

# 2020 Annual Implementation Plan

for improving student outcomes

Rowellyn Park Primary School (5313)



Submitted for review by Caleb Peterson (School Principal) on 29 November, 2019 at 03:46 PM  
Endorsed by Daniel Dew (Senior Education Improvement Leader) on 18 December, 2019 at 01:05 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging

<b>Enter your reflective comments</b>	2019 we carved out time in week for PLCs to be formed. PLC leaders attended the regional PLC training in Term 3. We look forward to consolidating our learning and implementing the PLC improvement cycle as a priority in 2020. The restructure of teams into sub schools and schedule of meetings has supported an increased collective responsibility for improving instructional practices and reduce variations between classes.
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	<p>Although we aimed to provide a consistent and via well-being curriculum based in Respectful Relationships and Resiliency Project ideologies, staff were pulled in a number of well-being directions which detracted from the Curriculum implementation efforts. Some training and time was provided to engage with the whole school SWPBS work, and staff were implemented Structured Play for the first time.</p>
<p><b>Considerations for 2020</b></p>	<p>Off the back of our structural changes and the significant investment of professional development in training PLC leaders, 2020 needs to be the year of implementation of said training.</p> <p>We will need to narrow our well-being focus to get some traction on one area rather than pay lip service to multiple areas. Provision of a consistent and quality well-being curriculum for all students is a crucial proactive component of a well-being approach that is currently missing.</p> <p>We are in review during Term 2 so this will form part of our AIP as we involve all members of the community in the process.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Target and KIS

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.
<b>Target 1.1</b>	<p><b><u>Shared responsibility for student learning data.</u></b></p> <p>Maintain or improve the following areas of the Staff Opinion Survey:</p> <p>Staff trust in colleagues.</p> <p>Teacher collaboration.</p> <p>Collective responsibility.</p>
<b>Key Improvement Strategy 1.ay</b> Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.
<b>Key Improvement Strategy 1.by</b> Building practice excellence	School based professional learning.
<b>Key Improvement Strategy 1.cy</b> Building practice excellence	Implement Professional Learning Communities
<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.
<b>Target 2.1</b>	<p>Increase number of students in the top bands in NAPLAN.</p> <p>Increase the % of students operating in the medium to high relative growth bands from grade 3 - 5.</p> <p>12 months growth in curriculum measures.</p> <p>5% of each cohort have 18 months of learning in the academic year.</p>
<b>Key Improvement Strategy 2.ay</b> Curriculum planning and assessment	Enhance whole school assessment practices.
<b>Key Improvement Strategy 2.by</b> Curriculum planning and assessment	Implement a range of high impact teaching strategies.
<b>Key Improvement Strategy 2.cy</b> Curriculum planning and assessment	Establish deep content and curriculum knowledge.
<b>Goal 3</b>	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.
<b>Target 3.1</b>	<p>Focus on areas of</p> <p>Resilience &gt; 62.6</p>

	<p>Sense of Connectedness &gt; 60.6</p> <p>Attitudes to attendance = / &gt; 71.2</p>
<p><b>Key Improvement Strategy 3.ay</b> Health and wellbeing</p>	<p>Build teacher capacity to implement the Respectful Relationships curriculum</p>

## 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	<p><b><u>Shared responsibility for student learning data.</u></b></p> <p>Maintain or improve the following areas of the Staff Opinion Survey:</p> <p>Staff trust in colleagues.</p> <p>Teacher collaboration.</p> <p>Collective responsibility.</p>	<p>Improve staff trust in colleagues from 54% to 58%, teacher collaboration from 51% to 54% and collective responsibility from 73% to 74%</p> <p>Improve collective efficacy from 53% to 57% and academic emphasis from 59% to 62%</p>
Build excellence in learning and teaching to impact on student learning growth.	Yes	<p>Increase number of students in the top bands in NAPLAN.</p> <p>Increase the % of students operating in the medium to high relative growth bands from grade 3 - 5.</p> <p>12 months growth in curriculum measures.</p> <p>5% of each cohort have 18 months of learning in the academic year.</p>	<p>Improve 5-year average % of students in the top two bands of reading at grade 3 by at least 2% to an average of 50%.</p> <p>Grade 3 2015 - 44%, 2016 - 54%, 2017 - 40%, 2018 - 49%, 2019 - 53%</p> <p>Average over 5 years (2015-2019) = 48%</p>
Provide a safe and caring school environment that promotes social and emotional health and wellbeing.	Yes	<p>Focus on areas of</p> <p>Resilience &gt; 62.6</p> <p>Sense of Connectedness &gt; 60.6</p> <p>Attitudes to attendance = / &gt; 71.2</p>	<p>Improve sense of connectedness from 88% to 89% and resilience from 87% to 88%</p>

