2020 Annual Implementation Plan

for improving student outcomes

Inverloch Primary School (2776)

Submitted for review by Brett Smith (School Principal) on 07 January, 2020 at 03:25 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 15 January, 2020 at 10:00 AM
Endorsed by Ed Thexton (School Council President) on 05 February, 2020 at 12:03 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	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	Emerging moving towards Evolving

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

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

Enter your reflective comments	The School Undertook a review in 2019-see attachment for full details BUILDING PRACTICE EXCELLENCE staff believe the professional learning has improved over the School Strategic Plan period. Renewal of knowledge and skills and Applicability of Professional Learning reached 93.88% and 96.30% respectively. There was marked improvement in Coherence from 2017 to 2018 which reflected the school's refocusing to whole school improvement and coherence with PLTs support whole school directions. CURRICULUM PLANNING AND ASSESSMENT Staff understand the curriculum in terms of planning, content knowledge and its connection to improving literacy and numeracy. Our school needs to focus on monitoring effectiveness of curriculum programs, designing curriculum that allows for differentiation, guaranteed delivery, school based goals and continuity over the primary years BUILDING LEADERSHIP TEAMS The school is well above the State in terms of Leading Change, Cultural Leadership and Flexibility. EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

	There has been a high degree of work in this are over the School Strategic period however the three stakeholders differ in their perceptions. Parents and staff believe the students have a high sense of connectedness as evidenced by the parent and staff surveys. However the students maintain low positive endorsement in the 25% range. The parents believe there is strong student voice however the staff recognise we need to deepen and broaden this work as evidenced by staff and student ratings. Student voice and agency will develop as staff develop their understanding of what student voice and agency is and could be. Expectations And Promoting Inclusion Parents rate high expectations for success quite highly with 85% endorsement whereas the students rate high expectations at 51%. BUILDING COMMUNITIES the work we have done with Kidsmatter component has had an impact in this area
Considerations for 2020	BUILDING PRACTICE EXCELLENCE Professional learning needing to be more data informed and part of improvement cycles. Whole school improvement and coherence with PLTs support whole school directions CURRICULUM PLANNING AND ASSESSMENT Monitoring effectiveness of curriculum programs, designing curriculum that allows for differentiation, guaranteed delivery, school based goals and continuity over the primary years. BUILDING LEADERSHIP TEAMS Learning Leaders need more development to fulfil their role. BUILDING COMMUNITIES Further engage the school and broader community with improved student wellbeing and learning
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning growth in English and mathematics for all students
Target 1.1	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: • Reading from 44% to 55% • Writing from 15% to 25% • Numeracy from 26% to 35%
Target 1.2	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%
Target 1.3	By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%
Target 1.4	By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%

Key Improvement Strategy 1.a Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school
Key Improvement Strategy 1.d Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth
Key Improvement Strategy 1.e Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)
Goal 2	To improve engagement and motivation in learning
Target 2.1	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85% • Stimulated Learning from 71% to 85%.
Target 2.2	By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days

Key Improvement Strategy 2.a Empowering students and building school pride	Develop the attitudes, skills and knowledge of teachers to increase student agency in learning
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of staff to implement inquiry and metacognition to deliver deep and authentic learning experiences
Key Improvement Strategy 2.c Vision, values and culture	Develop and implement effective approaches to increase attendance across both IPS and KPS

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.
To improve student learning growth in English and mathematics for all students	Yes	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: • Reading from 44% to 55% • Writing from 15% to 25% • Numeracy from 26% to 35%	Increase the percentage of students in the Top 2 Bands in NAPLAN: -Reading to 48% -Writing to 26% -Numeracy to 30% (Despite an outstanding increase in 2019, the target will be set according to trend data)
		By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 25% -Numeracy to 15%
		By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%	Increase the percentage of students achieving above expected level in: -Reading to 44% -Writing to 23 % -Number and Algebra to 30% Increase the percentage of students making Yr 1-6 Teacher Judgement 12 months growth in:

			-Reading from 80% to 85% -Number from 77%-82%
		By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%
To improve engagement and motivation in learning	No	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85% • Stimulated Learning from 71% to 85%.	
		By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days	

Goal 1	To improve student learning growth in English and mathematics for all students
12 Month Target 1.1	Increase the percentage of students in the Top 2 Bands in NAPLAN: -Reading to 48%

	-Writing to 26% -Numeracy to 30% (Despite an outstanding increase in 2019, the target will be set according to trend data)
12 Month Target 1.2	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 25% -Numeracy to 15%
12 Month Target 1.3	Increase the percentage of students achieving above expected level in: -Reading to 44% -Writing to 23 % -Number and Algebra to 30% Increase the percentage of students making Yr 1-6 Teacher Judgement 12 months growth in: -Reading from 80% to 85% -Number from 77%-82%
12 Month Target 1.4	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations	Yes
KIS 2 Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics	Yes
KIS 3 Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school	Yes

