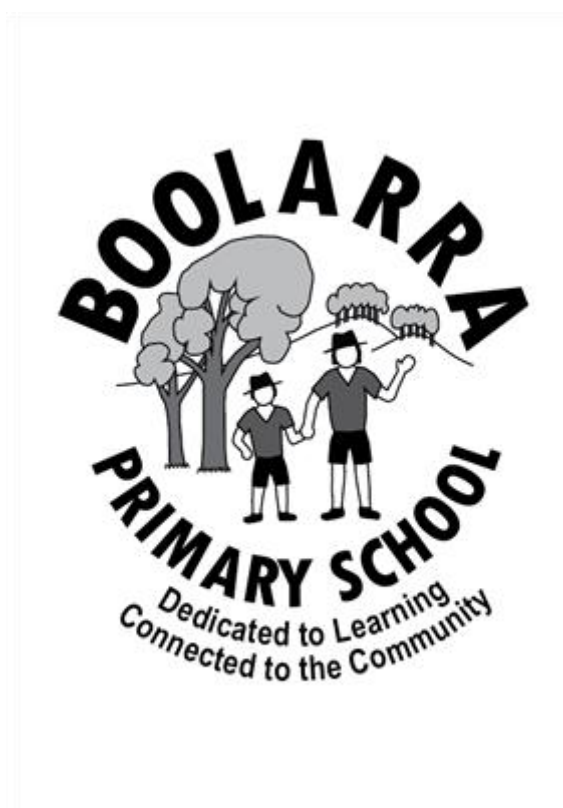# 2019 Annual Implementation Plan

for improving student outcomes

Boolarra Primary School (2617)

Submitted for review by Susan Duncan (School Principal) on 21 February, 2019 at 12:28 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 21 February, 2019 at 06:28 PM
Awaiting endorsement by School Council President

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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Build teacher practice The 2019 AIP needs to continue with the current focus of improving teaching practice within the area of numeracy. Strategies such as co-teaching need to continue as teachers become more understanding of the process. The collaboration conversation that occurs during co-teaching sessions will result in a deepening of knowledge and skills necessary to improve teacher practice. We need to continue to focus on THE HITS so, as a staff we deepen our understanding. We need to investigate our theory of action and mental model links to understand more clearly why the take up of our Numeracy Instructional Approach has been slow. To ensure Assessments are used to drive student learning it has been identified that reliable assessments need to be sought and developed. Several external assessments are currently being considered. Staff also need to build their professional knowledge in the construction of CATS. The 2019 focus needs to be on building staff knowledge within the area of assessment. Building PLC's is an avenue that would allow this to happen. Weekly meeting time will need to be made so PLC's can be conducted. Funding needs to be made available for Cleartrack and staff need to build their knowledge on using this platform to inform

	educational decision making.
	The PDP process needs improvement so student learning gains are pivotal to discussions. Staff need to develop their understandings of this process and have evidence available to drive discussions. Time needs to be made available to develop staff capacity around the PDP process.
	Student learning goals
	Due to 50% of staff turnover (Classroom teachers) implementation was impeded. This showed that we need to further developed our written documentation and induction processes. We need to build our professional knowledge around student goal setting & voice
Considerations for 2019	Our major focus for 2019 is Excellence in teaching and learning as well as empowering students and building school pride. As we are at the emerging level in these areas it is important to build on work completed in 2018 to progress us towards evolving and embedding. Through embedding our numeracy lesson structure we will focus on one or two specific HITS and further develop teacher knowledge and confidence resulting in improved student outcomes.
	Through student goal setting challenge and explicit instruction will become more evident in teacher practice. Teacher confidence and knowledge will grow as will their pedagogical understandings.
	Tracking and analysis of student achievement data needs to be rigorous to drive future directions of the school and improvement strategies.
Documents that support this plan	Boolarra Primary School Numeracy Lesson Structure.docx (0.04 MB)
	Co-Teaching Policy BPS.docx (0.05 MB)

