2020 Annual Implementation Plan

for improving student outcomes

Knox Central Primary School (5429)

Submitted for review by Lisa Burt (School Principal) on 19 December, 2019 at 04:49 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 18 February, 2020 at 12:56 PM
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	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

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

Positive climate for learning		
	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving
	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	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	The school review process has definitely made clear our areas for improvement. After completing the review against the FISO coninua the staff agreed on the following statements: * it was difficult to articulate a consistent approach in curriculum planning across the whole school * the school did not have a whole school curriculum plan in place * teachers have a strong desire to observe teacher practice internally and outside the school * staff cohesion could be improved by clearly articulated roles and responsibilities, including documented accountability processes In the PRSE the staff tended to mark themselves at a higher level that the review panel for most of the conintua. Following the review, I think we have a better understanding of the continua and the expectations.
Considerations for 2020	In 2020 the focus will be on the Excellence in teaching and learning area - in particular Curriculum Planning and Assessment and Building Practice Excellence - moving from evolving to embedding. A whole school professional learning plan, which includes Bastow Data Literacy, PLC approach, individual learning around HITS, peer observations, learning walks and Professional reading of "Clarity", must be developed.

	A focus in Curriculum Planning in Numeracy will be a priority - we will need to develop a yearly scope and sequence and break down the term planner. We must ensure that the capabilities are included in the plan. Staff will develop an assessment plan for numeracy - including moderation tasks, how to use the data from Essential Assessments, goal setting in numeracy and identifying next steps for learning. Leaders will create a tool for monitoring and evaluating the curriculum plan and its implementation. The Principal will work with extension groups to better cater for high ability students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 25% by 2023.
Target 1.2	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 85% by 2023.
Target 1.3	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 40% by 2023.
Target 1.4	By 2023, 90% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress in each school year during the SSP period.

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Benchmark Learning Growth – Semester 1 2018 – Semester 1 2019

% of students making at least one VC level in each school year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and Viewing	57%	77%	68%	75%	70%	90%
Speaking and Listening	75%	89%	84%	88%	93%	100%
Writing	100%	63%	52%	76%	77%	94%

	Measurement and Geometry	70%	100%	67%	88%	92%	100%
	Number and Algebra	89%	100%	85%	50%	85%	95%
	Statistics and Probability	80%	100%	90%	88%	92%	100%

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy
Key Improvement Strategy 1.b Building practice excellence	Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy
Key Improvement Strategy 1.c Instructional and shared leadership	Build and develop clarity around agreed staff performance expectations and associated processes of accountability
Key Improvement Strategy 1.d Evaluating impact on learning	Develop and implement a whole school approach to the collecting, analysing and interpreting of student achievement data in order to inform point of need teaching and learning
Goal 2	To empower students to be active participants in their own learning
Target 2.1	For each year of the SSP, the percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%: • Self-regulation and goal setting - (100% in 2019) • Student voice and agency - (96% in 2019)

	• Differentiated learning challenge - ((100%in 2019)
Target 2.2	For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Student agency and voice' will be at or above 90%.
Target 2.3	For each year of the SSP, the percentage of parents responding positively to the POS survey domain 'Student cognitive engagement' factors: - 'High expectations for success' - 'Student motivation and support' - 'Stimulating learning environment' - 'Effective teaching' will be at or above 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, setting individual learning goals; authentic learning partnerships – feedback, conferencing; promotion of student self-regulation)
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop collaborative decision-making processes that promote whole school approaches to teaching and learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop and build teacher expertise to deliver effective STEM teaching and learning programs as outlined in the Victorian Curriculum
Goal 3	To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values

Target 3.1	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 75%.
Target 3.2	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%
Target 3.3	For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%
Target 3.4	For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Resilience' will be at or above 90%
Key Improvement Strategy 3.a Empowering students and building school pride	Embed an explicit whole school positive behaviour model
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop, implement and monitor a consistent whole school student wellbeing approach

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 literacy and numeracy outcomes for all students	Yes	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 25% by 2023.	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 21% in 2020.
		The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 85% by 2023.	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 68% in 2020.
		The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 40% by 2023.	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 30% in 2020.
		By 2023, 90% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress in each school year during the SSP period. Benchmark Learning Growth – Semester 1 2018 – Semester 1 2019	80% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress from Semester 2, 2019 - Semester 2, 2020.