KIS 4 Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth	No
KIS 5 Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)	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.	Goal 1, To improve student learning growth in English and mathematics for all students, was chosen as we wish to scope and strategically time the key improvement strategies over the next four years for greater impact and build upon the current practices ore embarking on newer work in 2020. In 2020 we intend to a) embed and further develop current strategies and actions against the FISO initiatives-leadership development for consistency, continuity and shared accountability, building practice excellence through peer observation and feedback, inquiry cycles, PLCs, IKPS Instructional Framework, HITS b) develop foundational actions that support impactful practice work in 2021-guaranteed and viable curriculum, assessment program, visions and values, The School review indicated we needed to work on these areas.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning growth in English and mathematics for all students
12 Month Target 1.1	Increase the percentage of students in the Top 2 Bands in NAPLAN: -Reading to 48% -Writing to 26% -Numeracy to 30% (Despite an outstanding increase in 2019, the target will be set according to trend data)
12 Month Target 1.2	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 25% -Numeracy to 15%
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12 Month Target 1.4	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%
KIS 1 Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations
Actions	In 2020 the Inverloch and Kongwak Primary Schools will undertake community consultation with all key stakeholders to a) review and update the school's current vision b) determine the school's values that would underpin our teaching and learning program, interactions and decision making. c) implement the vision and values through connections to and support of current school programs and processes (e.g. Behaviour Support Program, Soial and Emotional Learning, annual awards)

	d) implement a communications strategy of the vision and values through branding, current communication pathways, The school has well embedded qualities based on Program Achieve which still have value and support student academic and social learning. The schools have a well established motto, We Give Our Best to be our Best, and the vision should both reflect and grow the motto. The school needs to determine values which guide, inform and maintain the school's directions and interactions.
Outcomes	In 2020 the Action will be in the short term phase of a long term plan of instilling the values in all we do. The short term outcomes will be: a. the identification of the schools' vision and values b. endorsement of the School Councils The long term outcome is that the values will underpin: a. curriculum content, b. school based policies esp, Student Wellbeing , Engagement and Inclusion policy c. behaviour support programs d. interactions e. decision making at all level
Success Indicators	The short term success indicator will be the community will know and be able to state out school's vision and values. They will be evident in our branding and classrooms

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engagement of a external consultant to chair various forums to determine the vision and values of the schools	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$3,000.00 ☐ Equity funding will be used
Values survey to broaden the and include a wider range of parents and carers	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
KIS 2	Develop, document and embed a guaranteed and viable curriculum in English and mathematics			

Curriculum planning and assessment	
Actions	Implement a collaborative audit, rationalisation of the Victorian Curriculum and school based curriculum to develop a consistent, continuous and inclusive English and Maths curriculum that is success orientated and provides for deeper, more thorough and student informed learning. This will include: a. Determine a process for auditing and representing core curriculum b. Mapping of curriculum (Victorian Curriculum, Fountas and Pinnel, Maths Big Learnings)
Outcomes	2020 involves the development of the core English and Maths Core Curriculum so it will have a limited in classroom practice, however it will develop teaching staff's professional knowledge in readiness for implementation in 2021. The work in 2020 will result in: Leaders at various levels -understanding the English and Maths core curriculum and how it connects to their work. -understanding a process and the rationale determining the content Teachers having: -an understanding of the core curriculum and thus to where time, priority and effort through their involvement in the auditing and subsequent documentation
Success Indicators	Leaders will be -able to readily reference the core English and Maths Core Curriculum -using the core English and Maths curriculum in Inquiry Cycles, in leadership by PLC Learning Leaders and Learning Specialists, and in Team Meetings by Team Coordinators Teachers will have developed a Maths and English Core Curriculum Teachers will have knowledge of the core English and Maths Core Curriculum and the capacity to use it in annual, term and weekly planning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teaching staff will participate in a collaborative and consultative audit of the Victorian Curriculum and school based documents against the criteria of endurance, leverage and next level of learning	☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Teaching staff will develop the IKPS English and Maths Core Curriculum using the criteria of endurance, leverage and next level of learning	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school
Actions	Implementing a middle level leader development program to develop the capacity of -PLC Learning Leaders and Learning Specialists to drive high quality school improvement -Team Leaders and Coordinators to lead teams to deliver quality programs, projects and events

Implement the Datawise process with the PLC approach to be more specific and targeted in school improvement throughout the year. This will be led by the Principal in collaboration and capacity building of the Leadership Team (PLC Coordinator and Learning Specialists) and the Learning Leaders.

