

2020 Annual Implementation Plan

for improving student outcomes

San Remo Primary School (1369)



Submitted for review by Karen Bowker (School Principal) on 18 December, 2019 at 12:18 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 18 December, 2019 at 02:07 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 moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	On reflection of 2019, whilst targets were only partially met, it was a productive year. In particular, the second semester focus on Professional Learning Communities and implementation throughout the school, has paved the way for future directions in 2020. Professional development for teachers in the teaching of spelling in term four, 2019, has given us common learning and a focus on word study which will lead to consistent teaching of spelling P-6 for 2020. Some achievements included high overall growth in Year 3 NAPLAN data.
Considerations for 2020	Spelling and associated writing continues to be a focus for 2020 within the PLC focus across the school. It is also a year of reflection and future direction, with the School Review occurring in term 2.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning outcomes through a focus on building leadership structures and capacity across the school.
Target 1.1	Utilising the staff survey data leadership module: • improve instructional leadership from 79.45 in 2016 to 85.0 in 2020 Utilising the staff survey data school climate module: • Academic emphasis from 81.75 in 2016 to 85.0 in 2020 • Guaranteed and viable curriculum from 81.0 in 2016 to 85.0 in 2020 Parent opinion survey: • Student cognitive engagement to be above the 75th percentile of all schools
Key Improvement Strategy 1.a Instructional and shared leadership	Link all school policies to the school improvement model.
Key Improvement Strategy 1.b Instructional and shared leadership	Develop and embed a school learning vision statement and a school improvement model.
Key Improvement Strategy 1.c Building leadership teams	Develop a high performing and distributed leadership structure.
Goal 2	Consistent and agreed teaching practice across the school.
Target 2.1	By 2020 the 4 year high gain average growth will be: • Writing 26%, currently 2013-2016 23% • Reading 26%, currently 2013-2016 31% • Numeracy 26% , currently 2013-2016 25% By 2020 the 4 year average percentage of students in the top two bands in grade 5 will be: • Writing 18%, currently at 2013-2016 13% • Reading 40%, will remain at 2013 -2016 40% • Numeracy 25% currently at 2013-2016 21% Teacher judgements 20% of students 6 months or more ahead in Mathematics and English. On demand making 12 months growth in English and Mathematics.
Key Improvement Strategy 2.a Curriculum planning and assessment	Introduce a Professional Learning Community approach including coaching and classroom observations with a focus in Writing and Spelling
Key Improvement Strategy 2.b	Develop and embed a whole school instructional model.

Building practice excellence	
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop a whole school approach to assessment.
Goal 3	To improve student engagement at San Remo Primary School
Target 3.1	By 2020 we will Increase Attitude to school survey results to be above 2016 levels in the following indicators by 2020: • School Connectedness 90%, currently 85% – 2016 • Student Motivation and interest 90%, currently 79% - 2016 • Learning Confidence 90%, currently 73% – 2016 Decrease in unexplained absences • School mean from 6 days in 2016 to 4 days by 2020 Decrease average days absent from 18 days in 2016 to 14 days by 2020
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build students as effective learners through goal setting, reflection and effective feedback.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a whole school community approach to improve attendance.

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 through a focus on building leadership structures and capacity across the school.	No	Utilising the staff survey data leadership module: • improve instructional leadership from 79.45 in 2016 to 85.0 in 2020 Utilising the staff survey data school climate module: • Academic emphasis from 81.75 in 2016 to 85.0 in 2020 • Guaranteed and viable curriculum from 81.0 in 2016 to 85.0 in 2020 Parent opinion survey: • Student cognitive engagement to be above the 75th percentile of all schools	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Consistent and agreed teaching practice across the school.	Yes	By 2020 the 4 year high gain average growth will be: • Writing 26%, currently 2013-2016 23% • Reading 26%, currently 2013-2016 31% • Numeracy 26% , currently 2013-2016 25% By 2020 the 4 year average percentage of students in the top two bands in grade 5 will be: • Writing 18%, currently at 2013-2016 13% • Reading 40%, will remain at 2013 -2016 40% • Numeracy 25% currently at 2013-2016 21% Teacher judgements 20% of students 6 months or more ahead in Mathematics and English. On demand making 12 months growth in English and Mathematics.	By 2020 the 4 year high gain average growth will be: • Writing 26%, currently 2013-2016 23%. By 2020 the 4 year average percentage of students in the top two bands in grade 5 will be: • Writing 18%, currently at 2013-2016 13%
To improve student engagement at San Remo Primary School	No	By 2020 we will Increase Attitude to school survey results to be above 2016 levels in the following indicators by 2020: • School Connectedness 90%, currently 85% – 2016 • Student Motivation and interest 90%, currently 79% - 2016 • Learning	

