**2019 Annual Implementation Plan**

Submitted for review by Brooke Cross (School Principal) on 19 December, 2018 at 12:17 PM  
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 19 February, 2019 at 02:30 PM  
Endorsed by Darryl Ross (School Council President) on 29 March, 2019 at 01:08 PM

**for improving student outcomes**

Bayswater Primary School (2163)



**Self-evaluation Summary - 2019**

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|  | 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 | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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

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

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

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| **Enter your reflective comments** | We have made great progress over the past three years of this strategic plan. Teacher confidence in their assessment caqpability, teacher judgement and curriculum documentation has improved markedly. |
| **Considerations for 2019** | 2019 will be a review year for us as well as our involvement in PLC. This will give us the opportunity to review, reflect, analyse and build teacher capacity. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | To improve reading and comprehension outcomes. |
| Target 1.1 | Increase the percentage of students achieving above the expected level (A or B) against Vic Curriculum Data.   |  |  |  | | --- | --- | --- | |  | Reading | | |  | Current | Target | | A | 17.5% | 20% | | B | 19% | 23% | | Total | 36.5% | 43% | |
| Target 1.2 | Increase the percentage of students achieving in top two bands in NAPLAN year 3 and 5   |  |  |  | | --- | --- | --- | |  | Reading | | |  | Current | Target (2019) | | Low | 33.3% | 25% | | Medium | 46.7% | 50% | | High | 20% | 25% | |
| Key Improvement Strategy 1.a Building practice excellence | Embed the use of the CAFE reading framework for the teaching of reading in all classrooms. |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Introduce Fountas and Pinnell - Literacy tool kit for assessment and data collection |
| Goal 2 | To develop and promote attitudes across the school that support the achievement of the school's core values |
| Target 2.1 | Increase Student Attitude to School survey scores to at or above state averages in:  School Connectedness 4.15 (State 4.39)  Peer Connectedness 3.92 (State 4.32)  Stimulating Learning 3.65 (State 4.14)  Learning Confidence 3.77 (State 4.15) |
| Key Improvement Strategy 2.a Vision, values and culture | Develop new whole school values aligned to Restorative Practices model |
| Goal 3 | To enhance parent involvement in school wide activities |
| Target 3.1 | Increase Parent Opinion Survey scores to at or above state averages in:  Learning Focus 5.63 (State 5.72)  General Satisfaction 5.53 (State 5.86) |
| Key Improvement Strategy 3.a Building communities | Facilitate curriculum based information evenings and parent education programs to engage parents and the wider community. |
| Key Improvement Strategy 3.b Building communities | Develop relationships with onsite community groups to engage them in school activities and programs |
| Goal 4 | To support the ongoing health and wellbeing of all students |
| Target 4.1 | Increases results in Attitudes to School survey:  Classroom Behaviour 2.37 (State 3.38)  Student safety 3.95 (State 4.35)  Student Morale 5.06 (State 5.73) |
| Key Improvement Strategy 4.a Health and wellbeing | Further embed the use of restorative practices across the school. |
| Goal 5 | To effectively manage resources to support student learning through excellence in teaching and learning |
| Target 5.1 | Average enrolment growth 5-10 students per year.    Improved NAPLAN raw data in Years 3 & 5. |
| Key Improvement Strategy 5.a Building practice excellence | Participate in Professional Learning Communities Program in term 3. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve reading and comprehension outcomes. | Yes | Increase the percentage of students achieving above the expected level (A or B) against Vic Curriculum Data.   |  |  |  | | --- | --- | --- | |  | Reading | | |  | Current | Target | | A | 17.5% | 20% | | B | 19% | 23% | | Total | 36.5% | 43% | | Increase percentage of students achieving above expected level A &B against Vic curric data. A to 20% target, B to 23% target. Overall target of 43% |
| Increase the percentage of students achieving in top two bands in NAPLAN year 3 and 5   |  |  |  | | --- | --- | --- | |  | Reading | | |  | Current | Target (2019) | | Low | 33.3% | 25% | | Medium | 46.7% | 50% | | High | 20% | 25% | | Increase number of students in top 2 bands of NAPLAN in reading to 50% (medium) and 25% (high Growth) in years 3 & 5. |
| To develop and promote attitudes across the school that support the achievement of the school's core values | No | Increase Student Attitude to School survey scores to at or above state averages in:  School Connectedness 4.15 (State 4.39)  Peer Connectedness 3.92 (State 4.32)  Stimulating Learning 3.65 (State 4.14)  Learning Confidence 3.77 (State 4.15) |  |
| To enhance parent involvement in school wide activities | No | Increase Parent Opinion Survey scores to at or above state averages in:  Learning Focus 5.63 (State 5.72)  General Satisfaction 5.53 (State 5.86) |  |
| To support the ongoing health and wellbeing of all students | No | Increases results in Attitudes to School survey:  Classroom Behaviour 2.37 (State 3.38)  Student safety 3.95 (State 4.35)  Student Morale 5.06 (State 5.73) |  |
| To effectively manage resources to support student learning through excellence in teaching and learning | No | Average enrolment growth 5-10 students per year.    Improved NAPLAN raw data in Years 3 & 5. |  |

