

# 2019 Annual Implementation Plan

## for improving student outcomes

Knox Park Primary School (4990)



Submitted for review by Mark Hanson (School Principal) on 18 February, 2019 at 03:15 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 21 February, 2019 at 10:30 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

<b>Enter your reflective comments</b>	As discussed during our Leadership meeting with SEIL in attendance.
<b>Considerations for 2019</b>	<ul style="list-style-type: none"> <li>Student Voice</li> <li>Teacher judgement in writing</li> <li>Parent involvement in classes</li> <li>Continuing to triangulate data that then informs teaching and learning</li> <li>Unpack the elements of writing to build staff capacity</li> <li>Writing - immersion, creation, purpose</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• NAPLAN relative growth data to be at the expected proportions or better. Low growth 25%, Medium growth 50%, High growth 25%</li> <li>• AUSVELS 30% of students judged to be achieving at A or B for Reading, Writing, Speaking &amp; Listening and Mathematics</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To utilize the PLC cycle in order to build staff capacity to teach writing.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Support teachers to plan a data informed sequential unit of writing, consistent with the school's writing workshop model.
<b>Goal 2</b>	To build students' capacity to be more independent and motivated learners
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By 2019 mean scores achieved in the student attitude to school survey will be, student motivation 4.58 and stimulating learning 4.16</li> <li>• The unexplained absences to be 0.0 by 2019</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Provide greater opportunity for students to take learning further by applying their skills, knowledge and understandings to real life applications beyond the classroom.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	By accessing the SWPBS framework, students develop greater autonomy and have a clearer understanding of behavioural expectations.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy	Yes	<ul style="list-style-type: none"> <li>NAPLAN relative growth data to be at the expected proportions or better. Low growth 25%, Medium growth 50%, High growth 25%</li> <li>AUSVELS 30% of students judged to be achieving at A or B for Reading, Writing, Speaking &amp; Listening and Mathematics</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve the percentage of students in the top two bands of writing in NAPLAN. To improve relative growth of Year 3 - 5 in Writing NAPLAN. For all students to move at least one standard growth point in the writing criterion scale results.</p>
To build students' capacity to be more independent and motivated learners	Yes	<ul style="list-style-type: none"> <li>By 2019 mean scores achieved in the student attitude to school survey will be, student motivation 4.58 and stimulating learning 4.16</li> <li>The unexplained absences to be 0.0 by 2019</li> </ul>	<p>Reduced number of 'major' playground incidents, as tracked by the SWPBS incident report forms. Stimulated Learning to progress to the third quartile in the Student Attitudes to School Survey. Sense of Confidence to improve from 25th percentile in the Student Attitudes to School Survey. Create a local context student survey relating to attitudes to school to be used across the whole school T1 and T4.</p>

<b>Goal 1</b>	To maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy	
<b>12 Month Target 1.1</b>	To improve the percentage of students in the top two bands of writing in NAPLAN. To improve relative growth of Year 3 - 5 in Writing NAPLAN. For all students to move at least one standard growth point in the writing criterion scale results.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To utilize the PLC cycle in order to build staff capacity to teach writing.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Support teachers to plan a data informed sequential unit of writing, consistent with the school's writing workshop model.	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.	2018 NAPLAN results in Writing indicate low growth between Year 3 - 5 and low achievement in Year 5. In 2018 there was a disconnect between the teacher judgments of Writing and the NAPLAN achievement levels in Writing in Year 5. Through peer observation and coaching staff have identified improvement areas in their capacity to teach writing.	
<b>Goal 2</b>	To build students' capacity to be more independent and motivated learners	
<b>12 Month Target 2.1</b>	Reduced number of 'major' playground incidents, as tracked by the SWPBS incident report forms. Stimulated Learning to progress to the third quartile in the Student Attitudes to School Survey. Sense of Confidence to improve from 25th percentile in the Student Attitudes to School Survey. Create a local context student survey relating to attitudes to school to be used across the whole school T1 and T4.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Provide greater opportunity for students to take learning further by applying their skills, knowledge and understandings to real life applications beyond the classroom.</p>	<p>No</p>
<p><b>KIS 2</b> Intellectual engagement and self-awareness</p>	<p>By accessing the SWPBS framework, students develop greater autonomy and have a clearer understanding of behavioural expectations.</p>	<p>Yes</p>
<p>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.</p>	<p>In 2018 there had been a documented increase in the number of 'major' behavioural incidents within the school. The School Performance Report indicates significantly decreased percentages in all areas of Student Attitude. The school has recently adopted the School Wide Positive Behaviour Support approach to well-being.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise the Learning Growth of every student across the whole curriculum but especially in Literacy and Numeracy
<b>12 Month Target 1.1</b>	To improve the percentage of students in the top two bands of writing in NAPLAN. To improve relative growth of Year 3 - 5 in Writing NAPLAN. For all students to move at least one standard growth point in the writing criterion scale results.
<b>KIS 1</b> Building practice excellence	To utilize the PLC cycle in order to build staff capacity to teach writing.
<b>Actions</b>	Revise the use of the VCOP Criterion Scale and phonogram data analysis to track individual and level writing data Involvement in Network writing moderation Use the PLC cycle to review the way that data is accessed to better inform the teaching of writing Upskill teachers in the use of the VCOP data tracker/criterion scale Link coaching and peer observation to staff writing goals
<b>Outcomes</b>	<p>Students Will:</p> <p>Know how to improve their writing by using the student friendly VCOP criterion scale See an improvement in their writing Use classroom VCOP charts to up level their writing</p> <p>Teachers Will;</p> <p>Increase confidence and capacity in the teaching of writing Utilise data informed point of need teaching and learning in classrooms and planning sessions</p> <p>Leaders Will:</p> <p>See Learning Goals, Learning Intentions and Success Criteria on display in all classrooms Regular timetable including coaching and mentoring</p> <p>Community Will:</p> <p>See an improvement in student/community writing outcomes Be aware of student Literacy Learning Goals via termly reports</p>

