2020 Annual Implementation Plan

for improving student outcomes

Research Primary School (2959)

Submitted for review by Fiona Vale (School Principal) on 31 January, 2020 at 08:28 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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

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

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

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

Enter your reflective comments	Having participated in the review process during 2019, it was positive to explicitly discuss the self evaluation summary with the panel. The panel felt that we had perhaps marked ourselves "too hard" in some areas and changed it to more accurately reflect the evidence gathered.
Considerations for 2020	Staff will be reminded of where we are in our self evaluation and ensure that their goals are not only aligned to the SP/AIP but also to working towards the next level of work based on the self evaluation matrix.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximise high learning growth in literacy for all students
Target 1.1	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 25% (similar schools)
Target 1.2	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Writing will be increased from 13% (2019) to 25% (similar schools)
Target 1.3	By 2023 the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 15%
Target 1.4	By 2023 the percentage of students making high growth in Writing, Year 1 to Year 6, as measured by teacher judgement will be increased from 6% (average 2017-18) to 15%
Key Improvement Strategy 1.a Instructional and shared leadership	To develop and embed an Instructional model consistently across the school
Key Improvement Strategy 1.b Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity in data literacy to inform the teaching and learning cycle and to develop a collective accountability for learning growth
Goal 2	Empower students to take a higher level of responsibility for their learning
Target 2.1	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors:

	• Student voice and agency from 36% (2019) to 60% (similar schools are 68%) • Self-regulation and goal setting from 53% (2019) to 84% (similar schools) • Stimulated learning from 39% (2019) to 78% (similar schools)
Target 2.2	By 2023 to improve the percentage of positive responses in the parent opinion survey in the following factors: • Student agency and voice from 67% (2018) to 79% (similar schools) • Stimulating learning environment from 54% (2018) to 81% (similar schools)
Target 2.3	By 2023 to improve the percentage of positive responses in the staff opinion survey in the following factor: • Collective efficacy from 69% (2019) to 83% (similar schools)
Key Improvement Strategy 2.a Empowering students and building school pride	To develop common language and understanding of student voice and agency across the whole school community
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To develop a whole school approach to student goal setting and for teacher to student feedback
Goal 3	To enhance student wellbeing by fostering respectful attitudes that reflect the school values

Target 3.1	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors: • Sense of connectedness from 39% (2019) to 78% (similar schools) • Resilience from 55% (2019) to 78% (similar schools) • Sense of confidence from 58% (2019) to 80% (similar schools)
Target 3.2	By 2023 to improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 87% (similar schools/state)
Key Improvement Strategy 3.a Vision, values and culture	To revise the school's values with the school community and embed them in everyday practice
Key Improvement Strategy 3.b Health and wellbeing	To investigate a whole school approach to positive school behaviors and wellbeing
Key Improvement Strategy 3.c Health and wellbeing	To implement and embed a whole school approach to positive school behaviors and wellbeing

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 maximise high learning growth in literacy for all students	Yes	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 25% (similar schools)	The percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 10%
		By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Writing will be increased from 13% (2019) to 25% (similar schools)	N/A writing is not the focus for this year
		By 2023 the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 15%	The percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 10%
		By 2023 the percentage of students making high growth in Writing, Year 1 to Year 6, as measured by teacher judgement will be increased from 6% (average 2017-18) to 15%	N/A writing is not the focus for this year
Empower students to take a higher level of responsibility for their learning	Yes	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors:	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Student voice and agency from

			36% (2019) to 40% - Self-regulation and goal setting from 53% (2019) to 57% - Stimulated learning from 39% (2019) to 45%
		• Student voice and agency from 36% (2019) to 60% (similar schools are 68%) • Self-regulation and goal setting from 53% (2019) to 84% (similar schools) • Stimulated learning from 39% (2019) to 78% (similar schools)	
		By 2023 to improve the percentage of positive responses in the parent opinion survey in the following factors: • Student agency and voice from 67% (2018) to 79% (similar schools) • Stimulating learning environment from 54% (2018) to 81% (similar schools)	To improve the percentage of positive responses in the parent opinion survey in the following factors: - Student agency and voice from 67% (2019) to 70% - Stimulating learning environment from 54% (2019) to 60%
		By 2023 to improve the percentage of positive responses in the staff opinion survey in the following factor: • Collective efficacy from 69% (2019) to 83% (similar schools)	To improve the percentage of positive responses in the staff opinion survey in the following factors: - Collective efficacy from 69% (2019) to 73%
To enhance student wellbeing by fostering respectful attitudes that reflect the school values	Yes	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors: • Sense of connectedness from 39% (2019) to 78% (similar schools) • Resilience from 55% (2019) to 78% (similar schools)	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Sense of connectedness from 39% (2019) to 45% - Resilience from 55% (2019) to

