2020 Annual Implementation Plan

for improving student outcomes

Landsborough Primary School (1862)

Submitted for review by Helen Morris (School Principal) on 18 December, 2019 at 09:05 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
	Evaluating impact on learning	Embedding moving towards Excelling

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

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

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

Enter your reflective comments	The school's professional learning has well-articulated purposes that are focused on student outcomes, and are derived from the analysis of student data. Teachers' individual plans have a strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.
Considerations for 2020	School-based professional learning programs need to be targeted in 2020. Moderation of common student assessment tasks needs to be tightened up in 2020. Staff meetings need to reflect and support the school's identified improvement strategies and oversee and evaluate the effectiveness and impact of the Annual Implementation Plan. Student Voice needs to addressed at a cluster level so students have positive school experiences and are able to act as partners in school improvement. Each week both teacher and student work on student learning goals and outcomes both as a mentors and learners.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU.
Target 1.1	Individual learning plans are in place for each student and are monitored regularly.
Target 1.2	A completed and operationalised MoU is revised annually.
Target 1.3	Cluster-based professional learning model is developed and implemented annually.
Target 1.4	Cluster activities are organised each year to build student social and emotional skills.
Key Improvement Strategy 1.a Building practice excellence	Refine and collectively evaluate the Cluster MoU to ensure all schools in the Cluster are supported and contribute to school improvement
Key Improvement Strategy 1.b Building practice excellence	Collaborate as a Cluster to embed best practice in literacy and numeracy, curriculum and assessment practices, including agreed data tracking mechanisms across each cluster school

Key Improvement Strategy 1.c Curriculum planning and assessment	Plan for building social engagement for students through shared Cluster activities.
Goal 2	To improve learning growth and outcomes in literacy and numeracy
Target 2.1	To achieve one year's growth or better annually in English and Maths as measured by Victorian Curriculum teacher judgements for each student
Target 2.2	To achieve 75% in medium and high gain growth in literacy and numeracy as measured by NAPLAN in reading, writing and numeracy in each year
Target 2.3	To achieve annually stanine 5 or above in reading and maths as measured by Progressive Achievement Tests for each year level (to be finalised).
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop scope and sequence, and planning documents in numeracy, that promote high quality teaching and learning
Key Improvement Strategy 2.b Curriculum planning and assessment	Continue to implement literacy scope and sequence, and planning documents in literacy, that promote high quality teaching and learning, supported by the network priority
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to embed high impact teaching strategies in their practice

Key Improvement Strategy 2.d Building practice excellence	Identify and implement processes and protocols for teacher observation and feedback to build teacher knowledge and skill
Goal 3	To strengthen engagement and wellbeing of all students
Target 3.1	To increase the overall endorsement of students' connectedness in the ATOS
Target 3.2	To increase the overall percent endorsement of the School Climate Module
Target 3.3	To increase the percentage of positive responses in general parent satisfaction
Target 3.4	To progressively reduce the percentage of students with 20 or more of unexplained absences.
Key Improvement Strategy 3.a Curriculum planning and assessment	Review current Cluster initiative, Full STEAM Ahead, to inform future direction for student learning, as referenced by the Curriculum
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing

Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Formalise individual learning plans that empower students to take responsibility for their own learning.

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 learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU.	Yes	Individual learning plans are in place for each student and are monitored regularly.	Each student will have implemented and monitored their own ILP
		A completed and operationalised MoU is revised annually.	To refine those areas of the the MOU not addressed in 2019.
		Cluster-based professional learning model is developed and implemented annually.	Each teacher to attend a minimum of one Numeracy and Literacy professional development PD . Each teacher to give feedback /share learnings with other staff.
		Cluster activities are organised each year to build student social and emotional skills.	Full Steam Ahead program to include the student views from the survey monkey held at the end of 2019.

