

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Romsey Primary School (0366)



Submitted for review by Loren Peavey (School Principal) on 20 November, 2017 at 06:19 PM  
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 05 December, 2017 at 12:49 PM  
Endorsed by Elizabeth McDonell (School Council President) on 18 December, 2017 at 02:25 PM

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative																																																																																																																																																																																																						
<p>To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.</p>	<p><b>Vic Curriculum</b></p> <p>1. The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to:</p> <ul style="list-style-type: none"> <li>• 40 % in Reading</li> <li>• 25% in Speaking and Listening</li> <li>• 25% in Writing</li> <li>• 25% Measurement and Geometry</li> <li>• 30% in Number and Algebra</li> <li>• 20% in Statistics and Probability <b>by 2020</b></li> </ul> <p><b>Vic Curric: Prep – 6</b></p> <table border="1" data-bbox="403 892 1602 1459"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Read</th> <th colspan="3">Speaking and Listening</th> <th colspan="3">Writing</th> </tr> <tr> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> </tr> </thead> <tbody> <tr> <td><b>2020</b></td> <td><b>40%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> </tr> <tr> <td><b>2015</b></td> <td>33%</td> <td>59%</td> <td>8%</td> <td>15%</td> <td>81%</td> <td>4%</td> <td>19%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td>State</td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>62%</td> <td>11%</td> </tr> <tr> <td><b>2016</b></td> <td>32%</td> <td>57%</td> <td>11%</td> <td>15%</td> <td>78%</td> <td>6%</td> <td>18%</td> <td>67%</td> <td>14%</td> </tr> <tr> <td></td> <td>43%</td> <td>49%</td> <td>8%</td> <td>22%</td> <td>73%</td> <td>5%</td> <td>27%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td><b>2017</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2018</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2019</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2020</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="403 1495 1602 1906"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Measurement and Geometry</th> <th colspan="3">Number and Algebra</th> <th colspan="3">Statistics and Probability</th> </tr> <tr> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> <th>A&amp;B</th> <th>C</th> <th>D&amp;E</th> </tr> </thead> <tbody> <tr> <td><b>2020</b></td> <td><b>25%</b></td> <td></td> <td></td> <td><b>30%</b></td> <td></td> <td></td> <td><b>25%</b></td> <td></td> <td></td> </tr> <tr> <td><b>2015</b></td> <td>17%</td> <td>77%</td> <td>6%</td> <td>24%</td> <td>69%</td> <td>8%</td> <td>11%</td> <td>84%</td> <td>5%</td> </tr> <tr> <td>State</td> <td>25%</td> <td>67%</td> <td>7%</td> <td>33%</td> <td>59%</td> <td>9%</td> <td>24%</td> <td>70%</td> <td>7%</td> </tr> <tr> <td><b>2016</b></td> <td>19%</td> <td>73%</td> <td>7%</td> <td>25%</td> <td>66%</td> <td>9%</td> <td>13%</td> <td>80%</td> <td>7%</td> </tr> <tr> <td></td> <td>26%</td> <td>67%</td> <td>7%</td> <td>33%</td> <td>58%</td> <td>9%</td> <td>24%</td> <td>69%</td> <td>7%</td> </tr> <tr> <td><b>2017</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>2018</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Read			Speaking and Listening			Writing			A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	<b>2020</b>	<b>40%</b>			<b>25%</b>			<b>25%</b>			<b>2015</b>	33%	59%	8%	15%	81%	4%	19%	67%	14%	State	43%	49%	8%	22%	73%	5%	27%	62%	11%	<b>2016</b>	32%	57%	11%	15%	78%	6%	18%	67%	14%		43%	49%	8%	22%	73%	5%	27%	61%	12%	<b>2017</b>										<b>2018</b>										<b>2019</b>										<b>2020</b>											Measurement and Geometry			Number and Algebra			Statistics and Probability			A&B	C	D&E	A&B	C	D&E	A&B	C	D&E	<b>2020</b>	<b>25%</b>			<b>30%</b>			<b>25%</b>			<b>2015</b>	17%	77%	6%	24%	69%	8%	11%	84%	5%	State	25%	67%	7%	33%	59%	9%	24%	70%	7%	<b>2016</b>	19%	73%	7%	25%	66%	9%	13%	80%	7%		26%	67%	7%	33%	58%	9%	24%	69%	7%	<b>2017</b>										<b>2018</b>										Yes	<p>Vic Curriculum:</p> <p>The number of students in the top 2 bands as measured by Victorian Curriculum standards will increase to 37% in Reading by end 2018.</p> <p>Naplan:</p> <p>Increase percentage of students with high relative growth to:</p> <ul style="list-style-type: none"> <li>- 20% in Reading</li> <li>- 20% in Spelling by end 2018.</li> </ul>	Curriculum planning and assessment
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2019												
2020												

