

# **2019 Annual Implementation Plan**

## **for improving student outcomes**

Fish Creek and District Primary School (3028)



Submitted for review by Dale Banks (School Principal) on 30 January, 2019 at 03:08 PM  
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 04 February, 2019 at 01:34 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	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
<b>Professional leadership</b>	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

<b>Enter your reflective comments</b>	In 2018 we made great steps as a school we completed our assessment schedule, we have worked on the development of our instructional model we further development needed and we have completed our literacy curriculum with a focus on our numeracy curriculum in 2019.
<b>Considerations for 2020</b>	In 2019 one of main considerations in our new building which will be being built. This has placed us in a unique situation in our classrooms where we are running our 1/2 grades in the gym and all specialist programs will be run in the classroom
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<p><b>Goal 1</b></p>	<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><b>Target 1.1</b></p>	<p>Outcome targets: Learning outcomes</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016).</li> <li>• 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</li> <li>• Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020 School Staff Survey</li> <li>• Emphasis is placed on the importance of academic success and school norms support learning – minimum 80.0 endorsement by 2020. (Currently 73.2)</li> <li>• The curriculum is coherent across year levels and is delivered adequately in the time allotted – minimum 70.0 by 2020. (Currently 64.96)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> Building practice excellence</p>	<p>Creating high performance collaborative practice supported by coaching and observation practices with an initial focus on reading strategies.</p>

<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop and implement a guaranteed and viable curriculum across the school supported by the use of high impact teaching strategies
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop a consistent assessment schedule to build capacity of staff to make informed and accurate judgements on student learning.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Undertake the Professional Learning Community (PLC) initiative to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, focusing in the area of teacher to student feedback in numeracy.
<b>Key Improvement Strategy 1.e</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable numeracy curriculum across the school supported by high impact activities
<b>Goal 2</b>	To increase student resilience, well-being, engagement and motivation.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• An annual decrease in the average days absent per student, reducing from 17 days in 2016 to 14 days by 2020</li> </ul> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>• Positive responses in classroom behaviour will increase from 50% in 2016 to 70% in 2020</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Classroom behaviour to improve – minimum 50th percentile by 2020. (Currently 4.9)</li> <li>• Student safety to improve – minimum 50th percentile by 2020. (Currently 25.0)</li> </ul>
<b>Key Improvement Strategy 2.a</b> 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"> <li>• 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.</li> <li>• 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.</li> <li>• The percentage of students in the top two bands in reading as measured by year 5 NAPLAN to average 48% (40% in 2016).</li> <li>• 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</li> <li>• Positive responses in stimulating learning will increase from 75% in 2016 to 80% in 2020 School Staff Survey</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Staff opinions survey academic emphasis to rise from 77-79% in positive responses.            ATOSS- (feedback) self regulation and goal setting to rise from 89-91% in positive responses.            Student voice and agency to rise from 88-90% in positive responses            Naplan numeracy increase students in top two bands in grade 3 from 45-50%            Naplan numeracy increase students in top two bands in grade 5 from 50-55%</p>

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

<b>Goal 1</b>	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
<b>12 Month Target 1.1</b>	Staff opinions survey academic emphasis to rise from 77-79% in positive responses. ATOSS- (feedback) self regulation and goal setting to rise from 89-91% in positive responses.