SSP Goals Targets and KIS

Goal 1	To have all students improving their learning numeracy.
Target 1.1	By semester 2, 2019 there will be an increase in the number of students recording 'high growth' in NAPLAN Numeracy as compared with the 2015 data in this area. <table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Year 3-5 Numeracy</td><td>14.3%</td><td>30%</td></tr></table> 90% of students exceed a year's growth each year in AusVELS in Maths. NAPLAN Year 3 & Year 5 cohort data exceeds state mean in Numeracy indicators each year
Key Improvement Strategy 1.a Building practice excellence	Develop whole school approaches to effectively plan and implement the schools agreed instructional model for Numeracy.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Create a whole school focus on the use of targeted HITS (metacognition and explicit instruction) HITS in building teacher capacity in relation to Numeracy, supported by the co-teaching model.
Goal 2	To build student learning confidence.
Target 2.1	• Targets set in the Strategic Plan related to the previous "Attitudes to School Survey" Proposed new targets relating to 2017 results

	2017	2018	2019
'Effective Teaching Time'	82%	85%	90%

'Differentiated Learning Challenge'	75%	80%	85%
'High Expectations for Success'	85%	87.5%	90%
'Self-Regulation & Goal Setting	80%	85%	90%

- Each year students are able to identify their own growth in the samples of work in their Learning Portfolios as evident through a school developed self-assessment tool
- The annual data collected from all students by a specified date regarding "What they know about thinking" shows increased understanding.
- Using the Reasoning and Questioning Proficiency Scales students self-reguate and goal set to demonstrate learning growth. ("What they know about thinking")

Key Improvement Strategy 2.a Empowering students and building school pride	For students to set learning goals, actively reflect on them, and use these to self monitor their own learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To have all students improving their learning numeracy.	Yes	By semester 2, 2019 there will be an increase in the number of students recording 'high growth' in NAPLAN Numeracy as compared with the 2015 data in this area. <table><tr><td></td><td>2015</td><td>2019</td></tr><tr><td>Year 3-5 Numeracy</td><td>14.3%</td><td>30%</td></tr></table>90% of students exceed a year's growth each year in AusVELS in Maths. NAPLAN Year 3 & Year 5 cohort data exceeds state mean in Numeracy indicators each year	To have all students improve in their learning of numeracy in the area of number and algebra.
To build student learning confidence.	Yes	• Targets set in the Strategic Plan related to the previous "Attitudes to School Survey" Proposed new targets relating to 2017 results <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>'Effective Teaching Time'</td><td>82%</td><td>85%</td><td>90%</td></tr></table>	To build student learning confidence.

'Differentiated Learning Challenge'	75%	80%	85%	
'High Expectations for Success'	85%	87.5%	90%	
'Self-Regulation & Goal Setting	80%	85%	90%	

- Each year students are able to identify their own growth in the samples of work in their Learning Portfolios as evident through a school developed self-assessment tool
- The annual data collected from all students by a specified date regarding "What they know about thinking" shows increased understanding.
- Using the Reasoning and Questioning Proficiency Scales students self-reguate and goal set to demonstrate learning growth. ("What they know about thinking")

Goal 1	To have all students improving their learning numeracy.	
12 Month Target 1.1	To have all students improve in their learning of numeracy in the area of number and algebra.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Develop whole school approaches to effectively plan and implement the schools agreed instructional model for Numeracy.	Yes