**NAPLAN Goal**

- Increase percentage of students with high relative growth to:

- 25 % in Reading
- 25 % Numeracy
- 25% in Writing
- 25% in Spelling **by 2020**

	Numeracy			Reading			Writing			Spelling		
	H	M	L	H	M	L	H	M	L	High	Med	Low
<b>2020</b>	<b>25%</b>			<b>25%</b>			<b>25%</b>			<b>25%</b>		
2016	14%	29%	57%	6%	46%	49%	9%	63%	28%	22%	46%	31%
Sim	23%	52%	25%	23%	51%	25%	22%	51%	28%			
State	24%	50%	26%	25%	50%	25%	24%	50%	26%			
<b>2017 targets</b>	<b>16%</b>			<b>8%</b>			<b>10%</b>			-		
2017	5.6%	55.6%	38.9%	18%	54%	27%	17.6%	50%	32.4%	18%	36%	44%
Sim												
State												
<b>2018 targets</b>	To improve			20%			Impvnt to continue			20%		
2018												
Sim												
State												
2019												
Sim												
State												
2020												
Sim												
State												

Similar and State can not be entered until Panorama report in early 2018.

green achieved  
red not achieved

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners, including students, staff and parents.

1. To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module.

At or above state mean in School Climate by 2020. SSS	2016	2017	2018	2019	2020
School	57.01	65.44			
State	79.71	79.53			
Difference	-22.7	-14.9			

Green indicates achieved  
Yellow indicates improvement

No

To continue to close the gap between the state and the school in the modules of school climate, professional learning and leadership.

At or above state mean in Professional Learning by 2020. SSS	2016	2017	2018	2019	2020
School	57.19	63.48			
State	79.76	79.66			
Difference	-22.57	-16.18			

Green indicates achieved  
Yellow indicates improvement

At or above state mean in Leadership by 2020. SSS	2016	2017	2018	2019	2020
School	46.65	65			
State	77.54	77.98			
Difference	-30.89	-12.98			

Green indicates achieved  
Yellow indicates improvement

- To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. ( data not available yet)
- To be at or above the state mean in the parent opinion survey in the excellence in teaching and learning variable.( data not available yet)

To build the capacity of School Leaders to lead the learning in the school.

- To be at or above the state mean in the Staff Opinion Survey in the components of the leadership module.

	2016 State	2016 School	2017 State	2017 School	2018 State	2018 School	2019 State	2019 School	2020 State	2020 School
Leading change	71.6%	25.6%	71.9%	52.6%						
Cultural Leadership	72.3%	9.3%	72.9%	49.1%						
Flexibility	58.9%	12.5%	59.6	35.5%						
Intellectual Stimulation	79.9%	31.9%	81.1%	61.8%						
Instructional Leadership	71.4%	19.2%	72.9%	42.1%						
Parent and Community Involvement, Engagement and Outreach	78.1%	37%	78.3%	65.8%						
Leader's support for change	75.1%	25.9%	76%	47.4%						
Visibility	65.2%	25.9%	65.5%	47.4%						
<b>Overall % endorsement</b>	<b>71.9%</b>	<b>23.6%</b>	<b>72.8%</b>	<b>49.8%</b>						

Yellow indicates gap is closing.  
Green indicates achieved.

- To improve in all aspects of the leadership module on the Staff Opinion Survey.

	2016	2017	2018	2019	2020
Leading change	25.6%	52.6%			
Cultural Leadership	9.3%	49.1%			
Flexibility	12.5%	35.5%			
Intellectual Stimulation	31.9%	61.8%			
Instructional Leadership	19.2%	42.1%			

Yes

For all of the components of the leadership module in the staff survey to increase from 2017 to 2018 heading towards State mean.

Building leadership teams

Parent and Community Involvement, Engagement and Outreach	37%	65.8%			
Leader's support for change	25.9%	47.4%			
Visibility	25.9%	47.4%			
<b>Overall % endorsement</b>	<b>23.6%</b>	<b>49.8%</b>			

Green in table indicates improvement.

To implement a consistent Romsey based school-wide positive behaviour approach ( RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

1. Improve the measures managing bullying, experience of bullying and promoting positive behaviour in the Safety Domain in the parent opinion survey to be at or above state mean scores.