<b>Success Indicators</b>	Teacher judgments align more closely with NAPLAN Individual student data to show growth of at least one point in the VCOP Criterion Scale An increased number of students in the top 2 bands of NAPLAN in both years 3 and 5.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC data conversations are evident in the meeting schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Targeted intervention response to be provided by specialist intervention staff	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Support teachers to plan a data informed sequential unit of writing, consistent with the school's writing workshop model.			
<b>Actions</b>	Leading Teachers will plan with teams - in Leading Teacher office All students to have Literacy Learning Goals, which are reported on termly Developing new planning formats to ensure the sequential teaching of writing units in all genres, linked to VCOP. Implementing whole staff professional development - 7 Steps Relaunch the writing workshop model and our school wide writing approach Embed the use of the Writer's Notebook in all classrooms Ensure writing is purposeful			
<b>Outcomes</b>	Students will: Increase achievement level and growth in writing Be able to articulate their own Literacy Learning Goals and the strategies to achieve these			

	<p>Teachers Will: Identify student learning needs in writing and plan appropriate learning activities to address these needs Use data to create units of work and individual writing programs Negotiate Literacy Learning Goals and track progress of these through student conferencing</p> <p>Leaders Will: Be involved in team planning sessions, coaching and/or mentoring See whole school, evidence based, approaches consistently implemented (including team planning) Review team planning in Office 365 and provide feedback</p> <p>Community Will: Assist student progress towards achieving Literacy Learning Goals Celebrate learning and writing improvement</p>			
<b>Success Indicators</b>	<p>Teacher judgments align more closely with NAPLAN Individual student data to show growth of at least one point in the VCOP Criterion Scale An increased number of students in the top 2 bands of NAPLAN in both years 3 and 5.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff professional development including 7 Steps of Writing Success, VCOP Criterion Scale and our Writing Workshop Model	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build students' capacity to be more independent and motivated learners			
<b>12 Month Target 2.1</b>	<p>Reduced number of 'major' playground incidents, as tracked by the SWPBS incident report forms. Stimulated Learning to progress to the third quartile in the Student Attitudes to School Survey. Sense of Confidence to improve from 25th percentile in the Student Attitudes to School Survey. Create a local context student survey relating to attitudes to school to be used across the whole school T1 and T4.</p>			

<b>KIS 1</b> Intellectual engagement and self-awareness	By accessing the SWPBS framework, students develop greater autonomy and have a clearer understanding of behavioural expectations.
<b>Actions</b>	Develop clear expectations of student behaviour in the classroom and the playground Display expectations in the playground using student centered signage Record student incidents using SWPBS report format Consistent implementation of the Behaviour Matrix
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>See signage clearly defining behavioural expectations</li> <li>Take greater ownership of their own behaviours</li> <li>be able to articulate how behaviour are/are not being met</li> <li>Have a greater awareness of how their behaviour impact on others.</li> </ul> <p>Teachers Will:</p> <ul style="list-style-type: none"> <li>Respond consistently to challenging behaviours across the school by implementing the Behaviour Matrix</li> <li>Utilise Restorative Practices to solve conflict on the spot</li> <li>Record all incidents electronically</li> <li>Explicitly teach Social and Emotional Learning</li> </ul> <p>Leaders Will:</p> <ul style="list-style-type: none"> <li>See reduced major incidents within the school</li> <li>Analyse playground/classroom incident data with the SWPBS Team to indentify patterns or triggers</li> <li>Facilitate ongoing Professional Development for staff of SWPBS initiatives</li> </ul> <p>Community Will:</p> <ul style="list-style-type: none"> <li>Improve perception around behavioural management</li> <li>Follow up the school expectations of behaviour through the clearly defined signage</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Reduced major incidents within the school</li> <li>Clearly defined and communicated behavioural expectations</li> <li>Students taking greater ownership of their own behaviours</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Signage displayed in the playground	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Display and communication of the Behavioural Matrix	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <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	\$23,000.00	\$23,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$23,000.00</b>	<b>\$23,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Targeted intervention response to be provided by specialist intervention staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$23,000.00	\$23,000.00
<b>Totals</b>			<b>\$23,000.00</b>	<b>\$23,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC data conversations are evident in the meeting schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Staff professional development including 7 Steps of Writing Success, VCOP Criterion Scale and our Writing Workshop Model	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site