Extending the Principal's capacity to use data in a collaborative data inquiry to drive student learning improvement |
| **Outcomes** | Leaders -Assistant Principal and PLC Coordinator's understanding of and ability to incorporate Datawise processes into PLC work -PLC Coordinator leading PLCs and PLC Learning Leaders incorporating PLC and Datawise processes -Learning Specialists capacity to provide professional learning, guide adult learning and engage productively in whole school improvement processes -Learning Leaders capacity to provide professional learning, guide adult learning, |

	-Numeracy Learning Specialist to undertake Numeracy in Networks training with one other teacher -Team Leaders and Coordinators to lead teams to effectively deliver outcomes Principal -Understanding of the Datawise collaborative data inquiry and how it connects to the school's PLC work -Greater focus in student learning improvement as an Instructional Leader
Success Indicators	Leaders PLC Coordinator will be able to connect the Clarity modules learning to the development of the PLCs, lead the learning of the Learning Leaders and the design and delivery of her work and mentoring of others. Learning Leaders and Learning Specialists will be able to lead their teams using the PLC Inquiry process and their learning from the Clarity online modules

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Leaders and Learning Specialists undertake the Lyn Sharratt Clarity online modules	☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☐ Equity funding will be used
Principal undertake the Harvard University Datawise course as a Network representative and implement at school level through professional learning and actioning within the PLC work	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,100.00 ☐ Equity funding will be used
Build Numeracy Learning Specialist capacity to lead maths and contemporary practice by attending Bastow Numeracy in Networks PD	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

School based Professional Learning of Datawise Process implementation Teachers -overview of process and connections to PLC work Leaders -overview of process, connections to and support of PLC work throughout Inquiry Cycles	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 4 Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)
Actions	Implement a Observation and Feedback program connected to AIP Goal 1 actions and PLC implementation with Performance and Development Plan expectations. The staff will be involved in professional learning to undertake this work The program will include: -Walkthroughs by the Principal Team, the PLC Coordinator and Learning Specialists to gather data to formulate problems of practice as per Datawise process -Self Observation by recording using iPads or phone -Learning Observation to observe a peer's practice to support one's knowledge and skills -Peer Observation to identify effective practice -Peer Observations and Feedback to endorse effective practice and initiate an improvement practice inquiry conversation -Coaching by Learning Specialist, Principal and Assistant Principal Monitoring of the Coaching Program by the Leadership Team
Outcomes	Leaders -The Learning Specialists, Assistant Principal and Principal will be able to provide coaching Teachers -The teaching staff will have the knowledge and skills to provide feedback to each other thus providing learning for both. -All staff will be conducive to others observing their practice and receiving feedback -Teachers will receive constructive feedback which will improve their practice. Students -Students will be able to engage in lessons and their content with greater clarity due to improved teaching using the Instructional Framework, Learning Intentions, Lesson Intentions

Success Indicators	Leaders The Learning Specialists, Assistant Principal and Principal will be able to provide high level, impactful and precise coaching to staff who are becoming highly reflective and responsive practitioners. Teachers All staff will be able to -provide warm and cool (positive and improvement) feedback to other -undertake a practice-centric conversation about an observed lesson -achieve the annual target (the percentage of positive endorsement on the School Staff Survey (Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mentoring of Learning Specialists to coach staff	☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional development program to develop staff's capacity to observe, give and receive feedback	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Observation and Feedback conducted by staff on a regular basis with a minimum requirement	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ 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	$61,812.67	$61,812.67
Grand Total	$61,812.67	$61,812.67

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 ($)	Equity Spend ($)
MULTILit Literacy intervention program conducted by ES (Student Support) staff	from: Term 2 to: Term 4	☑ School-based staffing	$61,812.67	$61,812.67
Totals			$61,812.67	$61,812.67

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Leaders and Learning Specialists undertake the Lyn Sharratt Clarity online modules	☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Principal undertake the Harvard University Datawise course as a Network representative and implement at school level through professional learning and actioning within the PLC work	☑ Principal	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice	☑ Bastow program/course	☑ Off-site Bastow Jan 20-24!!!
Build Numeracy Learning Specialist capacity to lead maths and contemporary practice by attending Bastow Numeracy in Networks PD	☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning	☑ Bastow program/course	☑ Off-site 3200
School based Professional Learning of Datawise Process implementation Teachers -overview of process and connections to PLC work Leaders -overview of process,	☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Bastow program/course	☑ On-site

connections to and support of PLC work throughout Inquiry Cycles						
Mentoring of Learning Specialists to coach staff	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional development program to develop staff's capacity to observe, give and receive feedback	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site