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.
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<b>12 Month Target 1.1</b>	Improve staff trust in colleagues from 54% to 58%, teacher collaboration from 51% to 54% and collective responsibility from 73% to 74% Improve collective efficacy from 53% to 57% and academic emphasis from 59% to 62%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.	Yes
<b>KIS 2</b> Building practice excellence	School based professional learning.	No
<b>KIS 3</b> Building practice excellence	Implement Professional Learning Communities	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.	We will have a review in Term 2. Members of the leadership team will be heavily involved in the process which in turn will build their capacity o the enhance the learning culture in the school.  After completing the PLC regional training, our PLC leaders are well positioned to implement PLCs in 2020.	
<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.	
<b>12 Month Target 2.1</b>	Improve 5-year average % of students in the top two bands of reading at grade 3 by at least 2% to an average of 50%. Grade 3 2015 - 44%, 2016 - 54%, 2017 - 40%, 2018 - 49%, 2019 - 53% Average over 5 years (2015-2019) = 48%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Enhance whole school assessment practices.	No
<b>KIS 2</b> Curriculum planning and assessment	Implement a range of high impact teaching strategies.	No
<b>KIS 3</b> 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.	The academic area in which we are comparatively lowest is the percentage of students performing in the top two bands of reading at grade 3. We have an agreed Instructional practice for Foundation to Grade 2. We need to ensure everyone is implementing the instructional model with fidelity.	
<b>Goal 3</b>	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.	
<b>12 Month Target 3.1</b>	Improve sense of connectedness from 88% to 89% and resilience from 87% to 88%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> 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.	In 2019, the well-being focus was stretched over three foci, namely, SWPBS, Respectful Relationships and Structured Play. Consequently, our implementation of the Respectful Relationships and well-being curriculum suffered. In a 'crowded curriculum' teachers have observably forgone the well-being curriculum whenever there were competing pressures.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning.			
<b>12 Month Target 1.1</b>	Improve staff trust in colleagues from 54% to 58%, teacher collaboration from 51% to 54% and collective responsibility from 73% to 74% Improve collective efficacy from 53% to 57% and academic emphasis from 59% to 62%			
<b>KIS 1</b> Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school.			
<b>Actions</b>	Members of the leadership team will actively participate in the School Review.			
<b>Outcomes</b>	<p>School leaders will:</p> <ul style="list-style-type: none"> <li>- engage with the students, staff and parents of our community in all relevant aspects of the review.</li> <li>- learn what is involved in a School Review and have an intimate knowledge of the outcome.</li> <li>- contribute to the process which will help them to have a sense of ownership over the new SSP goals and they will be invested in the implementation of the SSP over the next 4 years.</li> </ul> <p>Teachers will self assess against the continua of practice. Students will engage with surveys and focus groups to assist with our self assessment and goal setting.</p>			
<b>Success Indicators</b>	Each member of the leadership team will have contributed to the school review process. Each member of the leadership team will assist in engaging the school community throughout the review process. Members of the leadership team show commitment to the SSP goals as evidenced by the own PDPs during the course of the SSP and in their support of the AIP 12 month targets.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Leading the School Review	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Implement Professional Learning Communities			
<b>Actions</b>	<p>Utilise regional training from 2019 to implement Professional Learning Communities in 2020. Leaders will actively create a culture that is:</p> <ul style="list-style-type: none"> <li>- focussed on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers</li> <li>- committed to professionalism</li> <li>- fuelled by collaborative expertise.</li> </ul>			
