

## Define Evidence of Impact and Activities and Milestones - 2018

Parkhill Primary School (5416)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Evidence of Impact and Activities and Milestones - 2018

Parkhill Primary School (5416)

<b>Goal 1</b>	1. To improve literacy, numeracy and inquiry outcomes for every student across the school			
<b>12 month target 1.1</b>	<p>1.1 To improve reading and writing across the school            NAPLAN results to reflect school-wide differentiation to meet the needs of individual students:</p> <p>Top 2 Bands            Year 3 2017 2018            Reading 58% 60%            Writing 32% 40%</p> <p>Top 2 Bands            Year 5 2017 2018            Reading 46% 49%*            Writing 29% 32%</p> <ul style="list-style-type: none"> <li>In line with similar schools</li> </ul> <p>NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Reading:</p> <p>Students who in 2016 achieved top two bands (bands 5&amp;6) - 25% of these students to achieve high growth</p> <p>Students who in 2016 achieved bands 3&amp;4 - no more than 15% of these students to demonstrate low growth</p> <p>1.1 To align inquiry approach/model with flexible learning spaces as informed by the FISO Continua of Practice for School Improvement            Parkhill Primary School Self Evaluation in SPOT will move from Evolving to Embedding in:</p> <ul style="list-style-type: none"> <li>Holistic approach to curriculum, pedagogy and assessment</li> <li>Curriculum is monitored and evaluated</li> </ul>			
	<b>Building practice excellence</b>			
<b>Key Improvement Strategy 1</b>	2. Develop teacher knowledge, understandings and skills to: 2.1 differentiate the curriculum to meet the needs of individual students.			
Actions	1. identify at risk students and implement programs and support to raise achievement - use 2016/17 NAPLAN data 2. develop a whole school data wall for reading 3. PD on means for differentiation in line with HITS continuum to move us to the embedding stages - assessment, differentiation, goal setting and feedback			
Evidence of impact	See above Improved data on NAPLAN - in line with targets Improved data from reported Victorian Curriculum data - semester 1 and 2			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Data is entered and tracked on Compass or equivalent data system.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Analyse performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum.		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used
<b>Goal 1</b>	1. To improve literacy, numeracy and inquiry outcomes for every student across the school			

<b>12 month target 1.1</b>	<p>1.1 To improve reading and writing across the school  NAPLAN results to reflect school-wide differentiation to meet the needs of individual students:</p> <p>Top 2 Bands  Year 3 2017 2018  Reading 58% 60%  Writing 32% 40%</p> <p>Top 2 Bands  Year 5 2017 2018  Reading 46% 49%*  Writing 29% 32%</p> <ul style="list-style-type: none"> <li>In line with similar schools</li> </ul> <p>NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Reading:</p> <p>Students who in 2016 achieved top two bands (bands 5&amp;6) - 25% of these students to achieve high growth</p> <p>Students who in 2016 achieved bands 3&amp;4 - no more than 15% of these students to demonstrate low growth</p> <p>1.1 To align inquiry approach/model with flexible learning spaces as informed by the FISO Continua of Practice for School Improvement  Parkhill Primary School Self Evaluation in SPOT will move from Evolving to Embedding in:</p> <ul style="list-style-type: none"> <li>- Holistic approach to curriculum, pedagogy and assessment</li> <li>- Curriculum is monitored and evaluated</li> </ul>			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	2. Develop teacher knowledge, understandings and skills to: 2.2 facilitate learning in line with whole school pedagogical approaches in all aspects of the curriculum.			
<b>Actions</b>	1. embed the use of the CAFE model across the school in a consistent way 2. embed the use of Seven Steps program across the school 3. Peer Observation - develop a sustainable cycle and expected level of Peer Observations throughout the year 4. Classroom observation in line with Parkhill's Best Practice Model			
<b>Evidence of impact</b>	See above Improved data on NAPLAN - in line with targets Improved data from reported Victorian Curriculum data - semester 1 and 2 Classroom observation - with feedback cycle in line with individual/team PDP goals			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Continue review and evaluate school's curriculum and scope and sequence documents	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
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<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 3</b>	5.3 Strengthen the school's professional learning program through collaborative teamwork, peer observations, effective feedback and shared professional learning.			
Actions	1. ongoing PD through Staff Meeting Schedule in line with HITS 2. continue to develop, trial, review whole school planning across the curriculum			
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	2. To deepen and strengthen students' sense of connectedness to school and peers, and to expand students' sense of wellbeing, in particular learning confidence and resilience at Parkhill Primary.																														
<b>12 month target 2.1</b>	<p>2.1a Understand and implement differentiation strategies to meet student needs Student Attitudes to School Data % positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulated Learning</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>Effort</td> <td>68%</td> <td>72%</td> </tr> </tbody> </table> <p>Parent Opinion Survey % positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning Environment</td> <td>74%</td> <td>78%</td> </tr> </tbody> </table> <p>2.1b Communicate high expectations effectively with staff, student and the community Parent Opinion Survey % positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Teacher Communication</td> <td>61%</td> <td>65%</td> </tr> </tbody> </table> <p>Staff Opinion Survey % positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>School Leadership</td> <td>72%</td> <td>75%</td> </tr> </tbody> </table> <p>2.2 To implement a consistent wellbeing program across the school</p>					2017	2018	Stimulated Learning	66%	70%	Effort	68%	72%		2017	2018	Stimulating Learning Environment	74%	78%		2017	2018	Teacher Communication	61%	65%		2017	2018	School Leadership	72%	75%
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Student Attitudes to School Data % positive responses				
2017      2018				
Student Voice and Agency 53%      60%				
Parent Opinion Survey % positive responses				
2017      2018				
Managing Bullying                  76%      80%				
Experience of Bullying              51%      60%				
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>				
Actions				
Evidence of impact				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
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