

2019 Annual Implementation Plan

For improving student outcomes

Cairnlea Park Primary School (1434)



Submitted for review by Mark Mills (School Principal) on 18 December, 2018 at 11:15 AM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 18 December, 2018 at 02:24 PM

Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	2018 saw the beginning of the implementation of a whole school approach to writing. We have audited the curriculum to identify strengths and areas for improvement. We have started rolling out professional learning and updating the writing curriculum. Our challenge continues to be to develop consistency throughout the school.
Considerations for 2020	Identify key drivers to demonstrate exemplary practice in writing. Identify professional learning requirements across the school. Continue to embed collaborative structures across the school. Build teacher capacity in formative assessment and embed structures to support them.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in reading, writing and numeracy across all year levels.
Target 1.1	NAPLAN The four year 2017-2020 Numeracy Year 5 data in the top two bands will increase from 27% to 35% The four year 2017-2020 Numeracy Year 3 data in the top two bands will increase from 38% to at least 48%
Target 1.2	NAPLAN The four year 2017-2020 Reading Year 5 data in the top two bands will increase from 31% to at least 38% The four year 2017-2020 Reading Year 3 data in the top two bands will increase from 49% to at least 58%
Target 1.3	NAPLAN The four year 2017 -2020 Writing Year 5 data in the top two bands will increase from 20% to at least 22% The four year 2017-2020 Writing Year 3 data in the top two bands will increase from 55% to at least 68%.
Target 1.4	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Number from 73% to 76%
Target 1.5	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Reading from 84% to 86%.
Target 1.6	TEACHER JUDGEMENTS Increase the number of students working at or above standard in Writing from 71% to 76%.
Key Improvement Strategy 1.a Curriculum planning and assessment	To develop and implement consistent planning, instructional and assessment practices throughout the school.
Key Improvement Strategy 1.b Building practice excellence	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students.

Goal 2	To improve the student connectedness and learning confidence of students and reduce the level of absenteeism.
Target 2.1	To increase the percentage of students on the School Connectedness measure from 63% to at or above 75% and on the Learning Confidence measure from 51% to at or above 65% on the Student Attitudes to School Survey.
Target 2.2	To decrease the rate of unexplained absences from 59% to be at or below the state wide rate of 33%. The average number of student absence days to be 12 days or less.
Key Improvement Strategy 2.a Empowering students and building school pride	To improve the student connectedness and learning confidence of students.
Key Improvement Strategy 2.b Empowering students and building school pride	To reduce the level of absenteeism.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning outcomes in reading, writing and numeracy across all year levels.	Yes	NAPLAN The four year 2017-2020 Numeracy Year 5 data in the top two bands will increase from 27% to 35% The four year 2017-2020 Numeracy Year 3 data in the top two bands will increase from 38% to at least 48%	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To increase the number of Year 5 students working in the top two bands in Numeracy to 35%. To maintain the top two bands in Year 3 Numeracy to be at or above state level.
		NAPLAN The four year 2017-2020 Reading Year 5 data in the top two bands will increase from 31% to at least 38% The four year 2017-2020 Reading Year 3 data in the top two bands will increase from 49% to at least 58%	To increase the number of Year 5 students working in the top two bands in Reading to 40%. To maintain the top two bands in Year 3 Reading to be at or above state level.
		NAPLAN The four year 2017 -2020 Writing Year 5 data in the top two bands will increase from 20% to at least 22% The four year 2017-2020 Writing Year 3 data in the top two bands will increase from 55% to at least 68%.	To increase the number of students in Year 5 working in the top two bands in writing to at least 22% To increase the number of students in Year 3 working in the top two bands in writing to at least 68%.
		TEACHER JUDGEMENTS Increase the number of students working at or above standard in Number from 73% to 76%	This will be a KIS
		TEACHER JUDGEMENTS Increase the number of students working at or above standard in Reading from 84% to 86%.	This will be a KIS

		TEACHER JUDGEMENTS Increase the number of students working at or above standard in Writing from 71% to 76%.	This will be a KIS
		To increase the percentage of students on the School Connectedness measure from 63% to at or above 75% and on the Learning Confidence measure from 51% to at or above 65% on the Student Attitudes to School Survey.	
		To decrease the rate of unexplained absences from 59% to be at or below the state wide rate of 33%. The average number of student absence days to be 12 days or less.	

