**2019 Annual Implementation Plan**

Submitted for review by Paul Johnson (School Principal) on 18 February, 2019 at 03:07 PM  
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 19 February, 2019 at 09:52 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Watsonia Primary School (4838)



**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 | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Embedding moving towards Excelling |
|  | Evaluating impact on learning | Embedding |

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Evolving moving towards 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 | Evolving moving towards Embedding |
|  | Intellectual engagement and self-awareness | Embedding |

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

|  |  |
| --- | --- |
| **Enter your reflective comments** | Literacy Community saw increase in teachers talking and collecting data on growth in reading. PSD students and students at risk made pleasing progress. SSG meetings had appropriate goals. EAL students and Fee paying students were directed to appropriate resources but could have been supported more effectively  High ability extend in codoing and in INQ but need to find more opportunities to extend as parent perception is that they are not. |
| **Considerations for 2019** | EAL support to be reviewed. Extend Learning communities (change MPS) to include whole school and Numeracy. Look for authentic and extension of INQ topics. Eg. terrm 1 is Open Day task Continue Smiling minds and Zones of Reg Review Grandparent program |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

|  |  |
| --- | --- |
| Goal 1 | Strengthen the school's engagement with parents and local community. |
| Target 1.1 | Improve the mean factor scores on the parent survey for;general satisfaction, parent input, school improvement, approachability, extra curricular and classroom behaviour.  Improve or maintain the percentage of positive endorsement on the ATOS to be above the 50th percentile for; trust in students and parents and parent and community involvement. |
| Key Improvement Strategy 1.a Building communities | Continue to build the reputation of the school in the wider community. |
| Key Improvement Strategy 1.b Building communities | Further Increase parents accessing Compass for multiple purposes. |
| Goal 2 | Improve the learning growth of every student particularly in Literacy and Numeracy. |
| Target 2.1 | Improve the percentage of year 3 and year 5 students achieving in the top two NAPLAN bands for Literacy an Numeracy.  Improve the percentage of students achieving high relative growth in NAPLAN reading, writing and numeracy.  All students to achieve at least one years growth annually in literacy and numeracy on a norm-referenced assessment.  Improve the percentage of positive endorsement on the staff opinion survey to be above the 50th percentile for; guaranteed a viable curriculum, collective efficacy and collective focus on student learning. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Embed staff use of data to inform planning and practice. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Whole school approach to Literacy and Numeracy |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Embed consistency of practice between classes and across the school. |
| Goal 3 | Provide a stimulating learning environment where students are independent learners who connect with the school and the wider community. |
| Target 3.1 | Improve the percentage of positive endorsement on the ATOS for; effective teaching time learning confidence motivation and interest, student voice, resilience and classroom behaviour.  Reduce the percentage of students in Prep to year 6 with 20 or more days absence per year. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Further develop and embed whole school structure/expectations for student agency. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop a 'Feedback to teachers survey - 1 per Semester. |

**Select Annual Goals and KIS**

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| Strengthen the school's engagement with parents and local community. | Yes | Improve the mean factor scores on the parent survey for;general satisfaction, parent input, school improvement, approachability, extra curricular and classroom behaviour.  Improve or maintain the percentage of positive endorsement on the ATOS to be above the 50th percentile for; trust in students and parents and parent and community involvement. | 'Parent participation and involvement' and 'general school satisfaction' in POS will move to 3rd quartile |
| Improve the learning growth of every student particularly in Literacy and Numeracy. | Yes | Improve the percentage of year 3 and year 5 students achieving in the top two NAPLAN bands for Literacy an Numeracy.  Improve the percentage of students achieving high relative growth in NAPLAN reading, writing and numeracy.  All students to achieve at least one years growth annually in literacy and numeracy on a norm-referenced assessment.  Improve the percentage of positive endorsement on the staff opinion survey to be above the 50th percentile for; guaranteed a viable curriculum, collective efficacy and collective focus on student learning. | 30% of student in year three Reading and Numeracy will be in top two bands 50% of students in year 5 Reading will be in top two bands 40% of students in year 5 Numeracy will be in top 2 bands 35% of year 5 students will have high growth in Reading and Numeracy  Move 'guaranteed and viable curriculum', 'collective efficacy,' 'collective focus on student learning' above 80% endorsement. |
| Provide a stimulating learning environment where students are independent learners who connect with the school and the wider community. | Yes | Improve the percentage of positive endorsement on the ATOS for; effective teaching time learning confidence motivation and interest, student voice, resilience and classroom behaviour.  Reduce the percentage of students in Prep to year 6 with 20 or more days absence per year. | 'Effective classroom behavior' to move to the 2nd quartile  'Motivation and interest' to move to the 4th quartile Student voice and agency to move to the 4th quartile |