		Sense of confidence from 58% (2019) to 80% (similar schools)	60% - Sense of confidence 58% (2019) to 78%
		By 2023 to improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 87% (similar schools/state)	To improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 81%

Goal 1	To maximise high learning growth in literacy for all students	
12 Month Target 1.1	The percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 10%	
12 Month Target 1.2	N/A writing is not the focus for this year	
12 Month Target 1.3	The percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 10%	
12 Month Target 1.4	N/A writing is not the focus for this year	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	To develop and embed an Instructional model consistently across the school	Yes
KIS 2 Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence	Yes
KIS 3 Building practice excellence	Build teacher capacity in data literacy to inform the teaching and learning cycle and to develop a collective accountability for learning growth	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.	We are of the opinion that we need to go back to basics before we are able to develop teacher capacity in differentiation and point of need teaching. Targeted PD on the HITS, including LI/SC has not occurred yet as staff and they must be brought up to speed before moving into deeper pedagogy. Our teaching partnerships initiative has also contributed to this decision.

Goal 2	Empower students to take a higher level of responsibility for their learning
12 Month Target 2.1	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Student voice and agency from 36% (2019) to 40% - Self-regulation and goal setting from 53% (2019) to 57% - Stimulated learning from 39% (2019) to 45%
12 Month Target 2.2	To improve the percentage of positive responses in the parent opinion survey in the following factors: - Student agency and voice from 67% (2019) to 70% - Stimulating learning environment from 54% (2019) to 60%
12 Month Target 2.3	To improve the percentage of positive responses in the staff opinion survey in the following factors: - Collective efficacy from 69% (2019) to 73%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To develop common language and understanding of student voice and agency across the whole school community	Yes
KIS 2 Setting expectations and promoting inclusion	To develop a whole school approach to student goal setting and for teacher to student feedback	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.	Our data tells us that our students do not feel heard and it is a matter of priority for us to have a shared understanding of student voice and agency in our school.	
Goal 3	To enhance student wellbeing by fostering respectful attitudes that reflect the school values	
12 Month Target 3.1	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Sense of connectedness from 39% (2019) to 45% - Resilience from 55% (2019) to 60% - Sense of confidence 58% (2019) to 78%	
12 Month Target 3.2	To improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 81%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	To revise the school's values with the school community and embed them in everyday practice	Yes
KIS 2 Health and wellbeing	To investigate a whole school approach to positive school behaviors and wellbeing	Yes
KIS 3 Health and wellbeing	To implement and embed a whole school approach to positive school behaviors and wellbeing	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.	There are too many values to remember and they don't reflect our current school. Therefore, we need to reestablish our values to truly reflect RPS moving forward. The need to be reworked very early in the year in order to reset our culture.

Define Actions, Outcomes and Activities

Goal 1	To maximise high learning growth in literacy for all students
12 Month Target 1.1	The percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 10%
12 Month Target 1.2	N/A writing is not the focus for this year
12 Month Target 1.3	The percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 10%
12 Month Target 1.4	N/A writing is not the focus for this year
KIS 1 Instructional and shared leadership	To develop and embed an Instructional model consistently across the school
Actions	To develop a consistent lesson structure model with teachers To develop teacher capacity through professional development in learning intentions, success criteria and review, as non-negotiables To use "Reading" as the focus
Outcomes	Teachers/leadership will use a consistent and agreed overall lesson structure Teachers will consistently focus on LI/SC and Review in their classrooms Students will understand the purpose of LI/SC and review Students will be able to articulate what they are learning, why they are learning it and how they will know if they have learned
Success Indicators	Improved achievement results in Reading (teacher judgment and NAPLAN) Increase in students making high growth in reading

