

2020 Annual Implementation Plan

for improving student outcomes

Pleasant Street Primary School (Ballarat) (0695)



Submitted for review by Mark McLay (School Principal) on 17 December, 2019 at 10:30 AM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 20 December, 2019 at 02:21 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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	It enabled us to develop our Strategic Intent going forward. It was a thorough process completed over a lengthy period of time.
Considerations for 2020	<ul style="list-style-type: none"> - Timetabling - How to organise Peer Observations. - Intervention program- how to continue this. - Succession planning as required, with documentation. - New staff induction processes. - PLC professional learning for all staff. - Prioritised mentor program for graduates and VIT completion.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes in literacy and numeracy
Target 1.1	<p>By 2022 the percentage of Year 3 students achieving in the top two bands in NAPLAN will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Reading from 78% to 80% or greater • Writing from 76% to 80% or greater • Numeracy from 54% to 60% or greater. <p>By 2022 the percentage of Year 5 students achieving in the top two bands in NAPLAN will increase from 2018 data for :</p> <ul style="list-style-type: none"> • Reading from 64% to 70% or greater • Writing from 18% to 25% or greater • Numeracy from 47% to 55% or greater.
Target 1.2	<p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN will increase from 2018 data for :</p> <ul style="list-style-type: none"> • Reading from 85% to 90% or greater • Writing from 68% to 80% or greater • Numeracy from 79% to 80% or greater.
Target 1.3	<p>By 2022 the percentage of students achieving above Victorian Curriculum standards at Years F-6 to be 50% or greater for Reading and Viewing, 50% or greater for Writing, and 50% or greater for Number and Algebra.</p>

Target 1.4	<p>By 2022 the percentage of positive responses in the School Staff Survey (SSS) School Climate module will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Collective responsibility from 78% to 85% • Staff trust in colleagues from 70% to 80%.
Target 1.5	<p>By 2022 the percentage of positive responses in the School Staff Survey Teaching and Learning – Planning module will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Understand curriculum from 73% to 80% • Time to share pedagogical content knowledge from 66% to 80% • Use data for curriculum planning from 73% to 80%.
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher and student confidence in utilising a range of assessment strategies and data to effectively plan for, and assess teaching and learning
Key Improvement Strategy 1.c Evaluating impact on learning	Embed a culture of curriculum planning that assesses the impact of learning and differentiates to meet the needs of every student
Goal 2	Build student voice, agency, and leadership.
Target 2.1	By 2022 the percentage of positive responses in the Student Attitudes to School Survey will increase from 2018 data for:

	<ul style="list-style-type: none"> • Student voice and agency from 73% to 85% • Effective teaching time from 82% to 90% • Stimulated learning from 78% to 85%.
Key Improvement Strategy 2.a Empowering students and building school pride	Increase the active participation of all students in their learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world.
Goal 3	Engage and nurture the school community as partners in improving student outcomes
Target 3.1	By 2022 the percentage of positive responses in the Student Attitudes to School Survey will increase from 2018 data for: <ul style="list-style-type: none"> • School connectedness from 85% to 90% • Motivation and interest from 86% to 90% • Effort from 86% to 90%.
Target 3.2	By 2022 the percentage of positive responses in the Parent Opinion Survey will increase from 2018 data for: <ul style="list-style-type: none"> • School support from 77% to 80% • Teacher communication from 79% to 85% • School improvement from 71% to 80%