|  |  |  |
| --- | --- | --- |
| Goal 1 | Strengthen the school's engagement with parents and local community. | |
| 12 Month Target 1.1 | 'Parent participation and involvement' and 'general school satisfaction' in POS will move to 3rd quartile | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building communities | Continue to build the reputation of the school in the wider community. | Yes |
| **KIS 2**  Building communities | Further Increase parents accessing Compass for multiple purposes. | 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. | Work began in this area in 2018 with the Acting Prin and will need to have a continued focus with the new leadership structure. | |
| Goal 2 | Improve the learning growth of every student particularly in Literacy and Numeracy. | |
| 12 Month Target 2.1 | 30% of student in year three Reading and Numeracy will be in top two bands 50% of students in year 5 Reading will be in top two bands 40% of students in year 5 Numeracy will be in top 2 bands 35% of year 5 students will have high growth in Reading and Numeracy  Move 'guaranteed and viable curriculum', 'collective efficacy,' 'collective focus on student learning' above 80% endorsement. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Embed staff use of data to inform planning and practice. | Yes |
| **KIS 2**  Curriculum planning and assessment | Whole school approach to Literacy and Numeracy | Yes |
| **KIS 3**  Curriculum planning and assessment | Embed consistency of practice between classes and across the school. | 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. | Continued targeted focus needs to occur here due to both embed the practice with current staff as well as develop new staff coming on-board in 2019. There is a need for staff to understand and use data for the particular cohorts of students to increase learning at point of need. | |
| Goal 3 | Provide a stimulating learning environment where students are independent learners who connect with the school and the wider community. | |
| 12 Month Target 3.1 | 'Effective classroom behavior' to move to the 2nd quartile  'Motivation and interest' to move to the 4th quartile Student voice and agency to move to the 4th quartile | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Further develop and embed whole school structure/expectations for student agency. | Yes |
| **KIS 2**  Empowering students and building school pride | Develop a 'Feedback to teachers survey - 1 per Semester. | 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. | Continued targeted focus needs to occur here due to both embed the practice with current staff as well as develop new staff coming on-board in 2019. Student Feedback should be on engagement of learning. | |