Building practice excellence		
KIS 2 Evidence-based high-impact teaching strategies	Create a whole school focus on the use of targeted HITS (metacognition and explicit instruction) HITS in building teacher capacity in relation to Numeracy, supported by the co-teaching 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.	A school instructional model has been developed in 2018. Data gathered, through a teacher self- audit of work programs of the usage of the instructional model when planning, shows teachers are not consistently using this to guide planning. Teacher need time to further develop their professional practice in using the model. Assessment has been limited in the area of numeracy, EYNI and anecdotal notes, which has resulted in teachers not having the required assessments to target teaching. Through a Professional Learning Community approach teachers will be able to work collaboratively to understand assessments, design learning sequences, build professional knowledge around the HITS. Continuing with co-teaching will further enhance teachers professional practice	
Goal 2	To build student learning confidence.	
12 Month Target 2.1	To build student learning confidence.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	For students to set learning goals, actively reflect on them, and use these to self monitor their own learning.	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.	Building student learning confidence has been selected to continue our work that has been undertaken over several years. Student voice and agency has been identified form the Student Attitude to School Survey as and area that needs improvement. Our students gave a 62% positive response in the area of Student Voice and Agency. Our Strategic Plan target for 2019 in relation to self-regulation and goal setting is 90% on the Student Attitude to Schools Survey, 2018 data was at 87% showing we have not reached the success indicator at this point. We have not reached achievement measures of Effective Teaching Time - 2018 79% 2019 target 90%, Differentiated Learning 2018 85% 2019 target is 85%, High Expectations for success indicator was 90%, this was meet in 2018, however needs to be maintained. Building learning Confidence amongst our student population will allow for greater cognitive engagement and improve relations between teachers and students as learning becomes more visible.	

Define Actions, Outcomes and Activities

Goal 1	To have all students improving their learning numeracy.
12 Month Target 1.1	To have all students improve in their learning of numeracy in the area of number and algebra.
KIS 1 Building practice excellence	Develop whole school approaches to effectively plan and implement the schools agreed instructional model for Numeracy.
Actions	- Using mathletics to preview learning topics evident in newsletter and work program for following week. (Flipped learning) - Staff to use planning templates for numeracy in Work Program. - Self & Principal Audit of work programs using Checklist for Numeracy Lesson as per Work Program compared to Agreed Instructional Model. - 7 minute observations by principal on a fortnightly basis. - PLC logs. - Use data to inform planning and teaching. - Use the PDP process to improve student outcomes within the area of numeracy.
Outcomes	Students will: Preview topics and bring questions/wonderings to learning sessions. Teachers will: Improve level of consistency across classrooms and a deeper level of planning. PLC logs to show growth in student learning and inform future practice. Leaders will: Monitor growth and development of teacher's pedagogy in the teaching and learning of numeracy. Ensure Data wall is created and updated as per agreed timelines. Use the PDP process to align teacher professional development with the priorities of the school. Parents/Carers will: Assist students to engage in previewing activities.

Success Indicators	- Teaching observation records and analysis. - Teaching logs. - Mathematics Online Interview & Pat Maths data recording growth. - Work programs showing Instructional Model and deeper planning. - Data wall recording student achievement. - 30% of students to show high growth in NAPLAN Numeracy. - Staff to include goals on improving student outcomes within the area of numeracy within the PDP process

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly meetings for PLC Meetings	☑ All Staff ☑ Education Support ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Fortnightly 7 minute classroom observation	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Self audit of work programs once per term week 8	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 2	Create a whole school focus on the use of targeted HITS (metacognition and explicit instruction) HITS in building teacher capacity in relation to Numeracy, supported by the co-teaching model.			

Evidence-based high-impact teaching strategies	
Actions	- Professional Development in HITS: Explicit Teaching and Metacognitive Strategies - Co- teaching - Co-teaching planning and reflection documents will reflect the HITs - Staff to identify the HITS focus within planning. - PLC logs will reflect HITS focus - School wide assessment schedule implemented - Individual student portfolios containing learning goals. - Regular student teacher conversations on goal setting.
Outcomes	Students will • Understand the learning intentions and success criteria. • Provide feedback to teachers about their learning progress. • In the area of numeracy set goals, identify and use strategies to support the achievement of learning goals. Teachers will • identify the HITS focus (Explicit Teaching and Metacognition) within planning. • Teachers make learning intentions and success criteria clear of students. • Teachers explain new knowledge and skills to students and model how to apply them in practice. • Teachers use worked examples • Teachers assess student understanding before students independently practice skills and demonstrate their understanding. • Teachers monitor student learning progress. • Provide students with specific strategies to set goals, monitor and evaluate learning progress. • Co-teaching records show increased evidence of explicit teaching and the use of metacognitive strategies. Leaders will • Monitor the growth of teacher's pedagogical understandings of explicit teaching and the use of metacognitive strategies as evident in work programs, 7 minute observations and co-teaching records. • Monitor the growth of student learning in the area of numeracy. • Through professional learning Community support teachers in building knowledge and skills in using explicit teaching and metacognitive strategies. Parents/Carers will • Engage with the student led interviews. • Engage with parent teacher interviews to increase awareness of student learning progression