Goal 1	To improve student learning outcomes in reading, writing and numeracy across all year levels.
12 Month Target 1.1	To increase the number of Year 5 students working in the top two bands in Numeracy to 35%. To maintain the top two bands in Year 3 Numeracy to be at or above state level.
12 Month Target 1.2	To increase the number of Year 5 students working in the top two bands in Reading to 40%. To maintain the top two bands in Year 3 Reading to be at or above state level.
12 Month Target 1.3	To increase the number of students in Year 5 working in the top two bands in writing to at least 22% To increase the number of students in Year 3 working in the top two bands in writing to at least 68%.
12 Month Target 1.4	This will be a KIS
12 Month Target 1.5	This will be a KIS
12 Month Target 1.6	This will be a KIS

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	To develop and implement consistent planning, instructional and assessment practices throughout the school.	Yes
KIS 2 Building practice excellence	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students.	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.	We have identified that we need to develop greater consistency in the pedagogy and content of our literacy curriculum. We need to continue to formalise protocols and frequency of moderation to improve consistency of teacher judgements against the English and EAL curriculums.	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in reading, writing and numeracy across all year levels.
12 Month Target 1.1	To increase the number of Year 5 students working in the top two bands in Numeracy to 35%. To maintain the top two bands in Year 3 Numeracy to be at or above state level.
12 Month Target 1.2	To increase the number of Year 5 students working in the top two bands in Reading to 40%. To maintain the top two bands in Year 3 Reading to be at or above state level.
12 Month Target 1.3	To increase the number of students in Year 5 working in the top two bands in writing to at least 22% To increase the number of students in Year 3 working in the top two bands in writing to at least 68%.
12 Month Target 1.4	This will be a KIS
12 Month Target 1.5	This will be a KIS
12 Month Target 1.6	This will be a KIS
KIS 1 Curriculum planning and assessment	To develop and implement consistent planning, instructional and assessment practices throughout the school.
Actions	Implement school agreed and viable curriculum in literacy in line with the Victorian Curriculum standards.
Outcomes	The school will continue a strong emphasis on Literacy with a sharp and narrow focus on Writing. STUDENTS: <ul style="list-style-type: none"> • improved student achievement in writing • can articulate their writing goals and how they will know if they have successfully achieved them • can understand and self-assess their progress, and articulate what they need to learn next • can explain concepts to peers and record their understanding in multiple ways • discuss their progress during conferences and explain how this supports their learning • provide regular feedback in a variety of ways to teachers about the effectiveness of their practice. TEACHERS: <ul style="list-style-type: none"> • improved content knowledge and strategies to effectively explicitly teach and assess student writing • plan and implement lessons based on the school agreed writing curriculum

