2019 Annual Implementation Plan

for improving student outcomes

Rowellyn Park Primary School (5313)

Submitted for review by Caleb Peterson (School Principal) on 12 December, 2018 at 01:09 PM
Endorsed by Kerri Bolch (Senior Education Improvement Leader) on 20 December, 2018 at 11:49 AM
Endorsed by Andrea Goldsmith (School Council President) on 22 February, 2019 at 10:35 AM

Self-evaluation Summary - 2019

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

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

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

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

Enter your reflective comments	The staff have made a great start at implementing Leading Literacy initiatives. Specifically the introduction of writer's journals and how to maintain a focus on MSL at junior school whilst introducing the 6 writer's traits to the whole school. Many teachers have taken on the professional development but some have not the depth/quality of practice varies from teacher to teacher. In an attempt to work with our network of schools and align our standardised assessment for transition purposes, we have unearthed an area for development, in assessment practices. There has been a significant lack of leadership development for a long period of time. 2018 saw the introduction of two learning specialist roles; literacy and numeracy focused. Leadership across the school is not distributed and is centralised to the principal class. We have introduced respectful relationships but a barrier has been staff finding the time to effectively implement the program amongst a 'crowded curriculum'. The program inevitably has been one of the first things to go when there is a public holiday or whole school event.
Considerations for 2019	Rather than moving on to developing the reading program, we need to continue our focus on writing until we have a consistent practice which has been adopted by all staff. We need to look at effect assessment and reporting. We should be

	reporting in a timely fashion and at the point of learning rather than leaving the official communication of progress to a semester report. We hope to investigate and implement an ongoing reporting style of reporting progress to parents and students. We need to increase staff understanding of summative vs formative assessment and when/how to best utilise each alongside teacher judgement. We need to build leadership capacity and work within structures that facilitate distributive leadership. Our aspirant staff need to be able to see a pathway from classroom teacher to principal class that has multiple achievable layers built rather than just just two classes; teacher and principal. We should set up positions with role descriptions that build capacity and we need to invest in professional development of those in such positions and those interested in gaining those positions. Each year level needs to conduct a curriculum priority audit in which they are able to determine the order in which curriculum is prioritised and hwo they mange the interruptions and events that are typically part of a vibrant school year.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.
Target 1.1	<u>**Shared responsibility for student learning data.**</u> Maintain or improve the following areas of the Staff Opinion Survey: Staff trust in colleagues. Teacher collaboration. Collective responsibility.
Key Improvement Strategy 1.a Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.
Key Improvement Strategy 1.b Building practice excellence	Enhance the culture of adult learning.
Key Improvement Strategy 1.c Building practice excellence	School based professional learning.
Goal 2	Build excellence in learning and teaching to impact on student learning growth.
Target 2.1	Increase number of students in the top bands in NAPLAN. Increase the % of students operating in the medium to high relative growth bands from grade 3 - 5.

	12 months growth in curriculum measures.
	5% of each cohort have 18 months of learning in the academic year.
Key Improvement Strategy 2.a Curriculum planning and assessment	Enhance whole school assessment practices.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement a range of high impact teaching strategies.
Key Improvement Strategy 2.c Curriculum planning and assessment	Establish deep content and curriculum knowledge.
Goal 3	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.
Target 3.1	Focus on areas of Resilience > 62.6 Sense of Connectedness > 60.6 Attitudes to attendance = / > 71.2

Key Improvement Strategy 3.a Health and wellbeing	Build teacher capacity to implement the Respectful Relationships curriculum

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.	Yes	**<u>Shared responsibility for student learning data.</u>** Maintain or improve the following areas of the Staff Opinion Survey: Staff trust in colleagues. Teacher collaboration. Collective responsibility.	Increase teacher collaboration
Build excellence in learning and teaching to impact on student learning growth.	Yes	Increase number of students in the top bands in NAPLAN. Increase the % of students operating in the medium to high relative growth bands from grade 3 - 5. 12 months growth in curriculum measures. 5% of each cohort have 18 months of learning in the academic year.	Improve % of students achieving in the top two bands of writing at grade 3 and 5

Provide a safe and caring school environment that promotes social and emotional health and wellbeing.	Yes	Focus on areas of Resilience > 62.6 Sense of Connectedness > 60.6 Attitudes to attendance = / > 71.2	Improve sense of connectedness

Goal 1	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.	
12 Month Target 1.1	Increase teacher collaboration	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.	Yes
KIS 2	Enhance the culture of adult learning.	No