To improve learning growth and outcomes in literacy and numeracy	Yes	To achieve one year's growth or better annually in English and Maths as measured by Victorian Curriculum teacher judgements for each student	Focus on spelling as this target was not met in 2019
		To achieve 75% in medium and high gain growth in literacy and numeracy as measured by NAPLAN in reading, writing and numeracy in each year	Maintain the level of growth of 75% in Literacy and Numeracy in NAPLAN, reading and writing.
		To achieve annually stanine 5 or above in reading and maths as measured by Progressive Achievement Tests for each year level (to be finalised).	Maintain the level of growth at or above Stanine 5.
To strengthen engagement and wellbeing of all students	Yes	To increase the overall endorsement of students' connectedness in the ATOS	Maintain the engagement and connectedness of all students here at LPS and with the Cluster.
		To increase the overall percent endorsement of the School Climate Module	Maintain this level of growth

	To increase the percentage of positive responses in general parent satisfaction	Maintain this standard
	To progressively reduce the percentage of students with 20 or more of unexplained absences.	Monitor attendance and be vigiant about maintaining with parents whose children have above average absence rate.

Goal 1	To improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU.	
12 Month Target 1.1	Each student will have implemented and monitored their own ILP	
12 Month Target 1.2	To refine those areas of the the MOU not addressed in 2019.	
12 Month Target 1.3	Each teacher to attend a minimum of one Numeracy and Literacy professional development PD . Each teacher to give feedback /share learnings with other staff.	
12 Month Target 1.4	Full Steam Ahead program to include the student views from the survey monkey held at the end of 2019.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Refine and collectively evaluate the Cluster MoU to ensure all schools in the Cluster are supported and contribute to school improvement	Yes

KIS 2 Building practice excellence	Collaborate as a Cluster to embed best practice in literacy and numeracy, curriculum and assessment practices, including agreed data tracking mechanisms across each cluster school	Yes
KIS 3 Curriculum planning and assessment	Plan for building social engagement for students through shared Cluster activities.	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.	To become more connected as a Cluster with our diminishing student numbers. We need to ensure that teachers are collectively connected and committed to our students to ensure growth in all students. Data tracking is a powerful indicator of how students are progressing and as a Cluster we can assist and guide each other to implement better or different programs to elevate our scores. Our self-evaluation against the FISO Continua of Practice noted that we are evolving student assessment and data literacy. We must ensure we are using data, feedback given by staff around moderation of student work samples, and our 2019 Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our 2019 and 2020 focus around developing and documenting a guaranteed and viable curriculum and assessment framework.	

Goal 2	To improve learning growth and outcomes in literacy and numeracy
12 Month Target 2.1	Focus on spelling as this target was not met in 2019
12 Month Target 2.2	Maintain the level of growth of 75% in Literacy and Numeracy in NAPLAN, reading and writing.
12 Month Target 2.3	Maintain the level of growth at or above Stanine 5.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop scope and sequence, and planning documents in numeracy, that promote high quality teaching and learning	Yes
KIS 2 Curriculum planning and assessment	Continue to implement literacy scope and sequence, and planning documents in literacy, that promote high quality teaching and learning, supported by the network priority	Yes
KIS 3	Build teacher capacity to embed high impact teaching strategies in their practice	Yes

Building practice excellence		
KIS 4 Building practice excellence	Identify and implement processes and protocols for teacher observation and feedback to build teacher knowledge and skill	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.	Spelling growth did not improve by one year's growth in 2019. Implement Words their Way program. Continue with tightening up the Literacy Planner and ensure that all staff adhere to its plan. A weekly numeracy planner will ensure all numeracy curriculum is covered during a whole year particularly with teacher sharing this cohort.	