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| Goal 1 | To improve reading and comprehension outcomes. | |
| 12 Month Target 1.1 | Increase percentage of students achieving above expected level A &B against Vic curric data. A to 20% target, B to 23% target. Overall target of 43% | |
| 12 Month Target 1.2 | Increase number of students in top 2 bands of NAPLAN in reading to 50% (medium) and 25% (high Growth) in years 3 & 5. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Embed the use of the CAFE reading framework for the teaching of reading in all classrooms. | Yes |
| **KIS 2**  Curriculum planning and assessment | Introduce Fountas and Pinnell - Literacy tool kit for assessment and data collection | 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. | As this is the last year of the current SSP and we are preparing for our review in term 2 we will continue with the use of CAFE as this has seen an improvement in our NAPLAN data and other formative assessment. We will introduce Fountas and Pinnell to inform our assessment and data collection. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve reading and comprehension outcomes. | | | | |
| 12 Month Target 1.1 | Increase percentage of students achieving above expected level A &B against Vic curric data. A to 20% target, B to 23% target. Overall target of 43% | | | | |
| 12 Month Target 1.2 | Increase number of students in top 2 bands of NAPLAN in reading to 50% (medium) and 25% (high Growth) in years 3 & 5. | | | | |
| KIS 1 Building practice excellence | Embed the use of the CAFE reading framework for the teaching of reading in all classrooms. | | | | |
| **Actions** | • Develop teacher capacity and knowledge in the use of the CAFE reading model • Develop teacher capacity in school improvement initiatives through participation in Bastow PLC program  • Develop teacher knowledge and capacity through classroom observations | | | | |
| **Outcomes** | • Students will: - be able to articulate reading goals - be reflecting on their learning through their entries in their reader's notebook - be able to explain the strategies they use to comprehend a text - be able to articulate what they are learning and how they are progressing  Teachers will: - work with students to develop reading goals - teach explicit mini lessons around CAFE strategies - make learning intentions and success criteria explicit in every CAFE lesson - conference regularly with each student - be giving and receiving feedback through peer observations - be effectively monitoring student progress in reading through bench marking and formative assessment  Leaders will: - be conducting learning walks and providing teachers with feedback - be monitoring student progress in reading across the school | | | | |
| **Success Indicators** | • Peer observation self reflection and peer observer documentation will reflect use of CAFÉ and Fountas and Pinnell as this will be the focus of this program • Term, unit and weekly planners will show evidence of CAFÉ approach • Student assessment data recorded on Grade Expert and Literacy data wall • NAPLAN results \* Teacher judgement growth between 2018 semester 2 and 2019 semester 2, to be 80% at or above expected level for all year levels | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Run parent information program on helping with reading. | | 🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $500.00  🞎 Equity funding will be used |
| Participate in PLC focused on improving reading outcomes | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Attend PL on Fountas and Pinnell Facilitate further PL on CAFE | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 3 | $7,000.00  🗹 Equity funding will be used |
| Conduct regular team meetings to discuss student progress Facilitate regular staff led (Learning Specialist) PL on CAFÉ model | | 🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Monitor and track reading progress of individual students on a data wall in teams Focus on CAFE reading in Peer Observations program Include Reading goals in all staff PDP’s | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $7,000.00 | $6,000.00 |
| Additional Equity funding | 0.00 | 0.00 |
| **Grand Total** | $7,000.00 | $6,000.00 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Attend PL on Fountas and Pinnell Facilitate further PL on CAFE | from: Term 2  to: Term 3 | 🗹 Teaching and learning programs and resources | $7,000.00 | $6,000.00 |
| **Totals** | | | $7,000.00 | $6,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
|  |  |  |  |  |
| **Totals** | | |  |  |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Participate in PLC focused on improving reading outcomes | 🗹 PLC Leaders | from: Term 3  to: Term 4 | 🗹 Design of formative assessments  🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 Off-site  Bastow |
| Attend PL on Fountas and Pinnell Facilitate further PL on CAFE | 🗹 Teacher(s) | from: Term 2  to: Term 3 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise | 🗹 On-site |