

2020 Annual Implementation Plan

for improving student outcomes

Lismore Primary School (1293)



Submitted for review by Jessica Kattwinkel (School Principal) on 19 December, 2019 at 10:45 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 06 January, 2020 at 10:27 AM
Endorsed by Tania Leech (School Council President) on 24 February, 2020 at 03:39 PM

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
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>Throughout 2019 we have been able to implement some new structures and processes that have supported our focus on improving student learning outcomes. We have implemented the meeting wise rolling agenda to ensure clear objectives, time frames and accountability. We have agreed protocols that support a culture dedicated to the learning of all students. We have had a focus on student voice throughout this year incorporating elements of feedback. Professional learning on student voice has enabled staff to have a greater understanding of what student voice is and the positive impact it can have on student achievement.</p> <p>Data has continued to be a focus and used to develop a better understanding of learning growth. We have implemented data tracking and been open and honest with school council about our achievement of our 2019 targets and goals.</p>
Considerations for 2020	<p>While we have reviewed and implemented some new structures and processes to support high quality feedback, our next step is to develop a more consistent approach to feedback and how best to support students in identifying the next steps in their learning. Our focus moving into 2020 will be to further explore the use of rubrics (co-developed) to support these areas, review and refine our approach to learning goals and a documented timetable for completing peer observations internally and externally with the use of swivl.</p>

	<p>Next year our work with increasing student voice and agency will continue with the implementation and monitoring of our plan that incorporates a larger focus on feedback from students to teachers and teachers to students. The investigation into assessment will also form part of our focus. This work will be enhanced by our involvement in a Community of Practice at network level that will be focusing on these areas.</p> <p>We will make efforts to visit schools within our network that have been able to successfully engage and challenge their students through the use of a consistent approach to learning goals.</p> <p>Feedback from multiple areas of the school community will continue to be a focus and will support us to evaluate the effectiveness of our teaching. The HITS will continue to be part of professional learning in 2020 using the continuum to identify our focus areas and next steps.</p> <p>Our instructional model will continue to be displayed and referred to to support students understanding of their learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.</p>																																																																																	
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	Number & Algebra	38	56	6	40	59	1
	Stats & Probability	14	78	9	25	70	5
Target 1.3	Staff Opinion Survey – percentage endorsement						
	Based on rolling average over 3 years 2014 – 2016	Benchmark	Target				
	Collective Efficacy	89	95				
	Teacher Collaboration	74	85				
	Academic Emphasis	79	90				
	Guaranteed & viable curriculum	74	85				
	Collective responsibility	85	90				
	Staff trust in colleagues	80	90				
	Collective focus on student learning	90	95				
	Shielding/buffering	43	60				

Key Improvement Strategy 1.a Building practice excellence	Develop and implement an agreed instructional model consistently across the whole school.																														
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<p>Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies</p>	To build a culture of continuous improvement based on high quality feedback																		
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<p>Goal 3</p>	By the end of 2020 we will develop and implement a growth mindset framework using the principles of positive education so that student wellbeing and intellectual engagement and self-awareness is strengthened.																		
<p>Target 3.1</p>	<p>Acer Survey on social and emotional skills for students</p> <p>100% staff to complete the staff opinion survey</p>																		

- To attain at least 70% in the safety and well-being component of the SOS by 2020.

ATSS – Benchmarks to be set in 2018

Parent Opinion Survey

Based on 3 year rolling average (2012-2015)	2013-16 average Actual	2017-2020 average target
Student safety	5.68	5.7
Classroom behaviour	4.78	4.8

Key Improvement Strategy 3.a
Health and wellbeing

To develop and implement a growth mindset framework

Key Improvement Strategy 3.b
Intellectual engagement and self-awareness

To introduce the principles of Positive education

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																													
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Staff Opinion Survey to show a 85% positive response for teacher collaboration & academic emphasis.