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Workshop a consistent lesson structure model through staff meetings	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Professional development in LI/SC and review for teachers	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence
Actions	To participate in the Teaching Partners initiative To develop teacher capacity in data literacy (reading) through explicit PD To develop an inquiry cycle of learning for teachers
Outcomes	Teachers will be trialing different reading strategies, evaluating their success and participating in discipline dialogue around what is working well (inquiry cycle in team meetings and participation in the teaching partners initiative) Teachers will improve at the identification of student deficiencies through better data literacy Teachers will be more consistent in their reading pedagogy Leadership will support ongoing professional development of teachers Leadership will support the teaching partners initiative Students reading results will improve
Success Indicators	The staff opinion survey will improve, specifically in collective efficacy Increase in students making high growth in reading Improvement in Attitudes to School data in the area of self-regulation and goal setting

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Teaching partners initiative	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional development in data literacy (reading)	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Regular Team meetings which an inquiry cycle of learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Empower students to take a higher level of responsibility for their learning
12 Month Target 2.1	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Student voice and agency from 36% (2019) to 40% - Self-regulation and goal setting from 53% (2019) to 57% - Stimulated learning from 39% (2019) to 45%
12 Month Target 2.2	To improve the percentage of positive responses in the parent opinion survey in the following factors: - Student agency and voice from 67% (2019) to 70% - Stimulating learning environment from 54% (2019) to 60%
12 Month Target 2.3	To improve the percentage of positive responses in the staff opinion survey in the following factors: - Collective efficacy from 69% (2019) to 73%
KIS 1	To develop common language and understanding of student voice and agency across the whole school community

Empowering students and building school pride	
Actions	To develop teacher capacity in understanding student voice and agency To explicitly teach student voice and agency to our students
Outcomes	All members of the community (teachers, leadership, students, parents) will develop a common language around student voice and agency Students will know what it looks like, feels like and sounds like Students will be more engaged in their learning
Success Indicators	Attitudes to School Survey will show improvement (specifically around student voice and agency)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development for staff in students voice agency	☑ All Staff	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	To develop a whole school approach to student goal setting and for teacher to student feedback
Actions	To pilot a reading program using specialist Library time To participate in classroom observations and reflect on goal setting and conferencing as observed
Outcomes	Teachers will begin to trial goal setting in their classrooms (transferred back from the library program which will be lead by leadership) Students will take more ownership for their learning

Success Indicators	Improvement in 'student agency and voice, and self-regulation and goal setting' in the Attitudes to School Survey				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Library specialist program		☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,846.00 ☑ Equity funding will be used
Classroom observations		☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To enhance student wellbeing by fostering respectful attitudes that reflect the school values
12 Month Target 3.1	To improve the percentage of positive responses in the student attitudes to school survey in the following factors: - Sense of connectedness from 39% (2019) to 45% - Resilience from 55% (2019) to 60% - Sense of confidence 58% (2019) to 78%
12 Month Target 3.2	To improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 81%
KIS 1 Vision, values and culture	To revise the school's values with the school community and embed them in everyday practice
Actions	To create new values To consistently unpack the new values in all classrooms
Outcomes	New values will be developed in consultation with all members of the community Leadership will link the new values to the Community Champions program

	Teachers will be display the values consistently in every classroom
Success Indicators	Increase in community champions Improvement in 'sense of connectedness' in the Attitudes to School Survey

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Workshop new values through focus groups with all members of the community (students/staff/parents)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Curriculum to include the unpacking of values with students	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	To investigate a whole school approach to positive school behaviors and wellbeing
Actions	To deliver a research based, consistent and structured start up program to all students To continue to develop teacher capacity in the strategies used to improve student engagement and wellbeing through PD To continue to develop consistent language in positive school behaviors and wellbeing To participate in the Respectful Relationships training
Outcomes	Students and teachers will understand the non-negotiables during the first two weeks of school, and revisit them throughout the year Teachers will manage tier 1 and 2 behaviors consistently Students will clearly know the expectations and consequences around behavior Leadership will understand and plan for the Respectful Relationships program implementation

Success Indicators	Increase in Attitudes to Schools data in the area of "resilience" Decrease in Tier 3 behavior data				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
8 day consistent 'Start Up Program'	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used	
Professional development in student engagement and wellbeing	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Consistent visual aids for all classrooms	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used	
Respectful relationships training	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$4,000.00 ☐ Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$5,846.00	$5,846.00
Additional Equity funding	$0.00	$0.00
Grand Total	$5,846.00	$5,846.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Library specialist program	from: Term 1 to: Term 4	☑ School-based staffing	$5,846.00	$5,846.00
Totals			$5,846.00	$5,846.00

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
Professional development in LI/SC and review for teachers	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Departmental resources HITS ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teaching partners initiative	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners	☑ On-site
Professional development in data literacy (reading)	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site