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | Strengthen the school's engagement with parents and local community. | | | | |
| 12 Month Target 1.1 | 'Parent participation and involvement' and 'general school satisfaction' in POS will move to 3rd quartile | | | | |
| KIS 1 Building communities | Continue to build the reputation of the school in the wider community. | | | | |
| **Actions** | Build relationships with Kinders and increase attendance of both current parents and potential parents at Open Day (Over 30 new families visited in 2018). Develop protocols for teachers to more effectively communicate successes and concerns with learning growth. | | | | |
| **Outcomes** | Watsonia as the school of choice in the area. Parents will have an increased understanding of how their child's learning can progress and are able to discuss. | | | | |
| **Success Indicators** | Increased attendance at Open Day/Fair from 30 families in 2018 to above 40 in 2019  Increased enrollments from 16 in 2019 to above 20 in 2020 | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Marketing, Kinder visits, OPEN Day, School Tours Inquiry Classes will run Fair activities | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| KIS 2 Building communities | Further Increase parents accessing Compass for multiple purposes. | | | | |
| **Actions** | Survey parents on how they like to be communicated with and their preferred method of discussing student learning progress. Eg. Conferencing PTS interviews where they can discuss learning growth. in 2019 we will add 'consent online' and 'payment online' for payments and approval of excursions. | | | | |
| **Outcomes** | Teachers and admin staff will provide multiple mode of communication and respond to survey results. School will investigate reasons behind non adoption of Compass in some families. | | | | |
| **Success Indicators** | Parents will have responded to survey and we will change to reflect survey findings. Parent Opinion Survey will move on 'frequency' of opportunity to communicate with teachers from 2018- 68% to 2019 above 80% | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Survey Parents | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 Equity funding will be used |
| By the end of term 1 we will have surveyed parents 1 extra opportunity per term to connect with teacher. Term 1 Open Day - activity | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $300.00  🗹 Equity funding will be used |
| Goal 2 | Improve the learning growth of every student particularly in Literacy and Numeracy. | | | | |
| 12 Month Target 2.1 | 30% of student in year three Reading and Numeracy will be in top two bands 50% of students in year 5 Reading will be in top two bands 40% of students in year 5 Numeracy will be in top 2 bands 35% of year 5 students will have high growth in Reading and Numeracy  Move 'guaranteed and viable curriculum', 'collective efficacy,' 'collective focus on student learning' above 80% endorsement. | | | | |
| KIS 1 Curriculum planning and assessment | Embed staff use of data to inform planning and practice. | | | | |
| **Actions** | Continue with Literacy and Numeracy Leaders as leaders of learning communities for Junior and Senior school with staff meeting fortnightly to discuss analysis of strategies and to write an instructional plan that addresses individual learning | | | | |
| **Outcomes** | Teachers share best practice they modify groups regularly and provide targeted skills to flexible groups | | | | |
| **Success Indicators** | Collect 'analysis templates on the share drive | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| PLT data anaylsis is on meeting schedule | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| KIS 2 Curriculum planning and assessment | Whole school approach to Literacy and Numeracy | | | | |
| **Actions** | Replicate the Junior school Literacy community to the Senior and include numeracy | | | | |
| **Outcomes** | Teachers share best practice they modify groups regularly and provide targeted skills to flexible groups. | | | | |
| **Success Indicators** | Fortnightly analysis sheet stored on share drive | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Fortnightly analysis sheet stored on share drive where Teachers share best practice they modify groups regularly and provide targeted skills to flexible groups. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| KIS 3 Curriculum planning and assessment | Embed consistency of practice between classes and across the school. | | | | |
| **Actions** | Assessment schedule Classroom observation schedule - shared and documented | | | | |
| **Outcomes** | Students familiar with multiple teachers. Teachers discuss strategies regularly | | | | |
| **Success Indicators** | Observations shared at meetings and stored on share drive. Staff observe each other 1-2 per term Collective efficacy above 80% | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Observations shared at meetings and stored on share drive. Staff observe each other 1-2 per term Collective efficacy above 80% | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Goal 3 | Provide a stimulating learning environment where students are independent learners who connect with the school and the wider community. | | | | |
| 12 Month Target 3.1 | 'Effective classroom behavior' to move to the 2nd quartile  'Motivation and interest' to move to the 4th quartile Student voice and agency to move to the 4th quartile | | | | |
| KIS 1 Empowering students and building school pride | Further develop and embed whole school structure/expectations for student agency. | | | | |
| **Actions** | Raise student agency within current Junior school council and student leadership positions Continue student feedback to teachers, surveys etc, on how they like to learn. | | | | |
| **Outcomes** | Students increase belief in their ability to make changes that effect them positively school, home, globally | | | | |
| **Success Indicators** | Students empowered/motivated to direct their own learning Students know their strengths and areas for improvement | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Elect school leaders first 4 weeks of 2019 Teachers survey students | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🞎 Equity funding will be used |
| KIS 2 Empowering students and building school pride | Develop a 'Feedback to teachers survey - 1 per Semester. | | | | |
| **Actions** | Teachers will create a feedback survey for students and teachers to appreciate how students like to learn | | | | |
| **Outcomes** | Teachers will adapt formative and summative delivery of learning. | | | | |
| **Success Indicators** | Teachers will share the progress they've made at whole staff meetings | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| i survey per term  Shared at staff meeting | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $200.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $8,800.00 | $8,800.00 |
| Additional Equity funding | $30,000.00 | $30,000.00 |
| **Grand Total** | $38,800.00 | $38,800.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Survey Parents | from: Term 1  to: Term 4 | 🗹 School-based staffing | $500.00 | $500.00 |
| By the end of term 1 we will have surveyed parents 1 extra opportunity per term to connect with teacher. Term 1 Open Day - activity | from: Term 1  to: Term 4 | 🗹 School-based staffing | $300.00 | $300.00 |
| PLT data anaylsis is on meeting schedule | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $2,000.00 | $2,000.00 |
| Fortnightly analysis sheet stored on share drive where Teachers share best practice they modify groups regularly and provide targeted skills to flexible groups. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $4,000.00 | $4,000.00 |
| Observations shared at meetings and stored on share drive. Staff observe each other 1-2 per term Collective efficacy above 80% | from: Term 1  to: Term 4 | 🗹 School-based staffing | $2,000.00 | $2,000.00 |
| **Totals** | | | $8,800.00 | $8,800.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Literacy and Numeracy support classes 10 period per week | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $30,000.00 | $30,000.00 |
| **Totals** | | | $30,000.00 | $30,000.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Marketing, Kinder visits, OPEN Day, School Tours Inquiry Classes will run Fair activities | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Survey Parents | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 Internal staff | 🗹 On-site |
| By the end of term 1 we will have surveyed parents 1 extra opportunity per term to connect with teacher. Term 1 Open Day - activity | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| PLT data anaylsis is on meeting schedule | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Bastow program/course  🗹 Literacy Leaders | 🗹 Off-site  Bastow Data Analysis |
| Fortnightly analysis sheet stored on share drive where Teachers share best practice they modify groups regularly and provide targeted skills to flexible groups. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Primary Mathematics and Science specialists  🗹 Literacy expertise | 🗹 On-site |
| Observations shared at meetings and stored on share drive. Staff observe each other 1-2 per term Collective efficacy above 80% | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Primary Mathematics and Science specialists | 🗹 On-site |
| Elect school leaders first 4 weeks of 2019 Teachers survey students | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| i survey per term  Shared at staff meeting | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 School improvement partnerships | 🗹 On-site |