

2020 Annual Implementation Plan

for improving student outcomes

Foster Primary School (6221)



Submitted for review by Melissa Phillips (School Principal) on 11 March, 2020 at 01:24 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 11 March, 2020 at 04:46 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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	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
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	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	Evolving moving towards Embedding
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	Self evaluation completed FISO evaluation level as above revisited in Term 4 2020
Considerations for 2020	Building practice excellence Curriculum assessments evolving Empowering students evolving All are evolving and will be key improvements strategies for 2020
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes in writing and numeracy
Target 1.1	By 2023, increase the percentage of students in the top two bands in Year 5 NAPLAN for: <ul style="list-style-type: none"> • writing from 8% to 15% • numeracy from 17% to 28%.
Target 1.2	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: <ul style="list-style-type: none"> • writing from 21% to 25% • numeracy from 19% to 25%.
Target 1.3	By 2023, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for: <ul style="list-style-type: none"> • writing from 17% to 25% • numeracy from 32% to 38% (to be finalised)
Key Improvement Strategy 1.a Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum including agreed essential learnings
Key Improvement Strategy 1.b Building practice excellence	Embed the implementation and monitoring of professional learning community practice

Goal 2	To increase student voice and agency in learning
Target 2.1	By 2023, AToSS percentage positive response will increase for : <ul style="list-style-type: none"> • <i>Student Voice and Agency</i> from 82% to 86% • <i>Self-regulation and Goal Setting</i> from 86% to 90%.
Target 2.2	By 2023, POS percentage positive response for <i>Student Agency and Voice</i> will increase from 72% to 80%.
Target 2.3	By 2023, the staff survey percentage positive endorsement will increase for: <ul style="list-style-type: none"> • <i>Use Student Feedback to Improve Practice</i> from 83.3% to 90% • <i>Seek Feedback to Improve Practice</i> from 75% to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Build a common learning language for teachers and students to articulate and collaboratively reflect on learning
Key Improvement Strategy 2.b Empowering students and building school pride	Build the capacity of teachers to develop student agency
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop the tools and skills of students to self-regulate and monitor their learning
Goal 3	To increase student motivation and engagement in their learning

Target 3.1	<p>By 2023, AToSS percentage positive response will increase for:</p> <ul style="list-style-type: none"> • <i>Motivation and Interest</i> from 84% to 90% • <i>Sense of Confidence</i> from 83% to 87%
Target 3.2	<p>By 2023, the percentage positive response on the POS will increase for:</p> <ul style="list-style-type: none"> • <i>Student Motivation and Support</i> from 67% to 85% • <i>Stimulating Learning Environment</i> from 74% to 85%.
Target 3.3	<p>By 2023, attendance will improve such that absence rates per FTE student will decrease from 16.74 days to 15.00 days.</p>
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Define and consistently embed agreed pedagogical practices
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop and implement quality feedback loops to support learning of students and teachers
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build the capacity of teachers to provide students with point-of-need, high quality learning tasks

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 writing and numeracy	Yes	<p>By 2023, increase the percentage of students in the top two bands in Year 5 NAPLAN for:</p> <ul style="list-style-type: none"> • writing from 8% to 15% • numeracy from 17% to 28%. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2020, increase percentage of students in the top two bands in Year 5 NAPLAN for:</p> <ul style="list-style-type: none"> -writing 15% -numeracy 25%
		<p>By 2023, increase the percentage of students achieving high relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> • writing from 21% to 25% • numeracy from 19% to 25%. 	<p>By the end of 2020 increase the percentage of students achieving high relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> -writing 23% -numeracy 30%
		<p>By 2023, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for:</p> <ul style="list-style-type: none"> • writing from 17% to 25% • numeracy from 32% to 38% (to be finalised) 	<p>By 2021, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for:</p> <ul style="list-style-type: none"> -writing 23% -numeracy 35%