% of students making at least one VC level in each school year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and Viewing	57%	77%	68%	75%	70%	90%
Speaking and Listening	75%	89%	84%	88%	93%	100%
Writing	100%	63%	52%	76%	77%	94%
Measurement and Geometry	70%	100%	67%	88%	92%	100%
Number and Algebra	89%	100%	85%	50%	85%	95%
Statistics and Probability	80%	100%	90%	88%	92%	100%

To empower students to be active participants in their own learning

No

For each year of the SSP, the percentage of Year 4-6 students responding positively to the following AtoSS factors will be at or above 90%:

- Self-regulation and goal setting - (100% in 2019)
- Student voice and agency - (96% in 2019)
- Differentiated learning challenge - ((100% in 2019)

		For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Student agency and voice' will be at or above 90%.	
		For each year of the SSP, the percentage of parents responding positively to the POS survey domain 'Student cognitive engagement' factors: - 'High expectations for success' - 'Student motivation and support' - 'Stimulating learning environment' - 'Effective teaching' will be at or above 90%.	
To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values	Yes	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 75%.	By 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 71%.
		For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%	In 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%.
		For each year of the SSP, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.

		For each year of the SSP, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Resilience' will be at or above 90%	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.

Goal 1	To improve literacy and numeracy outcomes for all students	
12 Month Target 1.1	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 21% in 2020.	
12 Month Target 1.2	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 68% in 2020.	
12 Month Target 1.3	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 30% in 2020.	
12 Month Target 1.4	80% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress from Semester 2, 2019 - Semester 2, 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy	Yes
KIS 2 Building practice excellence	Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy	Yes

KIS 3 Instructional and shared leadership	Build and develop clarity around agreed staff performance expectations and associated processes of accountability	No
KIS 4 Evaluating impact on learning	Develop and implement a whole school approach to the collecting, analysing and interpreting of student achievement data in order to inform point of need teaching and learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	After completing the review against the FISO coninua the staff agreed on the following statements: * it was difficult to articulate a consistent approach in curriculum planning across the whole school * the school did not have a whole school curriculum plan in place * teachers have a strong desire to observe teacher practice internally and outside the school. In 2020 we want to ensure these things are in place in the area of Numeracy. Numeracy has been selected for 2020 because our school is involved in a small school Community of Practice (Boutique School's Network) where the focus will also be on Numeracy. In year 3, we have 74% of students performing in the middle 2 bands of Naplan, some of these students need to be stretched and challenged to make it into the top 2 bands. Assessment tasks need to be focussed on as we have 71% (number and algebra) 81% (measurement and geometry) and 86% (statistics and probability) of students performing at expected level.	
Goal 2	To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values	
12 Month Target 2.1	By 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 71%.	
12 Month Target 2.2	In 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%.	
12 Month Target 2.3	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.	
12 Month Target 2.4	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed an explicit whole school positive behaviour model	Yes

KIS 2 Setting expectations and promoting inclusion	Develop, implement and monitor a consistent whole school student wellbeing approach	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.	Although our ATOSS survey results indicate that the students are very happy at school the teachers have said that the lack of consistency when dealing with behaviour issues is a source of frustration for them. We have been fortunate enough to be accepted into the latest intake of the SWPBS training and coaching. We started this work during a curriculum day in term 4, 2019 and look forward to implementing the strategies in 2020.	

Define Actions, Outcomes and Activities

Goal 1	To improve literacy and numeracy outcomes for all students
12 Month Target 1.1	The percentage of Year 5 students assessed as making high relative growth in NAPLAN reading will have increased from 20% in 2018 to 21% in 2020.
12 Month Target 1.2	The percentage of Year 3 students assessed in the middle and top two bands for NAPLAN Reading will have increased from 63% in 2018 to 68% in 2020.
12 Month Target 1.3	The percentage of Year 3 students assessed in the top two bands for NAPLAN Writing will have increased from 27% in 2018 to 30% in 2020.
12 Month Target 1.4	80% of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels 1-10 to make at least one VC level of learning progress from Semester 2, 2019 - Semester 2, 2020.
KIS 1 Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching in Reading, Writing and Numeracy
Actions	Develop a yearly scope and sequence for numeracy, including capabilities. Create a consistent term and weekly numeracy planner. Break down the term planner to include more detail - including Success Criteria and "I can" statements. Create a tool for monitoring and evaluating the curriculum plan and its implementation. Plan, assess and moderate numeracy tasks with the Boutique Schools Network (BSN).
Outcomes	Students will: * have a greater understanding of their ability in maths and what they need to learn next. Teachers will: * use the numeracy scope and sequence to create sequential lessons * regularly use the success criteria and "I can" statements to monitor and assess the students

