increase top 2 bands) from 10% to 15% Year 5 Writing (Decrease bottom 2 bands) from 14% to 10% Year 5 Writing (Increase top 2 bands) from 14% to 20% Year 5 Reading (Decrease bottom 2 bands)from 21% to 15% Year 5 Reading (Increase top 2 bands) from 24% to 30% Year 5 Number (Decrease bottom 2 bands) from 14% to 9% Year 5 Number (Increase top 2 bands) from 14% to 20%  Student Survey Data: Effective teaching time increase to 30.0 Stimulated Learning increase to 10.0  NAPLAN Relative Growth in Reading and Number Reading: Low from 22% to 17% Medium from 63% to 55% High from 14% to 28%  Number: Low from 28% to 20% Medium from 60% to 55% High from 10% to 25%   School Staff Survey: Collective Efficacy increase from 53% to 75% endorsement Academic Emphasis increase to from 52% to 75% endorsement | Building practice excellence |
| Improve student engagement in their learning with a differentiated curriculum to stimulate and challenge students | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | To improve the mean scores in the Attitude To School Survey.     |  |  |  | | --- | --- | --- | | **Student survey** | **2014** | **2018** | | Teacher effectiveness | 3.78 | 4.5 |      |  |  |  | | --- | --- | --- | | **Student survey** | **2016** | **2017** | | School Connectedness | 4.35 | 4.5 | | Connectedness to Peers | 4.24 | 4.5 | | Teacher effectiveness | 4.41 | 4.5 |        |  |  |  | | --- | --- | --- | | **School Staff Survey** | **2016** | **2017** | | Trust in students and parents | 74.57 | 80 | | Parent and community involvement | 78.57 | 82 | | Cooperative Learning | 82.57 | 85 | | | No |  |  |
| Improve student wellbeing and student connectedness to their peers and the school. | **Absence Data**     |  |  |  |  | | --- | --- | --- | --- | | **Year** | **81%-90%** | **75%-80%** | **>75%** | | 2014 | 18.69 | 2.02 | 1.01 | | 2015 | 15 | 0 | 0 | | 2016 | 10 | 0 | 0 | | 2017 | 5 | 0 | 0 | | 2018 | 10 | 0 | 0 |     **Decrease student late arrivals**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Year | 99%-96% | 95%-91% | 90%-86% | 85%-81% | >80% | | 2014 | 52.02 | 4.04 | 1.01 | 1.01 | 1.51 | | 2015 | 45 | 2 | 1 | 0 | 0 | | 2016 | 40 | 0 | 0 | 0 | 0 | | 2017 | 20 | 0 | 0 | 0 | 0 | | 2018 | 10 | 0 | 0 | 0 | 0 | | Yes | Attitudes to School Survey: Connectedness: from 24 to 30 Inclusion: from 28 to 35 Voice and Agency: from 14 to 20 Advocate at School: from 50 to 60 Managing bullying: from 18 to 25  Parent Survey: Student agency and voice: from 5 to 10 Student connectedness: from 5 to 10 School pride and confidence: from 5 to 10  Attendance: Reduce Unexplained absences per FTE from 8 to 3 | Empowering students and building school pride |
| Increase the capacity of the school to function as a strategic organisation. | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **% Endorsement** | | | | |  | **Whole School** | | **Prin/Teach** | | | **Component** | **2014** | **2018** | **2014** | **2018** | | **Staff trust in colleages** | 31 | 75 | 17 | 75 | | **Teacher Collaboration** | 26 | 75 | 17 | 75 | | **Prof Learing school level support** | 54 | 75 | 42 | 75 | | **Professional learing collegiate participation** | 61 | 75 | 51 | 75 | | **Professional learning feedback** | 46 | 75 | 38 | 75 | | No |  |  |

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| Improvement Initiatives Rationale |
| We are in the final year of our School Strategic Plan and feel that we have not worked as diligently in the areas of reading and numeracy as necessary to give us the results we expected. This is in some point due to leadership not originally understanding where the problems existed. Maths leaders completed the BASTOW Leading Mathematics program which did not generate the outcomes we predicted or required for the shift in our results, particularly in the areas of high growth. Our targets for our students with regards to connectedness, voice and agency have not been reached due to lack of teacher training and support. |

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| Goal 1 | To improve Student Learning Outcomes in English and Maths |
| 12 month target 1.1 | Year 3 Writing (Increase top 2 bands) from 26% to 30% Year 3 Reading (Decrease bottom 2 bands) from 5% to 0 Year 3 Reading (Increase top 2 bands) from 55% to 65% Year 3 Numeracy (Decrease bottom 2 bands) from 25% to 20% Year 3 Numeracy (Increase top 2 bands) from 10% to 15% Year 5 Writing (Decrease bottom 2 bands) from 14% to 10% Year 5 Writing (Increase top 2 bands) from 14% to 20% Year 5 Reading (Decrease bottom 2 bands)from 21% to 15% Year 5 Reading (Increase top 2 bands) from 24% to 30% Year 5 Number (Decrease bottom 2 bands) from 14% to 9% Year 5 Number (Increase top 2 bands) from 14% to 20%  Student Survey Data: Effective teaching time increase to 30.0 Stimulated Learning increase to 10.0  NAPLAN Relative Growth in Reading and Number Reading: Low from 22% to 17% Medium from 63% to 55% High from 14% to 28%  Number: Low from 28% to 20% Medium from 60% to 55% High from 10% to 25%   School Staff Survey: Collective Efficacy increase from 53% to 75% endorsement Academic Emphasis increase to from 52% to 75% endorsement |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Build the capacity of all staff to use evidence based, targeted teaching in reading across the school. |
| KIS 2 | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student. |

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| Goal 2 | Improve student wellbeing and student connectedness to their peers and the school. |
| 12 month target 2.1 | Attitudes to School Survey: Connectedness: from 24 to 30 Inclusion: from 28 to 35 Voice and Agency: from 14 to 20 Advocate at School: from 50 to 60 Managing bullying: from 18 to 25  Parent Survey: Student agency and voice: from 5 to 10 Student connectedness: from 5 to 10 School pride and confidence: from 5 to 10  Attendance: Reduce Unexplained absences per FTE from 8 to 3 |
| FISO Initiative | Empowering students and building school pride |
| Key Improvement Strategies |  |
| KIS 1 | Cultivate an environment that enable student voice and leadership. |