Goal 3	To strengthen engagement and wellbeing of all students
12 Month Target 3.1	Maintain the engagement and connectedness of all students here at LPS and with the Cluster.
12 Month Target 3.2	Maintain this level of growth
12 Month Target 3.3	Maintain this standard
12 Month Target 3.4	Monitor attendance and be vigiant about maintaining with parents whose children have above average absence rate.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Review current Cluster initiative, Full STEAM Ahead, to inform future direction for student learning, as referenced by the Curriculum	No
KIS 2 Setting expectations and promoting inclusion	Build a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing	Yes
KIS 3	Formalise individual learning plans that empower students to take responsibility for their own learning.	No

Intellectual engagement and self-awareness		
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.	Greater opportunities for Cluster students to become leaders on Full Steam Ahead days through kids teaching kids initiative, a Junior School Council and initiating recess and lunch sports. ILP's will be monitored by both students and teachers. Students will have half an hour at the end of each week for reflection and moderation.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes and social engagement for students through Cluster collaboration guided by an agreed MoU.
12 Month Target 1.1	Each student will have implemented and monitored their own ILP
12 Month Target 1.2	To refine those areas of the the MOU not addressed in 2019.
12 Month Target 1.3	Each teacher to attend a minimum of one Numeracy and Literacy professional development PD . Each teacher to give feedback /share learnings with other staff.
12 Month Target 1.4	Full Steam Ahead program to include the student views from the survey monkey held at the end of 2019.
KIS 1 Building practice excellence	Refine and collectively evaluate the Cluster MoU to ensure all schools in the Cluster are supported and contribute to school improvement
Actions	Refine the MOU model and the delivery of teacher professional learning to support its understanding and use.
Outcomes	Our Cluster will work together more as a connected school with all teachers attending meetings and Cluster days. Implement more webex shared classroom learning.
Success Indicators	Students will engage with all students throughout the Cluster particularly when at FSA days. Staff will attend all meetings Planning classroom webex meetings for particular subject learning will have been implemented and students engaged in these sessions.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
At each PLC meeting, Principals will report and review the implemention of the MOU in their schools	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

					☑ Equity funding will be used

KIS 2 Building practice excellence	Collaborate as a Cluster to embed best practice in literacy and numeracy, curriculum and assessment practices, including agreed data tracking mechanisms across each cluster school
Actions	Students will have weekly mentoring sessions with a focus on understanding and developing their ILP's with the classroom teacher. This wiill enable the students to data track their own achievement and goals.
Outcomes	Students will be able to identify their learning targets and work towards achieving their goals.
Success Indicators	in 2020 students and teachers will have a term by term collection of ILPs which identify the outcomes reached and their ongoing targets.Students will have collected and mapped their own data as evidence on a plot/column graph for each term.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Each week both teacher and student work on student learning goals and outcomes both as a mentor and learner. To embed best practice, I will use my equity funding to employ an expert teacher next year	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$11,000.00 ☑ Equity funding will be used

Goal 2	To improve learning growth and outcomes in literacy and numeracy
12 Month Target 2.1	Focus on spelling as this target was not met in 2019
12 Month Target 2.2	Maintain the level of growth of 75% in Literacy and Numeracy in NAPLAN, reading and writing.
12 Month Target 2.3	Maintain the level of growth at or above Stanine 5.
KIS 1 Curriculum planning and assessment	Develop scope and sequence, and planning documents in numeracy, that promote high quality teaching and learning

Actions	Develop a detailed Scope and Sequence for Numeracy in all levels with a provision for daily anecdotal evidence.This document will also provide documentation on explicit resources for classroom activities.
Outcomes	All teachers will work with this document, and at the end of each term they will have a document that provides daily feedback and achievements for all students in Numeracy in all levels.
Success Indicators	Documented evidence of achievements and learning targets for all students in all levels which wil be used at interviews and writing reports for Numeracy.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
A yearly planner will be written and implemented by Week 2 or Term 1, 2020 for all staff.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Equity funding will be used