		Confidence 90%, currently 73% – 2016 Decrease in unexplained absences • School mean from 6 days in 2016 to 4 days by 2020 Decrease average days absent from 18 days in 2016 to 14 days by 2020	
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Goal 1	Consistent and agreed teaching practice across the school.		
12 Month Target 1.1	By 2020 the 4 year high gain average growth will be: • Writing 26%, currently 2013-2016 23%. By 2020 the 4 year average percentage of students in the top two bands in grade 5 will be: • Writing 18%, currently at 2013-2016 13%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Introduce a Professional Learning Community approach including coaching and classroom observations with a focus in Writing and Spelling		Yes
KIS 2 Building practice excellence	Develop and embed a whole school instructional model.		No
KIS 3 Curriculum planning and assessment	Develop a whole school approach to assessment.		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.	PLC approach was only partially implemented in 2019 due to the Professional Learning only occurring term 3 & 4 of 2019. The focus for 2020 is to ensure that the PLC approach is embedded in every classroom in 2020. Classroom and peer observations have been agreed upon in 2019 and processes developed so their is clear and consistent implementation in 2020.		

Define Actions, Outcomes and Activities

Goal 1	Consistent and agreed teaching practice across the school.
12 Month Target 1.1	By 2020 the 4 year high gain average growth will be: • Writing 26%, currently 2013-2016 23%. By 2020 the 4 year average percentage of students in the top two bands in grade 5 will be: • Writing 18%, currently at 2013-2016 13%
KIS 1 Curriculum planning and assessment	Introduce a Professional Learning Community approach including coaching and classroom observations with a focus in Writing and Spelling
Actions	<p>Develop a Professional Learning community P-6 with a focus on improving writing and associated spelling through;</p> <ul style="list-style-type: none"> • the development of Words Their Way spelling program, • differentiated word study within each classroom, • review of writing genres P-6 and moderation P-2 & 3-6 of student work each term • implementation of Peer Observation guidelines (developed in 2019) • PLT meetings conducted P-2 and 3-6 • Leadership walk throughs within each classroom to review and monitor agreed staff action in writing and spelling. • Build staff capacity in using data to inform teaching
Outcomes	<p>Teachers will;</p> <ul style="list-style-type: none"> • Will have increased knowledge and capacity to teach spelling consistently P-6 • Use data collected from Words Their Way assessment tool to develop differentiated word study within each classroom. • Be actively involved in the implementation of PLC process P-6 • Be actively involved in peer observations both as an observer and being observed • Self reflect and give feedback to colleagues using the peer observation guidelines • Have a greater understanding and capacity in using data to inform their teaching <p>Students will:</p> <ul style="list-style-type: none"> • Have a differentiated word study program that meets their learning needs in spelling • Use their word study knowledge within their selected writing genre • Have their writing moderated and receive feedback on their next level of learning <p>Leaders will;</p> <ul style="list-style-type: none"> • Ensure that all teachers participate in peer observations • Be active participants in the PLC process • Attend and be chairperson of PLT meetings P-2 & 3-6