	<ul style="list-style-type: none"> conduct conferences to support students to discuss their progress and identify their next learning goal work collaboratively with colleagues to moderate writing tasks to develop consistent teacher judgements identify and adopt differentiated practices that meet the learning needs of all students. <p>LEADERS:</p> <ul style="list-style-type: none"> communicate a clear vision of whole school writing curriculum provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks support staff through professional learning and coaching conversations to deepen their understanding of the development of writing skills facilitate and support collaborative practices across the school observe consistent practice in writing throughout the school. 			
Success Indicators	Consistent practice throughout school reflected in planning documents, PLT minutes and observations of classroom practice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school Curriculum Day - Writing facilitated by Mardi Gorman and Terri Campbell	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage Literacy Consultant to work with Prep Team - Mardi Gorman	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy School Improvement Team to drive the implementation of a consistent writing curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Bastow PD - Local Literacy Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocation of time for PLTs to analyse work samples and plan together based on whole school agreed and viable curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build highly effective PLTs that focus on student learning, are data driven and have a collective responsibility for all students.			
Actions	To embed whole school processes to effectively collect, analyse and evaluate data. To improve the authenticity of teacher judgements in writing. Reduce variability between classrooms. Continue to build high quality teacher practice through collaborative teamwork, shared professional learning and collective efficacy.			
Outcomes	STUDENTS: <ul style="list-style-type: none"> students are provided with challenging learning goals targeted at their point of need can articulate their writing goals can understand and self-assess their progress, and articulate what they need to learn next based on the agreed curriculum with an emphasis on writing. TEACHERS: <ul style="list-style-type: none"> effectively use data and evidence to track student learning and growth and inform next level of learning improved confidence and capacity to use data to plan lessons based on the school agreed writing curriculum work collaboratively with colleagues to moderate writing tasks to develop consistent teacher judgements. LEADERS: <ul style="list-style-type: none"> provide regular feedback to teaching teams and individuals, based on analysis of school data observe consistent and comparable teacher judgements and instructional practice in writing facilitate and support collaborative practices across the school 			
Success Indicators	Effective, targeted discussions about student data documented in PLT minutes. Greater consistency in teacher judgements observed in moderation sessions and aligned with school based assessments. Enhanced capacity of teachers to differentiate the curriculum evident in planning and classroom practice. Student writing goals are relevant and purposeful.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Formative Assessment PD - Professor Dylan Williams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,475.00 <input checked="" type="checkbox"/> Equity funding will be used
Through PL strengthen teachers' data literacy and the ability to triangulate data to enhance their capacity to differentiate the curriculum to better target every individual's learning needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Further enhance our data collection (Compass) and analysis where evidence is used to monitor and track progress for individual students and cohorts of students to develop evidence based strategies to improve student learning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Data Coach and SIT members to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide dedicated time each term for team moderation and each semester for whole school moderation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$162,475.00	\$162,475.00
Additional Equity funding	\$393,547.00	\$393,547.00
Grand Total	\$556,022.00	\$556,022.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Whole school Curriculum Day - Writing facilitated by Mardi Gorman and Terri Campbell	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,500.00	\$4,500.00
Engage Literacy Consultant to work with Prep Team - Mardi Gorman	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
Bastow PD - Local Literacy Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,000.00	\$6,000.00
Formative Assessment PD - Professor Dylan Williams	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,475.00	\$1,475.00

Further enhance our data collection (Compass) and analysis where evidence is used to monitor and track progress for individual students and cohorts of students to develop evidence based strategies to improve student learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,500.00	\$5,500.00
Data Coach and SIT members to continue to build the data literacy of staff to use triangulated data to ensure greater alignment of data with Victorian Curriculum teacher judgements.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$115,000.00	\$115,000.00
Totals			\$162,475.00	\$162,475.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Outsource service provider - Speech Pathologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$71,099.00	\$71,099.00
Outsource service providers - Occupational Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$33,000.00	\$33,000.00
Outsource service providers - School-based Psychologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$44,000.00	\$44,000.00
Engage Community Engagement and Transition Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$97,639.00	\$97,639.00

Employ additional Student Engagement Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$107,609.00	\$107,609.00
Purchase take home books	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$12,500.00	\$12,500.00
Purchase books for school library	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$27,700.00	\$27,700.00
Totals			\$393,547.00	\$393,547.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school Curriculum Day - Writing facilitated by Mardi Gorman and Terri Campbell	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Mardi Gorman Terri Campbell	<input checked="" type="checkbox"/> On-site
Engage Literacy Consultant to work with Prep Team - Mardi Gorman	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Mardi Gorman	<input checked="" type="checkbox"/> On-site
Bastow PD - Local Literacy Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Sunshine Deer Park Network
Formative Assessment PD - Professor Dylan Williams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Professor Dylan Williams	<input checked="" type="checkbox"/> Off-site Melbourne