	Student voice and agency to rise from 88-90% in positive responses Naplan numeracy increase students in top two bands in grade 3 from 45-50% Naplan numeracy increase students in top two bands in grade 5 from 50-55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Creating high performance collaborative practice supported by coaching and observation practices with an initial focus on reading strategies.	No
<b>KIS 2</b> Building practice excellence	Develop and implement a guaranteed and viable curriculum across the school supported by the use of high impact teaching strategies	No
<b>KIS 3</b> Building practice excellence	Develop a consistent assessment schedule to build capacity of staff to make informed and accurate judgements on student learning.	No
<b>KIS 4</b> Building practice excellence	Undertake the Professional Learning Community (PLC) initiative to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, focusing in the area of teacher to student feedback in numeracy.	Yes
<b>KIS 5</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable numeracy curriculum across the school supported by high impact activities	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.	KIS 2 - To continue on from 2018 where we developed of Literacy curriculum, we will be creating our maths curriculum document KIS 4 - to follow on from our CHPLC course we have been accepted into the 2019 PLC work we are planning to have a focus on feedback through the stream of numeracy	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To achieve high learning growth in literacy and numeracy for every student and with a focus on students achieving above the expected level.
<b>12 Month Target 1.1</b>	Staff opinions survey academic emphasis to rise from 77-79% in positive responses. ATOSS- (feedback) self regulation and goal setting to rise from 89-91% in positive responses. Student voice and agency to rise from 88-90% in positive responses Naplan numeracy increase students in top two bands in grade 3 from 45-50% Naplan numeracy increase students in top two bands in grade 5 from 50-55%
<b>KIS 1</b> Building practice excellence	Undertake the Professional Learning Community (PLC) initiative to strengthen practice to support differentiation through building teacher capacity, data analysis and peer observation, focusing in the area of teacher to student feedback in numeracy.
<b>Actions</b>	Develop teacher knowledge and capacity to work as effective teams in the PLC initiative Resource and monitor collaborative work within the PLC's Build data literacy in staff to ensure they are able to evaluate their impact of their teaching on student outcomes Develop teachers knowledge of the PLC inquiry cycle Develop teachers ability to provide teacher to student feedback, through the PLC initiative Implement high quality feedback based on Learning Intentions and Success Criteria of our instructional model in Numeracy
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Have access to high quality feedback which will be developed through our work in the PLC.</li> <li>Have an understanding of where they need to improve in Numeracy through the greater use of data literacy.</li> <li>Have an understanding of what is being taught to them and why through our use of our Instructional model (learning Intention, Success criteria).</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Engage in regular conversations about student learning and teaching practice.</li> <li>A greater understanding of where each student needs to improve through improved data analysis.</li> <li>Be an active member of the PLC inquiry cycle and have a strong sense of collective responsibility.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Communicate high expectations and lead teams in a range of reflective activities focused on securing continual improvements.</li> <li>Make PLC implementation a school improvement priority.</li> </ul>

	Lead teams of teachers at all schools and build their capacity to use collaborative practices that will have a positive impact on learning outcomes.			
<b>Success Indicators</b>	Success Indicators Use data about the impact of PLC implementation on teacher practice and student perception to track progress and identify areas for improvement. PLC matrix to measure improvement of PLC work			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC training. School improvement team to undergo PLC training in term 3 and 4, working with Tarwin Lower, Welshpool and Toora Primary School	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
George Telford - growth mindset feedback Whole staff PD with George Telford looking at feedback School improvement team working in a Community of Practice with CILA schools around teacher to student feedback and how to incorporate this into our instructional model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used
PLCs in our school Share PLC work with all staff Plan inquiry challenge (action research project)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable numeracy curriculum across the school supported by high impact activities			

<b>Actions</b>	School resourcing including dedicating time for a new school improvement team Strengthen collaborative practices across the school through our Professional learning teams, preparing for the PLC in term 3 Develop and then implement a numeracy curriculum in school teams Implementation of explicit teaching practices (learning intention and success criteria) Resourcing external professionals to build the capacity of teachers to develop consistency in our implementation of our numeracy curriculum			
<b>Outcomes</b>	Students will: Understand what is being taught to them and why (feedback, learning goals explicit teaching) Teachers will: Be working together to create a viable working Numeracy Curriculum document. Further implement our instructional model to support our teaching and learning of Numeracy Curriculum Leaders will: Facilitate the development of a consistent and viable curriculum through targeted professional practice.			
<b>Success Indicators</b>	A completed guaranteed and viable Numeracy Curriculum			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
School staff to work with maths specialist Peter Sullivan - focus on open ended challenging maths tasks to further extend all students. Observation and shadowing of lessons with Peter Sullivan	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff collaborating together to develop and produce shared Numeracy curriculum document.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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	\$12,000.00	\$7,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$12,000.00</b>	<b>\$7,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
School staff to work with maths specialist Peter Sullivan - focus on open ended challenging maths tasks to further extend all students. Observation and shadowing of lessons with Peter Sullivan	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$12,000.00	\$7,000.00
<b>Totals</b>			<b>\$12,000.00</b>	<b>\$7,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC training. School improvement team to undergo PLC training in term 3 and 4, working with Tarwin Lower, Welshpool and Toora Primary School	<input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Training at inverloch
George Telford - growth mindset feedback Whole staff PD with George Telford looking at feedback School improvement team working in a Community of Practice with CILA schools around teacher to student feedback and how to incorporate this into our instructional model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Utilising George Telford	<input checked="" type="checkbox"/> Off-site whole school pd at Foster school improvement team to attend George Telford PD ran through the South Gippsland Principal meetings
PLCs in our school Share PLC work with all staff Plan inquiry challenge (action research project)	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>School staff to work with maths specialist Peter Sullivan - focus on open ended challenging maths tasks to further extend all students. Observation and shadowing of lessons with Peter Sullivan</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Utilising Maths specialist Peter Sullivan	<input checked="" type="checkbox"/> On-site
<p>Staff collaborating together to develop and produce shared Numeracy curriculum document.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site