	<ul style="list-style-type: none"> Conduct walk throughs in each classroom to observe and monitor teacher learning and implementation of writing and spelling within their classroom 			
Success Indicators	NAPLAN spelling & writing 3 & 5, Words Their Way assessment growth, PLC/PLT minutes			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review of writing genres P-6 <ul style="list-style-type: none"> Conduct a writing genre audit Review current resources and purchase updated resources where necessary Moderation of writing within PLT meetings P-2 & 3-6 	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Continued development of word study using Words Their Way program <ul style="list-style-type: none"> Conduct a resources audit & purchase where necessary Build teacher capacity on developing differentiated word study activities Sharing of resources and examples of word study differentiated activities Implementation of shared assessment schedule for Words Their Way 	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,900.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of Peer Observations using protocols developed in 2019 <ul style="list-style-type: none"> Peer observation focus on word study and its implementation within each classroom All staff to be involved in both observations and being observed All staff to complete DET Peer Observations Templates for peer observation process 	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,700.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>PLC process implemented P-6</p> <ul style="list-style-type: none"> • Staff meeting focus developing teacher knowledge in writing and associated spelling • School visits to PLC schools to observe meeting formats/ implementation of PLC in teams/areas • PLT meetings organisation P-2 & 3-6 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,300.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Improve teacher capacity in using data to inform teaching</p> <ul style="list-style-type: none"> • SPA Tracker purchased and implemented to support assessment analysis for PLT meetings • Training for staff in implementing SPA • Data literacy PD at staff meetings to build teacher capacity to assess and use data to inform teaching 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,387.00</p> <ul style="list-style-type: none"> <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	\$11,987.00	\$11,987.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$11,987.00	\$11,987.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Review of writing genres P-6 <ul style="list-style-type: none"> • Conduct a writing genre audit • Review current resources and purchase updated resources where necessary • Moderation of writing within PLT meetings P-2 & 3-6 	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,700.00	\$1,700.00
Continued development of word study using Words Their Way program <ul style="list-style-type: none"> • Conduct a resources audit & purchase where necessary • Build teacher capacity on developing differentiated word study activities • Sharing of resources and examples of word study differentiated activities • Implementation of shared assessment schedule for Words Their Way 	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,900.00	\$1,900.00
Implementation of Peer Observations using protocols developed in 2019	from: Term 1	<input checked="" type="checkbox"/> CRT	\$1,700.00	\$1,700.00

<ul style="list-style-type: none"> Peer observation focus on word study and its implementation within each classroom All staff to be involved in both observations and being observed All staff to complete DET Peer Observations Templates for peer observation process 	to: Term 4			
PLC process implemented P-6 <ul style="list-style-type: none"> Staff meeting focus developing teacher knowledge in writing and associated spelling School visits to PLC schools to observe meeting formats/ implementation of PLC in teams/areas PLT meetings organisation P-2 & 3-6 	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	\$3,300.00	\$3,300.00
Improve teacher capacity in using data to inform teaching <ul style="list-style-type: none"> SPA Tracker purchased and implemented to support assessment analysis for PLT meetings Training for staff in implementing SPA Data literacy PD at staff meetings to build teacher capacity to assess and use data to inform teaching 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <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"/> Support services	\$3,387.00	\$3,387.00
Totals			\$11,987.00	\$11,987.00

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
<p>Implementation of Peer Observations using protocols developed in 2019</p> <ul style="list-style-type: none"> Peer observation focus on word study and its implementation within each classroom All staff to be involved in both observations and being observed All staff to complete DET Peer Observations Templates for peer observation process 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>PLC process implemented P-6</p> <ul style="list-style-type: none"> Staff meeting focus developing teacher knowledge in writing and associated spelling School visits to PLC schools to observe meeting formats/ implementation of PLC in teams/areas PLT meetings organisation P-2 & 3-6 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Improve teacher capacity in using data to inform teaching</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site

<ul style="list-style-type: none"> • SPA Tracker purchased and implemented to support assessment analysis for PLT meetings • Training for staff in implementing SPA • Data literacy PD at staff meetings to build teacher capacity to assess and use data to inform teaching 	<ul style="list-style-type: none"> ✓ Learning Specialist(s) ✓ PLT Leaders ✓ Principal 	<p>to: Term 4</p>	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Network Professional Learning ✓ Communities of Practice ✓ PLC/PLT Meeting ✓ Area Principal Forums 	<ul style="list-style-type: none"> ✓ Learning Specialist ✓ External consultants <p>SPA training</p>	<p>Data Literacy PD @ Principals meetings</p>
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