<p>Target 3.3</p>	<p>By 2022 the percentage of positive responses in the School Staff Survey Teaching and Learning – Practice Improvement module will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Discuss problems of practice from 66% to 80%.
<p>Key Improvement Strategy 3.a Building communities</p>	<p>Improve student connectedness and enhance community participation in achieving the school's vision.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning outcomes in literacy and numeracy	Yes	<p>By 2022 the percentage of Year 3 students achieving in the top two bands in NAPLAN will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Reading from 78% to 80% or greater • Writing from 76% to 80% or greater • Numeracy from 54% to 60% or greater. <p>By 2022 the percentage of Year 5 students achieving in the top two bands in NAPLAN will increase from 2018 data for :</p> <ul style="list-style-type: none"> • Reading from 64% to 70% or greater • Writing from 18% to 25% or greater • Numeracy from 47% to 55% or greater. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2020 the percentage of Year 3 Students achieving in the top two bands in Naplan for literacy will increase to 78%.</p>
		<p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN will increase from 2018 data for :</p> <ul style="list-style-type: none"> • Reading from 85% to 90% or greater • Writing from 68% to 80% or greater • Numeracy from 79% to 80% or greater. 	<p>Reading benchmark growth from 85% to 87% and Writing benchmark growth from 68% to 75%.</p>

		By 2022 the percentage of students achieving above Victorian Curriculum standards at Years F-6 to be 50% or greater for Reading and Viewing, 50% or greater for Writing, and 50% or greater for Number and Algebra.	By 2020 the percentage of students achieving about Vic Curr. standards in F-6 in literacy will be 50% or greater.
		By 2022 the percentage of positive responses in the School Staff Survey (SSS) School Climate module will increase from 2018 data for: <ul style="list-style-type: none"> • Collective responsibility from 78% to 85% • Staff trust in colleagues from 70% to 80%. 	In 2020 the % of positive responses in the SSS School Climate module will increase to 80% for collective responsibility and 75% for staff trust
		By 2022 the percentage of positive responses in the School Staff Survey Teaching and Learning – Planning module will increase from 2018 data for: <ul style="list-style-type: none"> • Understand curriculum from 73% to 80% • Time to share pedagogical content knowledge from 66% to 80% • Use data for curriculum planning from 73% to 80%. 	By 2020 the % of positive responses in the School Staff Survey for Teaching and Learning - Planning module will increase from 2018 data to 75% in the areas outlined.
Build student voice, agency, and leadership.	No	By 2022 the percentage of positive responses in the Student Attitudes to School Survey will increase from 2018 data for: <ul style="list-style-type: none"> • Student voice and agency from 73% to 85% • Effective teaching time from 82% to 90% • Stimulated learning from 78% to 85%. 	

Engage and nurture the school community as partners in improving student outcomes	Yes	<p>By 2022 the percentage of positive responses in the Student Attitudes to School Survey will increase from 2018 data for:</p> <ul style="list-style-type: none"> • School connectedness from 85% to 90% • Motivation and interest from 86% to 90% • Effort from 86% to 90%. 	By the end of 2020 Student Attitudes for connectedness from 85% to 87%
		<p>By 2022 the percentage of positive responses in the Parent Opinion Survey will increase from 2018 data for:</p> <ul style="list-style-type: none"> • School support from 77% to 80% • Teacher communication from 79% to 85% • School improvement from 71% to 80% 	By the end of 2020 Parent Opinion Survey for Teacher Communication from 79% to 82%
		<p>By 2022 the percentage of positive responses in the School Staff Survey Teaching and Learning – Practice Improvement module will increase from 2018 data for:</p> <ul style="list-style-type: none"> • Discuss problems of practice from 66% to 80%. 	By the end of 2020 School Staff Survey Teaching and Learning Discussing Problems of practice from 66% to 70%

Goal 1	Improve student learning outcomes in literacy and numeracy
12 Month Target 1.1	By 2020 the percentage of Year 3 Students achieving in the top two bands in Naplan for literacy will increase to 78%.
12 Month Target 1.2	Reading benchmark growth from 85% to 87% and Writing benchmark growth from 68% to 75%.

