

2020 Annual Implementation Plan

for improving student outcomes

Fish Creek and District Primary School (3028)



Submitted for review by Dale Banks (School Principal) on 19 December, 2019 at 04:34 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 15 January, 2020 at 10:04 AM
Endorsed by Fleur Stefani (School Council President) on 12 February, 2020 at 07:27 AM

Self-evaluation Summary - 2020

	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
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	In the second half of 2019 we completed our PLC training with our instructional leaders. This was completed as a cluster with Toora, Welshpool and Tarwin Lower, we look further to embedding this practice in 2020.
Considerations for 2020	In term 2 of 2020 we will have our school review, our staff have also changed considerable with 1/3 of my classroom teaching staff moving to other schools for leadership positions
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.</p>
Target 1.1	<p>Outcome targets: Learning outcomes</p> <ul style="list-style-type: none"> • The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020. • The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. • The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016). • That 80% of students will have over a year's growth in spelling for a calendar year by 2020 currently at 62% based on the Schonell spelling test Attitudes to School Survey • Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020 School Staff Survey • Emphasis is placed on the importance of academic success and school norms support learning – minimum 80.0 endorsement by 2020. (Currently 73.2) • The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 70.0 by 2020. (Currently 64.96)
Key Improvement Strategy 1.a Building practice excellence	<p>Continue to develop our four-school PLC work to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, in Maths (number and Algebra)</p>

Goal 2	To increase student resilience, well-being, engagement and motivation.
Target 2.1	<ul style="list-style-type: none"> • An annual decrease in the average days absent per student, reducing from 17 days in 2016 to 14 days by 2020 <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Positive responses in classroom behaviour will increase from 50% in 2016 to 70% in 2020 <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) • Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0)
Key Improvement Strategy 2.a Empowering students and building school pride	Embed a unified school vision, values and learning culture across the school to foster a positive climate for learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.</p>	<p>Yes</p>	<p>Outcome targets: Learning outcomes</p> <ul style="list-style-type: none"> • The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020. • The proportion of students achieving high growth in Writing as measured by NAPLAN Year 5 data is annually increased from 0% in 2016 to 25% by 2020. • The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016). • That 80% of students will have over a year's growth in spelling for a calendar year by 2020 currently at 62% based on the Schonell spelling test Attitudes to School Survey • Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020 School Staff Survey 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020</p>

		<ul style="list-style-type: none"> • Emphasis is placed on the importance of academic success and school norms support learning – minimum 80.0 endorsement by 2020. (Currently 73.2) • The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 70.0 by 2020. (Currently 64.96) 	
To increase student resilience, well-being, engagement and motivation.	No	<ul style="list-style-type: none"> • An annual decrease in the average days absent per student, reducing from 17 days in 2016 to 14 days by 2020 <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Positive responses in classroom behaviour will increase from 50% in 2016 to 70% in 2020 <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9) • Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0) 	

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to develop our four-school PLC work to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, in Maths (number and Algebra)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our instructional leaders have just completed the PLC training in term 4 of 2019.	

Define Actions, Outcomes and Activities

Goal 1	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
12 Month Target 1.1	The proportion of students achieving high growth in Numeracy as measured by NAPLAN Year 5 data is annually increased from 20% in 2016 to 30% by 2020
KIS 1 Building practice excellence	Continue to develop our four-school PLC work to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, in Maths (number and Algebra)
Actions	<ul style="list-style-type: none"> • Develop PLC leaders knowledge and capacity to work as effective teams in the South Gippsland PLC cluster • Fully Resource the PLC work to enable effective implementation • Develop teachers data literacy and knowledge of the PLC inquiry cycle to maximise impact of their teaching on student outcomes • Develop teachers knowledge of the PLC inquiry cycle • Develop teachers understanding of Gradual Release Model and HITS to deliver high quality teaching and learning lessons • Support and monitor the implementation of the agreed PLC actions within the classroom • Monitoring the implementation of the PLC through the use of leadership learning walks.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *have access to high quality maths teaching in all classrooms *know the learning intentions and success criteria before each lesson *have access to high quality feedback in all classrooms *know the next steps of their learning <p>Teachers will:</p> <ul style="list-style-type: none"> *strengthen their understanding of Feedback, Learning Intentions and Success Criteria *be an active member of the PLC inquiry cycle (leaders in first semester) and have a strong sense of collective responsibility efficacy * Evaluate the impact of their teaching on student outcomes, which is evidence based and data driven. * Use data to evaluate the impact of teaching on student learning * Adjust classroom practice to reflect PLC work

	Instructional Leaders will: *communicate high expectations and lead teams in a range of reflective activities focused on securing continual improvements *make PLC implementation a school improvement priority *lead teams of teachers at all schools and build their capacity to use collaborative practices that will have a positive impact on learning outcomes * Support and monitor the implementation of the PLC work across cluster schools			
Success Indicators	*Advances in the PLC maturity matrix			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
*Instructional Leaders to undertake Professional Development around Math practice (Dan Finkel)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
*Meet with ClearTrack to develop data literacy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
*School leaders to meet around cluster PLC initiative	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$7,000.00	\$7,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$7,000.00	\$7,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
*Instructional Leaders to undertake Professional Development around Math practice (Dan Finkel)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
*Meet with ClearTrack to develop data literacy	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$7,000.00	\$7,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
*Instructional Leaders to undertake Professional Development around Math practice (Dan Finkel)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Dan Finkel	<input checked="" type="checkbox"/> Off-site At leongatha Primary School
*Meet with ClearTrack to develop data literacy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Russell Broomhall from Cleartrack will be working with our school to assist in our data literacy	<input checked="" type="checkbox"/> On-site
*School leaders to meet around cluster PLC initiative	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Utilising Noelle Burdekin from the PLC initiative	<input checked="" type="checkbox"/> On-site