

2020 Annual Implementation Plan

for improving student outcomes

Little River Primary School (1961)



Submitted for review by Gavin Nelson (School Principal) on 12 November, 2019 at 11:52 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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 moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	In our review of FISO we identified that our school has made wonderful growth in working collaboratively across the whole school. This will be a major priority in our next Annual Implementation Plan which will have an impact on our positive climate for learning. We had particular successes in Community Engagement and Learning such as our implementation of our 'attendance' policy and subsequent changes in the data.
Considerations for 2020	<ul style="list-style-type: none"> - Working in teams at Little River - Working collaboratively with Koori students, parents and community services
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
Target 1.1	<p>The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% in 2017 to >40% by 2021.</p> <p>The percentage of students in the bottom two bands of NAPLAN for Numeracy in Year 5 to decrease from 47% in 2017 to >20% by 2021.</p>
Target 1.2	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% in 2017 to 30% by 2021.
Target 1.3	The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% in 2017 to 35% by 2021.
Target 1.4	The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Reading to increase from 20% in 2017 to 30% by 2021.

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum in Reading, Writing and Numeracy.
Key Improvement Strategy 1.b Evaluating impact on learning	Increase teacher capacity in data literacy through the teaching and learning cycle to inform and drive the work of professional learning communities.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Embed Professional Learning Community practice processes across the school.
Key Improvement Strategy 1.d Evaluating impact on learning	Build staff and leadership capacity through the Professional Learning Community by developing data literacy in order to teach to point of need and differentiate and extend.
Key Improvement Strategy 1.e Evidence-based high-impact teaching strategies	Development and implementation of a whole school instructional model in Reading.
Key Improvement Strategy 1.f Evidence-based high-impact teaching strategies	Effective use of data to identify and target students working below level and those capable of making high growth.
Key Improvement Strategy 1.g Evidence-based high-impact teaching strategies	Development and refinement of whole school guaranteed and viable curriculum in Reading to ensure a consistent approach to curriculum planning and alignment.
Goal 2	To continue to improve transitions for students and their families into, through grades and to their secondary education.
Target 2.1	Continued high parent satisfaction rates in 'Transitions' from Parent Opinion Survey in satisfaction rates to remain in top quartile and move to 20%

Key Improvement Strategy 2.a Parents and carers as partners	Ensure processes relating to transition between all grades (especially Kinder-Prep and Grade 6-Year 7) remain effective.
Goal 3	To enhance active student engagement in their learning and continually stimulate and challenge all learners
Target 3.1	To reduce student absences to below the State Mean.
Target 3.2	To maintain in the fourth quartile the Student Attitudes to School Survey results in Safety, Learning Confidence and Stimulating Learning.
Key Improvement Strategy 3.a Parents and carers as partners	To explore all strategies to increase student attendance.
Key Improvement Strategy 3.b Parents and carers as partners	Maximise student learning through the identification of student absence trends and alignment of school attendance policy and processes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students	Yes	<p>The percentage of students in the top two bands of NAPLAN for Numeracy in Year 5 to improve from 21% in 2017 to >40% by 2021.</p> <p>The percentage of students in the bottom two bands of NAPLAN for Numeracy in Year 5 to decrease from 47% in 2017 to >20% by 2021.</p>	The percentage of students in the top 2 bands of NAPLAN for Numeracy in Year 5 to improve from 20% in 2019 to greater than 30%.
		The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Numeracy to increase from 6% in 2017 to 30% by 2021.	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Numeracy to improve from 0% (2019) to 20%.
		The percentage of students in the top two bands of NAPLAN in Grade 5 Reading to increase from 28% in 2017 to 35% by 2021.	The percentage of students in the top 2 bands of NAPLAN for Reading in Year 5 to improve from 36% in 2019 to greater than 35%.

		The percentage of students achieving high growth (Year 3 to Year 5) in NAPLAN for Reading to increase from 20% in 2017 to 30% by 2021.	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Reading to improve from 14% (2019) to 25%.
To continue to improve transitions for students and their families into, through grades and to their secondary education.	No	Continued high parent satisfaction rates in 'Transitions' from Parent Opinion Survey in satisfaction rates to remain in top quartile and move to 20%	
To enhance active student engagement in their learning and continually stimulate and challenge all learners	No	To reduce student absences to below the State Mean.	
		To maintain in the fourth quartile the Student Attitudes to School Survey results in Safety, Learning Confidence and Stimulating Learning.	