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12 Month Target 1.1	<p>P-6 reading teacher judgement data of all students without a diagnosed learning disability to show 40% above expected level, 55% at level & 5% below.</p> <p>P-6 writing teacher judgement data of all students without a diagnosed learning disability to show 35% above, 55% at level & 10% below.</p>	
12 Month Target 1.2	<p>P-6 measurement and geometry teacher judgement data of all students without a diagnosed learning disability to show 30% above, 65% at expected level, 5% below.</p> <p>P-6 number and algebra teacher judgement data of all students without a diagnosed learning disability to show 30% above, 65% at expected level, 5% below.</p>	
12 Month Target 1.3	Staff Opinion Survey to show a 85% positive response for teacher collaboration & academic emphasis.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement an agreed instructional model consistently across the whole school.	No
KIS 2 Building practice excellence	Embed the Professional Learning Community Framework.	No
KIS 3 Building practice excellence	Develop and document a guaranteed and viable curriculum.	No
KIS 4 Building practice excellence	Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.	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.

In 2020, we plan to continue our focus on the KIS of building teacher capacity to implement an instructional model and evaluate the impact of their teaching practice. We began work in this area in 2019 and have recognised through the self-evaluation process and the use of the FISO improvement cycle, that feedback and authentic assessment are areas for further development. We understand that feedback comes in many forms and can include teacher to student, student to teacher, peer to peer, parent to teacher, parent to student. Rather than change our focus, we want to embed practices across the school that are consistent and keep students learning growth at the forefront of our minds. Specifically we will focus on feedback during literacy to keep a narrow focus.

Our reading data continues to show positive results due to our explicit focus on phonics and comprehension as well as incorporating the other key elements of the big 6! We will ensure a continued focus on reading to ensure practice is embedded. Our writing data across the school hasn't made the high growth that we are striving to achieve. Therefore, in 2020 we will review our detailed scope and sequence to ensure the 6 + 1 traits of writing are being used consistently throughout the week to support writing development. We will draw upon evidence from Misty Adoniou and use the Literacy Toolkit to guide this work as well as use the FISO improvement cycle during PLC's to monitor the impact of teaching practice.

Define Actions, Outcomes and Activities

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12 Month Target 1.3	Staff Opinion Survey to show a 85% positive response for teacher collaboration & academic emphasis.
KIS 1 Building practice excellence	Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.
Actions	<ol style="list-style-type: none"> 1. Provide staff with relevant PD 2. Ensure a collaborative culture is sufficiently resourced and nurtured. 3. Identify and regularly track the learning progress of all students 4. Provide opportunities for staff to provide meaningful feedback to their peers to promote reflection, goal setting and improved professional practice.
Outcomes	<p>This KIS will be demonstrated when we see the following changes in skills, knowledge or behaviours:</p> <p>Leaders:</p> <ul style="list-style-type: none"> * present professional learning on the rationale, purpose and outcomes of student learning goals * provide professional readings to support teachers understandings of assessment rubrics * actively engage with network CoP to support work at school level in the feedback and assessment areas * use multiple sources of evidence to track peer observations/instructional model implementation including barriers and enablers

	<ul style="list-style-type: none"> * present evidence based theory to support writing curriculum development * apply inquiry cycle to develop hunches, gather evidence and develop an action plan * engage teachers in a writing curriculum audit and develop a viable writing curriculum. <p>Teachers:</p> <ul style="list-style-type: none"> * provide purposeful and highly effective feedback to students on their progress against individual learning goals and curriculum standards * moderate student assessment and use data to diagnose student learning needs and plan for learning * co-design authentic, fit for purpose assessments to reflect the learning program and objectives * understand the structure of the literacy instructional model * establish/improve peer observation skills * use the agreed instructional model to plan and deliver lessons * collaborate through the PLC process with a focus on the teaching & learning of reading and writing * integrate their learning from PLC into lesson design and implementation <p>Students:</p> <ul style="list-style-type: none"> * understand goal setting and its purpose * be able to understand what they are learning and why * be provided with high quality feedback and use this to continue their progress * use student voice and agency to help shape the curriculum * can articulate the 'usual' structure of lessons * have the opportunity to provide feedback to teachers on their teaching and on the students' feelings and progress in literacy.
<p>Success Indicators</p>	<p>We have identified the following success indicators:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> * make observations and provide feedback to teachers * use learning walks to measure the impact of improvement * show progress towards targets and goals in PDP mid and end cycle reflections and discussions. <p>Teachers will:</p> <ul style="list-style-type: none"> * record evidence of feedback to students and evaluate how the students have applied the feedback * analyse and evaluate data, anecdotal notes and student work samples to make relevant adjustments to teaching practice * ensure lesson plans are aligned with instructional model * use 'swivl' snapshots to analyse and evaluate their own and others teaching practices * form actions from peer observations and feedback to improve the focus area * show progression towards school goals in mid and end cycle reflections and discussions. <p>Students:</p> <ul style="list-style-type: none"> * be able to articulate what their goal is and what strategies they are practicing to achieve the goal * understand the purpose of feedback and how to apply it