**Parent Data – Safety Domain**  
**% positive results**

POS Safety data	2016 State	2016 School	2017 State	2017 School 19 part	2018 State	2018 School	2019 State	2019 School	2020 State	2020 School
<b>Managing Bullying</b>	NA	NA		75%						
My child feels safe at school				95%						
Confident in skills to manage bullying	NA	NA		55%						
<b>Experience of Bullying</b> My child has been bullied recently at school.	NA	NA		65%						
<b>Promoting Positive Behaviour</b>	NA	NA		93%						
This school has a consistent approach to promoting positive student behaviour.				90%						
Teachers at this school model positive behaviour				95%						

Green indicates achieved  
Yellow indicates improvement

2. Improve the measures of classroom behaviour, school connectedness and student safety in the student attitude to school survey to be at or above state mean scores.

**Attitude Schools student data**

	2016 State	2016 School	2017 State	2017 School	2018 State	2018 School	2019 State	2019 School	2020 State	2020 School
Classroom behaviour	NA	NA		84%						

Yes

1. POS  
To increase the measures achieved in the POS from 2017 in managing bullying, experience of bullying and promoting positive behavior towards state.
- 2.ATS  
Improve the measures from 2017 ATS of classroom behaviour, school connectedness, student safety towards state.
3. SSS  
Improve the measures from 2017 SSS of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration.
4. Attendance  
To maintain below 12 days absence average across the school.
5. Attendance  
To achieve below 12 days absence average every year level.

Setting expectations and promoting inclusion

School connectedness	NA	NA		73%						
<b>Student safety</b> Advocate at school	NA	NA		89%						
<b>Student Safety</b> Managing Bullying	NA	NA		84%						
<b>Student Safety</b> Respect for Diversity	NA	NA		78%						

- Green** indicates achieved  
**Yellow** indicates improvement
3. Improve the measures of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration in the staff opinion survey to be at or above state mean scores.

**School Climate trend Staff Survey**

	2016 State	2016 School	2017 State	2017 School	2018 State	2018 School	2019 State	2019 School	2020 State	2020 School
Collective Efficacy	79.86%	56.76%	77.98%	66.13%						
Collective Responsibility	86.67%	65.42%	85.93%	73.86%						
Trust in student and parents	77.02%	60.78%	75.34	63.47%						
Teacher Collaboration	82.22%	47.56%	74.16%	70.07%						

- Green** indicates achieved  
**Yellow** indicates improvement
4. To have below 12 days absence average across the school.

**Student engagement - Attendance data**

	Prep	1	2	3	4	5	6	Overall
2016	15.57	14.44	15.47	13.13	13.76	11.58	16.77	14.45
2017	12.23	12.41	14.91	9.75	12.13	10.63	10.46	11.77
2018								
2019								
2020								

- Green** indicates achieved  
**Yellow** indicates improvement

**Improvement Initiatives Rationale**

We began this journey in 2017 and although many 2017 KIS have been met, we feel that some KIS will need further development and it is important to continue our whole school approach to maintain and continue to improve outcomes in the following areas:  
 - student well being and safety through the SWPBS program.

- student learning outcomes, in particular the reading and spelling approach and outcomes.
- collection, monitoring and use of student data to inform teaching and student learning outcomes.

<b>Goal 1</b>	To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.
<b>12 month target 1.1</b>	<p>Vic Curriculum:</p> <p>The number of students in the top 2 bands as measured by Victorian Curriculum standards will increase to 37% in Reading by end 2018.</p> <p>Naplan:</p> <p>Increase percentage of students with high relative growth to:</p> <ul style="list-style-type: none"> <li>- 20% in Reading</li> <li>- 20% in Spelling by end 2018.</li> </ul>
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Adopt and embed the department evidence based action learning cycle resource.
KIS 2	Build teacher capacity to use evidence based assessment practices which are tracked to inform teaching practices.

<b>Goal 2</b>	To build the capacity of School Leaders to lead the learning in the school.
<b>12 month target 2.1</b>	For all of the components of the leadership module in the staff survey to increase from 2017 to 2018 heading towards State mean.
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP.
KIS 2	Build leadership capacity of all teachers across the school as leaders of learning.

<b>Goal 3</b>	To implement a consistent Romsey based school-wide positive behaviour approach ( RPB) that ensures all students feel safe, learning time is maximised and students are engaged.
<b>12 month target 3.1</b>	<p>1. POS To increase the measures achieved in the POS from 2017 in managing bullying, experience of bullying and promoting positive behavior towards state.</p> <p>2.ATS Improve the measures from 2017 ATS of classroom behaviour, school connectedness, student safety towards state.</p> <p>3. SSS Improve the measures from 2017 SSS of collective efficacy, collective responsibility, trust in parents and students and teacher collaboration.</p> <p>4. Attendance To maintain below 12 days absence average across the school.</p>

	5. Attendance To achieve below 12 days absence average every year level.
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	Develop and implement a school wide positive behaviour approach. (Romsey Positive Behavior approach RPB).
KIS 2	Build relationships and trust across the RPS learning community.