Building practice excellence		
KIS 3 Building practice excellence	School based professional learning.	No
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.	Until now we have had year level coordinators who have held management roles somewhat limited to administration and liaising between principal class and teachers within the year level. In addition, PLC teams have not been accountable to specific goals and have not been seen as a priority in terms of how often they meet, how they spend their time and the impact on whole school. PLC need to have an intent that aligns our schools areas of need and as informed by our analysis of data. Our leadership team needs restructuring to redirect efforts towards the provision of consistent, high quality teaching and learning. Simultaneously the restructuring should provide staff with a career development and personal development pathway that builds leadership capacity.	
Goal 2	Build excellence in learning and teaching to impact on student learning growth.	
12 Month Target 2.1	Improve % of students achieving in the top two bands of writing at grade 3 and 5	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Enhance whole school assessment practices.	Yes
KIS 2 Curriculum planning and assessment	Implement a range of high impact teaching strategies.	No
KIS 3 Curriculum planning and assessment	Establish deep content and curriculum knowledge.	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.	Across the staff there is variance in understanding the purpose of formative and summative assessment. In addition, we have an extensive assessment schedule that needs reviewing. We are looking at being able to provide feedback to students and therefore report to parents at the time of assessment rather than waiting until end of semester to provide summative information. 2018 saw the introduction of Writer's workshops which was borne out of the Leading Literacy Bastow training that we received. Our AP and Literacy Learning Specialist led PD with the staff to implement the writing model. We are intending on implementing the rest of the Leading Literacy Learning, however, after receiving feedback from staff and anecdotal evidence from observations and PDP reviews it is clear we need to spend longer on embedding the new writing practice before we attempt to introduce the reading model.	
Goal 3	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.	
12 Month Target 3.1	Improve sense of connectedness	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Build teacher capacity to implement the Respectful Relationships curriculum	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.	2018 saw the introduction of Respectful Relationships to our curriculum. Minimal PD for staff and competing curriculum areas has seen an inconsistent application of the curriculum. In addition, the Carrum Downs Cluster are all looking at implementing the SWPBS together which will bring about a unified language regarding positive behaviour management. We are looking to create the time and space for teachers to build effective relationships with theri students to further foster quality teaching and learning.	

Define Actions, Outcomes and Activities

Goal 1	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.
12 Month Target 1.1	Increase teacher collaboration
KIS 1 Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.
Actions	Leadership team will be restructured from year-level coordinators to Sub School Leaders. Meeting schedule will be developed to support learning culture. Leadership meetings will contain a professional development aspect to build leadership capacity Role description for sub-school leader will be developed Time release factored for sub-school leaders A PD program tailored to build leadership capacity amongst the whole leadership team including APs Learning Specialists and Sub-school Leaders
Outcomes	Teachers will feel greater collective responsibility. Leadership capacity will be built amongst leadership team. Distributive leadership will be established as part of our culture.
Success Indicators	Meeting schedule will be adhered as evidenced by minutes. Minutes of Leadership meeting will outline PD element Sub-school leaders will have a role description Timetable will show sub-school leader need for time being met Collective responsibility improved on staff attitude to school survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Sub-school leader role description	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ Equity funding will be used
Conduct merit and equity process for appointing sub-school leaders	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$800.00 ☐ Equity funding will be used
Use Consultative Committee to develop meeting schedule that supports learning culture	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Factor time release into sub-school leader schedules	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$21,000.00 ☐ Equity funding will be used
PD Schedule will be established for the Leadership meetings	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Goal 2	Build excellence in learning and teaching to impact on student learning growth.
12 Month Target 2.1	Improve % of students achieving in the top two bands of writing at grade 3 and 5
KIS 1 Curriculum planning and assessment	Enhance whole school assessment practices.