* be able to identify their next steps in the learning sequence
 * will be able to articulate where they are up to in a lesson
 * will provide feedback to their teachers on the effectiveness of the lesson.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Incorporate peer observations into PDPs to promote reflection, goal setting and improved professional practice.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a structure and schedule for regular peer observations incorporating internal, external observations as well as the use of swivl. Staff will at a minimum observe one cycle and receive one cycle of peer observation per semester.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00 <input type="checkbox"/> Equity funding will be used
Undertake regular Learning Walks with a view to engage in questioning of students and staff to understand the learning focus and next steps.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend network meetings each term and actively engage with my Community of Practice (student voice & agency) to support work at school level.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00 <input type="checkbox"/> Equity funding will be used
Present professional learning on the rationale, purpose and outcomes of student learning goals and document our agreed approach to student learning goals specifically in reading and writing.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$400.00 <input type="checkbox"/> Equity funding will be used

Conference with students regarding their literacy development at least twice per term.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning to staff on the benefits of rubrics in making expectations clear, defining quality and proficiency and supporting students to plan and self-evaluate.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$600.00 <input type="checkbox"/> Equity funding will be used
Provide and allow time in PLC's to engage in professional readings based on co-developing assessment rubrics.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Design and deliver professional learning on 6 + 1 traits of writing.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
In response to professional learning, observations and evidence, as a team during PLC's, use FISO improvement cycle to audit, review and revise our school writing scope and sequence.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used
Audit our assessment schedule in consultation with staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Utilise data (summative and formative) to obtain current understandings of each students current abilities in literacy and plan accordingly.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input type="checkbox"/> Equity funding will be used
Use PLC's to monitor individual practice against the agreed instructional model and check teachers are implementing the model with fidelity.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Work collaboratively with colleagues to moderate 'Cold Writes' and develop consistent teacher judgement outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<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	\$0.00	\$0.00
Additional Equity funding	\$22,000.00	\$22,000.00
Grand Total	\$22,000.00	\$22,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide regular intervention/extension support to students across the school that are identified as below expected standard or well above expected level. Monitor and manage attendance data and individual students attendance plans.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$22,000.00	\$22,000.00
Totals			\$22,000.00	\$22,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a structure and schedule for regular peer observations incorporating internal, external observations as well as the use of swivl. Staff will at a minimum observe one cycle and receive one cycle of peer observation per semester.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Peer observations will occur both onsite and offsite to ensure optimal learning opportunities.
Attend network meetings each term and actively engage with my Community of Practice (student voice & agency) to support work at school level.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Network meetings are in Warrnambool
Present professional learning on the rationale, purpose and outcomes of student learning goals and document our agreed approach to student learning goals specifically in reading and writing.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Utilise the Amplify document to support student agency <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Provide professional learning to staff on the benefits of rubrics in making expectations clear, defining quality and proficiency and supporting students to plan and self-evaluate.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Design and deliver professional learning on 6 + 1 traits of writing.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<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"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Work collaboratively with colleagues to moderate 'Cold Writes' and develop consistent teacher judgement outcomes.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site