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
12 Month Target 1.1	The percentage of students in the top 2 bands of NAPLAN for Numeracy in Year 5 to improve from 20% in 2019 to greater than 30%.

12 Month Target 1.2	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Numeracy to improve from 0% (2019) to 20%.	
12 Month Target 1.3	The percentage of students in the top 2 bands of NAPLAN for Reading in Year 5 to improve from 36% in 2019 to greater than 35%.	
12 Month Target 1.4	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Reading to improve from 14% (2019) to 25%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum in Reading, Writing and Numeracy.	Yes
KIS 2 Evaluating impact on learning	Increase teacher capacity in data literacy through the teaching and learning cycle to inform and drive the work of professional learning communities.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed Professional Learning Community practice processes across the school.	No
KIS 4 Evaluating impact on learning	Build staff and leadership capacity through the Professional Learning Community by developing data literacy in order to teach to point of need and differentiate and extend.	No
KIS 5 Evidence-based high-impact teaching strategies	Development and implementation of a whole school instructional model in Reading.	No
KIS 6 Evidence-based high-impact teaching strategies	Effective use of data to identify and target students working below level and those capable of making high growth.	Yes
KIS 7 Evidence-based high-impact teaching strategies	Development and refinement of whole school guaranteed and viable curriculum in Reading to ensure a consistent approach to curriculum planning and alignment.	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.

Little River Primary School will continue to improve teacher capacity through the use of PLC's. We will do this mainly through the development of a guaranteed and viable curriculum whereby two staff will be appointed at both Literacy and Numeracy Leaders, supported by our Learning Specialist. Data will drive all professional conversations.

Define Actions, Outcomes and Activities

Goal 1	To build excellence in teaching and learning to ensure improved learning outcomes in Literacy (with a particular focus on Reading) and Numeracy for all students
12 Month Target 1.1	The percentage of students in the top 2 bands of NAPLAN for Numeracy in Year 5 to improve from 20% in 2019 to greater than 30%.
12 Month Target 1.2	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Numeracy to improve from 0% (2019) to 20%.
12 Month Target 1.3	The percentage of students in the top 2 bands of NAPLAN for Reading in Year 5 to improve from 36% in 2019 to greater than 35%.
12 Month Target 1.4	The percentage of students achieving high growth (Year 3 - 5) in NAPLAN for Reading to improve from 14% (2019) to 25%.
KIS 1 Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum in Reading, Writing and Numeracy.
Actions	<p>The school will advertise and appoint a Literacy and Numeracy Leader to continue work alongside our Learning Specialist and Principal to provide professional learning knowledge and development for the staff at Little River Primary School.</p> <p>Further develop staff capabilities using identified literacy and numeracy strategies.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - apply identified literacy and numeracy strategies within their daily work - be able to articulate their learning - be able to show and articulate their achievement and growth over the year <p>Teachers will:</p> <ul style="list-style-type: none"> - work within their teaching pods to plan curriculum - understand and explicitly use our literacy and numeracy instructional models - use identified teaching strategies to improve teaching and learning - use differentiation within their classroom and within their teaching pods

	<p>Improvement teachers will:</p> <ul style="list-style-type: none"> - lead instructional models - co lead professional learning for staff - model literacy and numeracy strategies and interventions <p>Leaders will:</p> <ul style="list-style-type: none"> - conduct learning walks to monitor consistency of implementation
<p>Success Indicators</p>	<p>Students:</p> <ul style="list-style-type: none"> - work samples - articulation of learning - completed learning goals in literacy and numeracy - pre and post testing - moderated work samples <p>Teachers:</p> <ul style="list-style-type: none"> - planned teaching time within pods - synchronized planning documents within pods - moderation across year levels - NAPLAN results - Teacher judgement of Victorian Curriculum standards <p>Improvement teachers will:</p> <ul style="list-style-type: none"> - evidence of delivered professional learning - PDP's - professional readings - whole school moderation - whole school assessment schedule <p>Leaders will:</p> <ul style="list-style-type: none"> - evidence of delivered professional learning - evidence of learning walks and observations throughout the school

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - Appoint a Literacy Leader - Appoint a Numeracy Leader 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Devise 2020 Professional Learning Schedule 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Newly appointed Instructional Leaders to collaboratively work with Learning Specialist 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Using the structured learning schedule in consultation with Learning Specialist to deliver a Guaranteed and Viable Curriculum across all year levels including specialist classes 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Provide targeted external professional development for both Literacy and Numeracy Leaders 	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Evaluating impact on learning	Increase teacher capacity in data literacy through the teaching and learning cycle to inform and drive the work of professional learning communities.			