To increase student voice and agency in learning	Yes	<p>By 2023, AToSS percentage positive response will increase for :</p> <ul style="list-style-type: none"> • <i>Student Voice and Agency</i> from 82% to 86% • <i>Self-regulation and Goal Setting</i> from 86% to 90%. 	<p>By 2021, AToSS positive response will increase for:</p> <ul style="list-style-type: none"> -Student Voice Agency from 82 % to 85% -Self Regulation Goal setting 86 to 88%
		<p>By 2023, POS percentage positive response for <i>Student Agency and Voice</i> will increase from 72% to 80%.</p>	<p>By 2021, POS percentage positive response for Student Agency and Voice will increase from 72% to 77%</p>
		<p>By 2023, the staff survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> • <i>Use Student Feedback to Improve Practice</i> from 83.3% to 90% • <i>Seek Feedback to Improve Practice</i> from 75% to 85% 	<p>By 2021, the staff survey percentage positive endorsement will increase for:</p> <ul style="list-style-type: none"> -Student feedback to improve practice from 83.3% to 87% -Seek feedback to improve practice from 75% to 80%
To increase student motivation and engagement in their learning	No	<p>By 2023, AToSS percentage positive response will increase for:</p> <ul style="list-style-type: none"> • <i>Motivation and Interest</i> from 84% to 90% • <i>Sense of Confidence</i> from 83% to 87% 	
		<p>By 2023, the percentage positive response on the POS will increase for:</p> <ul style="list-style-type: none"> • <i>Student Motivation and Support</i> from 67% to 85% • <i>Stimulating Learning Environment</i> from 74% to 85%. 	

		By 2023, attendance will improve such that absence rates per FTE student will decrease from 16.74 days to 15.00 days.	

Goal 1	To improve student learning outcomes in writing and numeracy	
12 Month Target 1.1	By the end of 2020, increase percentage of students in the top two bands in Year 5 NAPLAN for: -writing 15% -numeracy 25%	
12 Month Target 1.2	By the end of 2020 increase the percentage of students achieving high relative growth in NAPLAN for: -writing 23% -numeracy 30%	
12 Month Target 1.3	By 2021, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for: -writing 23% -numeracy 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum including agreed essential learnings	Yes
KIS 2 Building practice excellence	Embed the implementation and monitoring of professional learning community practice	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.	There has been much work in developing the curriculum over 2019 through the PLCs. We would like to continue this work while the momentum and current professional learning is there. The next logical step in this work is to ensure there is a consistent understanding and use of essential learnings, including defining our guaranteed and viable curriculum. This will be a focus of the PLCs this year.	
Goal 2	To increase student voice and agency in learning	
12 Month Target 2.1	By 2021, AToSS positive response will increase for: -Student Voice Agency from 82 % to 85% -Self Regulation Goal setting 86 to 88%	
12 Month Target 2.2	By 2021, POS percentage positive response for Student Agency and Voice will increase from 72% to 77%	
12 Month Target 2.3	By 2021, the staff survey percentage positive endorsement will increase for: -Student feedback to improve practice from 83.3% to 87% -Seek feedback to improve practice from 75% to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build a common learning language for teachers and students to articulate and collaboratively reflect on learning	No
KIS 2 Empowering students and building school pride	Build the capacity of teachers to develop student agency	Yes
KIS 3 Intellectual engagement and self-awareness	Develop the tools and skills of students to self-regulate and monitor their 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.

Results for student voice and agency in the ATOSS were disappointing in 2019. The work already underway with SWPB and RRR make student voice and agency an obvious next pathway for staff and students.

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in writing and numeracy
12 Month Target 1.1	By the end of 2020, increase percentage of students in the top two bands in Year 5 NAPLAN for: -writing 15% -numeracy 25%
12 Month Target 1.2	By the end of 2020 increase the percentage of students achieving high relative growth in NAPLAN for: -writing 23% -numeracy 30%
12 Month Target 1.3	By 2021, the percentage of students achieving six months or more ahead of expected level as evidenced by teacher judgement will increase for: -writing 23% -numeracy 35%
KIS 1 Curriculum planning and assessment	Development and implementation of a guaranteed and viable curriculum including agreed essential learnings
Actions	Build an agreed common understanding of essential learnings across all staff Build staff capacity to develop and document essential learnings across writing and numeracy Consistently implement essential learnings in writing and numeracy in all classes Collaboratively develop and implement Common Assessment Tasks in numeracy and writing consistent with the GVC Principal and PLC Leaders to monitor the implementation of essential learnings and common assessment tasks
Outcomes	Students will: -be exposed to required essential learnings at their point of need -improve skills and knowledge of the essential learnings at their level Teachers will: -have a common language around essential learnings and common assessments - through common assessment, have an improved understanding of where students sit in their learning - follow the agreed assessment schedule and focus on the agreed essential learnings and language Leaders will: - through observations, know where teachers are at with their development of essential learnings and common assessment tasks