KIS 2 Curriculum planning and assessment	Continue to implement literacy scope and sequence, and planning documents in literacy, that promote high quality teaching and learning, supported by the network priority
Actions	Teachers will attend a PD on the spelling program."Word their way". Spelling is an identified area of need at our school and all teachers will attend if they haven't already done so.
Outcomes	All teachers will be using this specific spelling program. Students will have weekly spelling pre and post tests, daily spelling activities coupled with grammar lessons. Students will have a learning goal on spelling each term.
Success Indicators	All students will have increased their spelling knolwedge and and acheived their term goals.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PD on "Word their Way" for all teaching staff unless they have already attended one.	☑ All Staff	☑ PLP Priority	from: Term 1	$500.00

					to: Term 4	☑ Equity funding will be used

KIS 3 Building practice excellence	Build teacher capacity to embed high impact teaching strategies in their practice
Actions	see above goal as this is duplicated
Outcomes	see above goal as this is duplicated
Success Indicators	see above goal as this is duplicated

Activities and Milestones	Who	Is this a PL Priority	When	Budget
see above goal as this is duplicated	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To strengthen engagement and wellbeing of all students
12 Month Target 3.1	Maintain the engagement and connectedness of all students here at LPS and with the Cluster.
12 Month Target 3.2	Maintain this level of growth
12 Month Target 3.3	Maintain this standard
12 Month Target 3.4	Monitor attendance and be vigiant about maintaining with parents whose children have above average absence rate.
KIS 1 Setting expectations and promoting inclusion	Build a common understanding of student voice, agency and leadership for staff, students and parents in order to strengthen engagement and wellbeing

Actions	Promote Student Voice in LPS and on Full Steam Ahead days.
Outcomes	Utilise Full Steam Ahead days to develop social skills, peer interaction, student leadership capacity and resilience. Develop and create opportunities for students to take risks in a supportive environment. Students will have identified their learning golas in English and Maths and visit these every 5 weeks. Students will attend GRIP leadership in Ballarat in March.
Success Indicators	Students will have run teaching sessions and led assemblies on Full Steam Ahead days. Students will have worked with teachers on their individual ILPs and achieved their learing goals.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Cluster-developed senior student leadership activities such as leading assembly, kids teaching kids and a Junior School Council.	☑ Principal	☑ PLP Priority	from: Term 1 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	$11,500.00	0.00
Additional Equity funding	0.00	0.00
Grand Total	**$11,500.00**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
At each PLC meeting, Principals will report and review the implemention of the MOU in their schools	from: Term 1 to: Term 4		$0.00	
Each week both teacher and student work on student learning goals and outcomes both as a mentor and learner. To embed best practice, I will use my equity funding to employ an expert teacher next year	from: Term 1 to: Term 4		$11,000.00	
A yearly planner will be written and implemented by Week 2 or Term 1, 2020 for all staff.	from: Term 1 to: Term 4		$0.00	
PD on "Word their Way" for all teaching staff unless they have already attended one.	from: Term 1 to: Term 4		$500.00	

				$0.00	
Cluster-developed senior student leadership activities such as leading assembly, kids teaching kids and a Junior School Council.	from: Term 1 to: Term 4				
Totals				$11,500.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
At each PLC meeting, Principals will report and review the implementation of the MOU in their schools	☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting ☑ Area Principal Forums ☑ Regional Leadership Conferences	☑ SEIL ☑ PLC Initiative ☑ School improvement partnerships ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Each week both teacher and student work on student learning goals and outcomes both as a mentor and learner. To embed best practice, I will use my equity funding to employ an expert teacher next year	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Communities of Practice	☑ Literacy expertise ☑ School improvement partnerships ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site

A yearly planner will be written and implemented by Week 2 or Term 1, 2020 for all staff.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Communities of Practice	☑ Literacy expertise ☑ PLC Initiative ☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff ☑ Subject association	☑ On-site
PD on "Word their Way" for all teaching staff unless they have already attended one.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Leadership partners ☑ School improvement partnerships	☑ Off-site 500.00 for PD
see above goal as this is duplicated	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Leadership partners ☑ School improvement partnerships	☑ Off-site Pd off site (as aboveP
Cluster-developed senior student leadership activities such as leading assembly, kids teaching kids and a Junior School Council.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Communities of Practice	☑ Teaching partners ☑ Leadership partners ☑ Internal staff	☑ On-site