Actions	Implement professional development around the FISO learning cycle and professional learning communities.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - understand the characteristics of what a high quality PLC looks like - participate in regular professional development and conversations around the FISO learning cycle - use PLC allocated time to plan and evaluate their impact of teaching on their students - receive feedback from teaching pod partner and principal - give feedback to teaching pod partner - work collaboratively with each other <p>Improvement teachers will:</p> <ul style="list-style-type: none"> - show development in data literacy (interpretation and use of) - Provide protected time for PLC development - evidence of delivered professional learning - PDP's - professional readings - whole school moderation and professional development - show improved data between pods <p>Leaders will:</p> <ul style="list-style-type: none"> - develop whole school data wall (reading, writing, numeracy) - model and communicate high expectations of all staff members - make time available for teachers to meet within pods - attend PLC meetings
Success Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> - evidence of data in tam planning documents - P-2 and 3-6 combined data (cohort driven) - PLC notes and minutes in meetings - positive results in our whole staff survey <p>Improvement teachers will:</p> <ul style="list-style-type: none"> - Increased student achievement and growth

	<ul style="list-style-type: none"> - Improved student opinion data <p>Leaders will:</p> <ul style="list-style-type: none"> - meeting minutes from PLC's and staff meetings - successful PDP's - continual discussion coming from staff around the whole school data wall in Reading, Writing and Number - positive discussions around PLC maturity matrix's 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Provide staff with professional development	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Show 2019 literacy data and define our hunches	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Development and creation of the whole school data wall	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
- Implementation of whole school protocol of using data in PLC meetings	<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

KIS 3 Evidence-based high-impact teaching strategies	Effective use of data to identify and target students working below level and those capable of making high growth.
Actions	<p>To embed the effective use of data to identify and target students working below and above expected level.</p> <ul style="list-style-type: none"> - Leadership identifying students achieving below expected level F- 6 - Leadership identifying students achieving above expected level F - 6
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - pre and post assess students - have a strong working knowledge of the level's of all students in literacy and numeracy - understand the Victorian Curriculum - continue to take anecdotal notes on all students - support pod teaching partner with relevant curriculum / activities - continue to plan thoroughly with teaching pod partner - plan with differentiation <p>Improvement teachers will:</p> <ul style="list-style-type: none"> - identifying students achieving below expected level F- 6 and hold discussions within pods and also at staff meetings - identifying students achieving above expected level F - 6 and hold discussions within pods and also at staff meetings <p>Leaders will:</p> <ul style="list-style-type: none"> - attend PLC meetings - challenge pod teachers with their teacher judgements of students in literacy and numeracy - have a strong working knowledge of the Victorian Curriculum - regularly monitor our whole school data wall for relevance and accuracy - continue to support all staff with the identification of students working above and below expected level

Success Indicators	<p>Teachers:</p> <ul style="list-style-type: none"> - whole staff increase in capacity around beginning student achievement - whole staff increase in capacity around student growth - staff to show a more inquiry mindset around whole student growth <p>Improvement teachers will:</p> <ul style="list-style-type: none"> - share teacher judgements and growth - share success of staff - prepare lesson plans <p>Leaders will:</p> <ul style="list-style-type: none"> - share success of improvement teachers and teachers - minutes of meetings - share success of learning walks and observations - share growth and achievement in all students across our school 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Formal leadership meetings	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Literacy Leader sharing current data to all staff and leading an inquiry process of improvement	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
- Numeracy Leader sharing data to all staff and leading an inquiry process of improvement	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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	\$25,000.00	\$25,000.00
Additional Equity funding	0.00	\$35,000.00
Grand Total	\$25,000.00	\$60,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
- Provide targeted external professional development for both Literacy and Numeracy Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Totals			\$25,000.00	\$25,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of additional ES staff to provide interventions for Literacy and Numeracy support across the school.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing		\$35,000.00

Totals		\$35,000.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Provide targeted external professional development for both Literacy and Numeracy Leaders	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Potential Bastow Courses
- Provide staff with professional development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Bastow Courses