	and adjust adult learning accordingly. -engage staff in professional discussion using the agreed common language -articulate what essential learnings are and their importance			
Success Indicators	-documentation of essential learnings in writing and numeracy -documented common assessments and assessment schedule -At a student level-NAPLAN, teacher assessments, PLC data within minutes, classroom observations will be utilised			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Leaders to develop with staff agreed definition of essential learnings	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
GVC documentation sessions	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed the implementation and monitoring of professional learning community practice			
Actions	- Schedule regular meeting times through school calendar - Develop and use consistent practices and protocols within junior and senior teams in planning PLC work - Develop deeper understanding of the inquiry cycle and its implementation - Utilise the PLC Inquiry Template, meeting minutes recorded and published and regular meetings with Principal and PLC Leaders			
Outcomes	Students will: - consistently engage in a range of point of need learning tasks, setting goals and reflecting on their learning - have an understanding of their own learning and what their next steps are Teachers will: - implement pre and post testing to gather data			

	<ul style="list-style-type: none"> - Collaborate to improve the knowledge and skills in the use of the Inquiry Cycle - Collaborate to develop point of need tasks for students <p>Leaders will:</p> <ul style="list-style-type: none"> - engage in professional dialogue and develop appropriate ways of monitoring progress towards the goal - regularly review their Team member's inquiry templates and provide agendas and minutes of meetings 			
Success Indicators	<p>At a student level, NAPLAN, teacher assessments, PLC data within minutes and classroom observations will be utilised</p> <p>ALL PLCs using agreed protocols</p> <p>All staff are completing Inquiry Templates</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Set up a meeting calendar	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All classroom teaching Staff develop protocols	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide in class support for students and teachers to assist with Literacy and Numeracy development	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To increase student voice and agency in learning			
12 Month Target 2.1	<p>By 2021, AToSS positive response will increase for:</p> <ul style="list-style-type: none"> -Student Voice Agency from 82 % to 85% -Self Regulation Goal setting 86 to 88% 			

12 Month Target 2.2	By 2021, POS percentage positive response for Student Agency and Voice will increase from 72% to 77%			
12 Month Target 2.3	By 2021, the staff survey percentage positive endorsement will increase for: -Student feedback to improve practice from 83.3% to 87% -Seek feedback to improve practice from 75% to 80%			
KIS 1 Empowering students and building school pride	Build the capacity of teachers to develop student agency			
Actions	Developing a whole school understanding and guidelines to support student agency that is owned and actioned by the school community PD-knowledge how to implement Peer observations of those doing this well Student feedback surveys, discussion, school leaders? Document planning			
Outcomes	Students will: be better engaged in their learning and taking ownership of their input and feedback into their learning understand the next step in their learning Teachers will: planning will include student agency elements utilise student feedback into their planning Leaders will: support and lead the development of guidelines that ensure that student agency is valued by all members of the school community			
Success Indicators	Improved ATOSS data relating to Student Voice and Agency Curriculum documentation and implementation with student agency focus Guidelines evident Positive PIVOT survey data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

PIVOT survey license and survey delivery each Term	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Sufficient time is provided for staff to understand and embrace the key aspects of student agency within their classrooms	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff with responsibility for leading Student Agency provided with relevant PL to support this work	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" 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	\$24,000.00	\$24,000.00
Additional Equity funding	\$4,000.00	\$4,000.00
Grand Total	\$28,000.00	\$28,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide in class support for students and teachers to assist with Literacy and Numeracy development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$14,000.00	\$14,000.00
Staff with responsibility for leading Student Agency provided with relevant PL to support this work	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Totals			\$24,000.00	\$24,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of resources and staffing to support Literacy at the classroom level	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Totals			\$4,000.00	\$4,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC Leaders to develop with staff agreed definition of essential learnings	✓ PLC Leaders	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
GVC documentation sessions	✓ PLC Leaders	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ✓ Preparation ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Departmental resources EIL 	<ul style="list-style-type: none"> ✓ On-site
All classroom teaching Staff develop protocols	✓ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Provide in class support for students and teachers to assist with Literacy and Numeracy development	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Sufficient time is provided for staff to understand and embrace the key aspects of student agency within their classrooms	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day 	<ul style="list-style-type: none"> ✓ Departmental resources EIL 	<ul style="list-style-type: none"> ✓ On-site

Staff with responsibility for leading Student Agency provided with relevant PL to support this work	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
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