<b>Outcomes</b>	<p>Sub-School Leaders will:</p> <ul style="list-style-type: none"> <li>- lead the year level PLCs as per the meeting schedule and timetable</li> <li>- lead teachers through the FISO improvement cycle</li> <li>- ensure cohort data is collected consistently</li> </ul> <p>Principal class will:</p> <ul style="list-style-type: none"> <li>- Attend the PLC meeting to support the work of the PLCs and their sub-school leaders</li> <li>- Check-in with sub-leaders as a standing agenda item at leadership meetings</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- become familiar with the FISO improvement cycle</li> <li>- complete one improvement cycle per term and</li> <li>- agree upon sets of data to collect and analyse</li> <li>- share student learning outcomes</li> <li>- explicitly teach with consistency across a year level in regard to the areas that PLCs are focusing on in their improvement cycles</li> </ul>			
<b>Success Indicators</b>	School climate improves as indicated by improvement in collective efficacy and academic emphasis on the School Staff Survey.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Developing a PLC culture	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Build excellence in learning and teaching to impact on student learning growth.			
<b>12 Month Target 2.1</b>	Improve 5-year average % of students in the top two bands of reading at grade 3 by at least 2% to an average of 50%. Grade 3 2015 - 44%, 2016 - 54%, 2017 - 40%, 2018 - 49%, 2019 - 53% Average over 5 years (2015-2019) = 48%			
<b>KIS 1</b> Curriculum planning and assessment	Establish deep content and curriculum knowledge.			
<b>Actions</b>	Literacy Learning Specialist will model, coach and support staff in the implementation of our reading instructional model.			
<b>Outcomes</b>	School leaders will: - Work with teachers to ensure consistent implementation of reading instructional model. - build teacher confidence in teaching to the reading instructional model. - support teachers plan effective reading lessons - provide professional learning on effective explicit instruction in reading - develop reading assessment tool for whole school Teachers will: - become familiar with the reading instructional model - engage with Literacy Learning Specialist to elicit support with planning reading and teaching reading. Students will: - provide feedback on reading lessons in the form of formative assessment and exit tickets			
<b>Success Indicators</b>	Improve 5-year average % of students in the top two bands of reading at grade 3 by at least 2% to an average of 50%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embedding our Reading Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Provide a safe and caring school environment that promotes social and emotional health and wellbeing.			
<b>12 Month Target 3.1</b>	Improve sense of connectedness from 88% to 89% and resilience from 87% to 88%			
<b>KIS 1</b> Health and wellbeing	Build teacher capacity to implement the Respectful Relationships curriculum			
<b>Actions</b>	Employ our Student Well-being Officer to teacher the Respectful Relationships and Well-being curriculum from F-6. Teachers will remain in their class during the teaching of the curriculum. Teachers may team teach with the well-being officer or may take the opportunity to maintain the health and well-being of teacher/student and student/student relationships.			
<b>Outcomes</b>	Leaders will: - Schedule Well-being sessions into timetable - provide professional learning for well-being officer			

	Well-being officer will: - plan and implement well-being lessons across the school - co-ordinate respectful relationship program delivery and use of corresponding department funding. Teachers will:have increased confidence in teaching the well-being curriculum. Students will have an increased sense of connectedness and resilience.			
<b>Success Indicators</b>	Student Attitudes to school: - sense of connectedness - resilience			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Timetabled Well-Being Curriculum	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$70,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$70,000.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Developing a PLC culture	from: Term 1 to: Term 4		\$15,000.00	
Embedding our Reading Model	from: Term 1 to: Term 4		\$40,000.00	
Timetabled Well-Being Curriculum	from: Term 1 to: Term 4		\$15,000.00	
<b>Totals</b>			<b>\$70,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2020	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
Developing a PLC culture	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Embedding our Reading Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site