Actions	Utilise Compass Learning Tasks to establish a continuous reporting system. PD sub-school leaders about how to develop Learning Tasks Develop a Continuous Reporting Policy Review the assessment schedule and align to the Continuous Report Policy Communicate with community about the continuous reporting.				
Outcomes	Parents will receive more up-to-date reports on their child's progress. Students will receive formal feedback on their progress on a more regular basis. Teachers will have a reduction in workload at the end of each semester. All assessment will have a clear purpose and be used for its purpose.				
Success Indicators	Parent feedback on reporting on parent attitudes to school survey. A reduction in CRT costs dues to less stress at end of each semester. Continuous Reporting Policy exists Assessment schedule aligns to the Continuous Reporting Policy				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
PD our Compass coordinator on how to set up continuous reporting on Compass	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 1	$1,200.00 ☐ Equity funding will be used
PD sub-school leaders on how to develop learning tasks on compass	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 1	$1,200.00 ☐ Equity funding will be used
Develop Continuous Reporting Policy	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Review Assessment Schedule to align with Continuous Reporting Policy	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
KIS 2 Curriculum planning and assessment	Establish deep content and curriculum knowledge.			
Actions	Transition staff from an 'overview' (shallow) understanding of writer's workshops, to a consistent high quality application (deep). Review progress along the FISO improvement cycle. Strategically 'develop and plan' Professional Development for staff. Develop Literacy Learning Specialist role as support resource when teachers are planning a writing unit and coach teachers when implementing writing planning. Continue development on Junior school teachers in application of MSL Literacy intervention and support occurs for students with additional needs. Purchase mentor texts			
Outcomes	Teachers will have a deeper understanding of writer's workshops. Teachers' writing practice will be consistent across the school and meeting the high quality expectations. Sub-school leaders will take an active role in driving consistency in planning and implementation across their team. Students with additional needs are supported with writing development Teacher confidence in teaching writing will be higher. Teachers use mentor texts.			
Success Indicators	% of students achieving top two bands in writing improves Planning documentation demonstrates consistent writing practice across the school. PD Schedule indicates topics of focus for implementing writing. Teacher observations have a writer's workshop focus. Teacher's PDP reflect development of writing practice. Students who receive additional literacy support demonstrate greater than or equal growth to their peers.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staffing and timetable literacy support sessions.	☑ Assistant Principal	☐ PLP Priority	from: Term 4	$218,552.00 ☑ Equity funding will be used
Purchase mentor texts	☑ Assistant Principal ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 2	$30,000.00 ☑ Equity funding will be used
PD on Writer's workshops and coaching of writing implementation	☑ Learning Specialist(s) ☑ Sub School Leader/s ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$113,000.00 ☑ Equity funding will be used
Provide time release for Literacy Learning Specialist to activate coaching role to support implementation of writing model	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$32,000.00 ☑ Equity funding will be used

Goal 3	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.
12 Month Target 3.1	Improve sense of connectedness
KIS 1 Health and wellbeing	Build teacher capacity to implement the Respectful Relationships curriculum
Actions	Conduct curriculum priority audits to realise how time is prioritised and how that influences time given to the Respectful Relationships curriculum. Continue PD on Respectful Relationships

	Provide PD for implementing 'Structured Play' Join the Carrum Downs Cluster effort to implement School Wide Positive Behaviour Management
Outcomes	Teachers will have confidence in the teaching of respectful relationships. Teachers and students will be given more time to build effective relationships with one another. Students will be given regular opportunities, in structured play, to apply their respectful relationship learning and their application of the Rowellyn Rulz as promoted through the school wide positive behaviour priority. Improve student well-being. Behaviour management is dealt with more positively.
Success Indicators	Student connectedness is improved on the student attitude to school survey. Timetable will facilitate Structured Play. Documentation and implementation of SWPBS

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coordinate with Carrum Downs Cluster to schedule combined PD day to work on SWPBS.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used
Schedule PD for understanding and implementing Respectful Relationships	☑ Assistant Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☐ Equity funding will be used
Develop collaborative list of ideas for structured play	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Schedule Structured Play into timetable and develop policy	☑ School Leadership Team	☐ PLP Priority	from: Term 1	$10,000.00

			to: Term 1	☐ Equity funding will be used
Delivery PD to staff about structured play	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$393,552.00	$393,552.00
Additional Equity funding	$47,500.00	$47,500.00
Grand Total	$441,052.00	$441,052.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Staffing and timetable literacy support sessions.	from: Term 4	☑ School-based staffing	$218,552.00	$218,552.00
Purchase mentor texts	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$30,000.00	$30,000.00
PD on Writer's workshops and coaching of writing implementation	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$113,000.00	$113,000.00
Provide time release for Literacy Learning Specialist to activate coaching role to support implementation of writing model	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$32,000.00	$32,000.00
Totals			$393,552.00	$393,552.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Speech therapist	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$30,000.00	$30,000.00
Behavioural Optometrist and visual audiologist	from: Term 1 to: Term 4		$8,000.00	$8,000.00
EYE Oral Language, Let's Chat and ABC beyond	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$9,500.00	$9,500.00
Totals			$47,500.00	$47,500.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PD our Compass coordinator on how to set up continuous reporting on Compass	☑ Assistant Principal	from: Term 1 to: Term 1	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Network Professional Learning	☑ School improvement partnerships ☑ External consultants Compass staff	☑ On-site
PD sub-school leaders on how to develop learning tasks on compass	☑ Assistant Principal	from: Term 1 to: Term 1	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PD on Writer's workshops and coaching of writing implementation	☑ Learning Specialist(s) ☑ Sub School Leader/s ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Provide time release for Literacy Learning Specialist to activate coaching role to support implementation of writing model	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day	☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

Coordinate with Carrum Downs Cluster to schedule combined PD day to work on SWPBS.	☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Network Professional Learning	☑ School improvement partnerships ☑ External consultants Dave ? and Anthony King from DET	☑ Off-site At Carrum Downs Secondary School
Schedule PD for understanding and implementing Respectful Relationships	☑ Assistant Principal ☑ Wellbeing Team	from: Term 2 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Delivery PD to staff about structured play	☑ Leadership Team	from: Term 1 to: Term 1	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site