	* participate in the Boutique Schools Network meetings twice per term Leaders will: * introduce the monitoring tool that will evaluate the curriculum plan
Success Indicators	SIT meeting minutes Planning documentation BSN documentation notes from learning walks - in particular conversations with students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a yearly scope and sequence for numeracy, including capabilities.	☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Create a consistent term and weekly numeracy planner.	☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Create a tool for monitoring and evaluating the curriculum plan and its implementation.	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
KIS 2 Building practice excellence	Develop the capacity of all teachers to consistently deliver an agreed instructional model for literacy and numeracy			

Actions	Revise our Instructional Model for Numeracy - agree on what teaching maths looks like at KCPS so we have consistency – non-negotiables for each lesson. Introduce learning walks focussed on the implementation of the agreed instructional model.
Outcomes	Students will: * Be able to articulate the "usual" structure of a maths lesson Teachers will: * understand the structure of the instructional model * use the instructional model regularly to plan and deliver maths lessons. * participate in learning walks Leaders will: * use multiple sources of evidence to track instructional model implementation. * invite teachers to observe their classes * develop their peer coaching skills
Success Indicators	SIT meeting minutes Planning documentation Notes from Learning Walks Notes from conversations with students during learning walks

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revise our Instructional Model for Numeracy	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Introduce learning walks focussed on the implementation of the agreed instructional model.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used
Goal 2	To continue to develop respectful and resilient students who display behaviours and attitudes that reflect the school values			

12 Month Target 2.1	By 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not Experiencing Bullying' will increase from 69% (2018) to 71%.
12 Month Target 2.2	In 2020, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Managing bullying' will be at or above 90%.
12 Month Target 2.3	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.
12 Month Target 2.4	In 2020, the percentage of parents responding positively to the POS survey factor 'Managing bullying' will be at or above 90%.
KIS 1 Empowering students and building school pride	Embed an explicit whole school positive behaviour model
Actions	Establish clear and high expectations of all students through the SWPBS processes and structures. Review and revise school values. Refine school's behaviour matrix. Develop visuals, mascots and signage. Implement peer observations and school visits to support SWPBS implementation.
Outcomes	Students will: * contribute to the development and refinement of the school's Behaviour Matrix * understand and demonstrate the expectations as identified in the Behaviour Matrix. * take responsibility for their own behaviour. Teachers will: * participate in SWPBS professional learning * attend scheduled meetings as indicated in the term schedule * work with all stakeholders to refine and develop the school's behaviour matrix * implement the strategies and processes developed in the classroom and the yard * promote and demonstrate a positive approach to all students at all times Leaders will: * Lead the implementation with scheduled meetings allocated through through the term meeting schedule * Promote professional learning for all staff and allocate funds
Success Indicators	NAPLAN data Attitudes to School Survey Parent Survey

	Staff Survey Teacher Judgement data			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and revise school values.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Establish clear and high expectations of all students through the SWPBS processes and structures.	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used
Refine school's behaviour matrix.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop visuals, mascots and signage.	☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☑ Equity funding will be used
Implement peer observations and school visits to support SWPBS implementation.	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$6,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	$6,000.00	$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Introduce learning walks focussed on the implementation of the agreed instructional model.	from: Term 2 to: Term 4	☑ CRT	$2,000.00	
Establish clear and high expectations of all students through the SWPBS processes and structures.	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$2,000.00	
Develop visuals, mascots and signage.	from: Term 2 to: Term 3	☑ Other development of signage around the school	$2,000.00	
Totals			$6,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Create a tool for monitoring and evaluating the curriculum plan and its implementation.	☑ Principal	from: Term 2 to: Term 3	☑ Planning ☑ Preparation	☑ Professional Practice Day ☑ Communities of Practice	☑ SEIL	☑ On-site
Introduce learning walks focussed on the implementation of the agreed instructional model.	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site
Establish clear and high expectations of all students through the SWPBS processes and structures.	☑ All Staff	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Departmental resources SWPBS coach	☑ On-site
Implement peer observations and school visits to support SWPBS implementation.	☑ Principal	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources SWPBS coach	☑ On-site