12 Month Target 1.3	By 2020 the percentage of students achieving about Vic Curr. standards in F-6 in literacy will be 50% or greater.	
12 Month Target 1.4	In 2020 the % of positive responses in the SSS School Climate module will increase to 80% for collective responsibility and 75% for staff trust	
12 Month Target 1.5	By 2020 the % of positive responses in the School Staff Survey for Teaching and Learning - Planning module will increase from 2018 data to 75% in the areas outlined.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met	Yes
KIS 2 Curriculum planning and assessment	Build teacher and student confidence in utilising a range of assessment strategies and data to effectively plan for, and assess teaching and learning	No
KIS 3 Evaluating impact on learning	Embed a culture of curriculum planning that assesses the impact of learning and differentiates to meet the needs of every student	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.	Embedding the significant progress completed in the area of writing in the 2019 is a key component of the SSP. Writing was identified through the School Self Evaluation as an area for improvement and as part of the review process, an instructional model for writing was developed and implemented across the school. In 2019 Planning went on-line throughout the school with writing the area of focus. 2020 has been resourced and staffed accordingly to embed these key areas for improvement.	
Goal 2	Engage and nurture the school community as partners in improving student outcomes	
12 Month Target 2.1	By the end of 2020 Student Attitudes for connectedness from 85% to 87%	
12 Month Target 2.2	By the end of 2020 Parent Opinion Survey for Teacher Communication from 79% to 82%	
12 Month Target 2.3	By the end of 2020 School Staff Survey Teaching and Learning Discussing Problems of practice from 66% to 70%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Improve student connectedness and enhance community participation in achieving the school's vision.	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.	A focus on building communities was identified through our Annual Review process. This is also an area that School Council has identified as a focus area.	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in literacy and numeracy
12 Month Target 1.1	By 2020 the percentage of Year 3 Students achieving in the top two bands in Naplan for literacy will increase to 78%.
12 Month Target 1.2	Reading benchmark growth from 85% to 87% and Writing benchmark growth from 68% to 75%.
12 Month Target 1.3	By 2020 the percentage of students achieving about Vic Curr. standards in F-6 in literacy will be 50% or greater.
12 Month Target 1.4	In 2020 the % of positive responses in the SSS School Climate module will increase to 80% for collective responsibility and 75% for staff trust
12 Month Target 1.5	By 2020 the % of positive responses in the School Staff Survey for Teaching and Learning - Planning module will increase from 2018 data to 75% in the areas outlined.
KIS 1 Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met
Actions	Embed the instructional model for literacy evidenced through the online planning documents.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Allocate team planning for all teams. - Support planning meetings with the Learning Specialist/Leadership. - Investigate partner school relationships. <p>Teachers will:</p> <ul style="list-style-type: none"> - Work in teams to plan and implement high-quality literacy lessons. - Identify and work through specific to unit needs (eg. Junior to refresh Guided Reading)
Success Indicators	<ul style="list-style-type: none"> - All planning documents in a transparent manner with an online tool. - Conferencing forms/notes from teachers. - Planning sessions, meeting minutes, outlining focus students. - Professional readings/professional development specific to literacy outcomes.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Online planning documents uploaded.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development of staff (units/whole staff/individual)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Engage and nurture the school community as partners in improving student outcomes			
12 Month Target 2.1	By the end of 2020 Student Attitudes for connectedness from 85% to 87%			
12 Month Target 2.2	By the end of 2020 Parent Opinion Survey for Teacher Communication from 79% to 82%			
12 Month Target 2.3	By the end of 2020 School Staff Survey Teaching and Learning Discussing Problems of practice from 66% to 70%			
KIS 1 Building communities	Improve student connectedness and enhance community participation in achieving the school's vision.			
Actions	Appointment of a Leading Teacher with a specific focus on this goal.			
Outcomes	Leaders will: - Develop a process for open and regular parent communication and feedback. - Trial and implement an agreed communication process, using technology to support this.			
Success Indicators	- Parent opinion survey results. - Minutes/agendas from focus groups.			

	- Survey data. - Feedback collated and communicated to whole school community.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop structures and protocols around a transparent communication process between the school and the wider community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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	\$0.00	\$0.00
Additional Equity funding	\$20,000.00	\$13,726.00
Grand Total	\$20,000.00	\$13,726.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy Intervention Program	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"/> CRT	\$20,000.00	\$13,726.00
Totals			\$20,000.00	\$13,726.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development of staff (units/whole staff/individual)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site