	• Assist students to preview learning. • Support students to achieve their learning goals.
Success Indicators	- Student data: PAT Maths, On Demand Number & Algebra, MOI show one years growth - Co-teaching planning and review templates being used show growth and development of pedological understanding - Use of high impact teaching strategies move from 50% to 70% positive in School Staff Survey. - PLT logs to show use of HITS in teaching and learning programs.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Co- teaching weekly - planning and lessons conducted with observer PLC teams established. Weekly meetings School wide Assessment schedule implemented and monitored	☑ All Staff ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

Goal 2	To build student learning confidence.
12 Month Target 2.1	To build student learning confidence.
KIS 1 Empowering students and building school pride	For students to set learning goals, actively reflect on them, and use these to self monitor their own learning.
Actions	- Student led Interviews. - Visible learning goals developed by students. - Regular student reflection of goals. - Expectations and documents to support reflections agreed upon and adopted by staff. - Time in professional development meetings to deepen understanding of metacognitive strategies.
Outcomes	Students will • Set learning goals and monitor their progress.

	• Identify strategies that will support their success in achieving learning goals
	Teachers will • Assist students in setting learning goals and monitor individual progress. • Provide feedback to students on their progress to achieve personal learning goals. • Provide feedback to parents on their progress to achieve personal learning goals. • Use a variety of learning and assessment strategies to personalise the learning process. • Provides support and scaffolding for tasks through checklists, self-questioning, self assessment and student-teacher conferences. Leaders will • Provide meeting time for teachers to develop their pedagogical understanding of metacognitive strategies. • Monitor learning growth within the area of numeracy • Monitor growth in student learning confidence. • Monitor growth in student self-regulation and goals setting. • Monitor metacognitive strategies are evident in teacher work programs. Parents/Carers will • Engage in the student led interviews to increase awareness of student goals. • Assist students to achieve learning goals by increased engagement with home learning activities. • Celebrate learnings achievements with students.
Success Indicators	- Student led interviews. - Student learning portfolios showing learning achievements. - Expectations of goal setting evident in staff handbook. - Increased student learning confidence. as evidenced by : Student satisfaction as measured by the 'Student Motivation', and 'Stimulating Learning' elements on the Attitude to School Survey to exceed state mean scores. - Improved student understanding in self regulation and goal setting showing greater ability to embrace challenge within learning as evidenced by 'Learning Confidence' elements on the Attitude to School Survey to exceed state mean scores. - Improved teacher pedagogical understandings of student agency in learning. - Explicit teaching based on the learning needs of students evident in teachers work programs.

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Student Led Interviews.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Clear expectations of how to effectively use Learning Portfolios to drive teaching and learning.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Use of student goal setting to identify explicit teaching groups.	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$2,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	$2,000.00	$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Co- teaching weekly - planning and lessons conducted with observer PLC teams established. Weekly meetings School wide Assessment schedule implemented and monitored	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$2,000.00	
Totals			$2,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	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
Weekly meetings for PLC Meetings	☑ All Staff ☑ Education Support ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Co- teaching weekly - planning and lessons conducted with observer PLC teams established. Weekly meetings School wide Assessment schedule implemented and monitored	☑ All Staff ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Student Led Interviews.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Clear expectations of how to effectively use Learning Portfolios to drive teaching and learning.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

| Use of student goal setting to identify explicit teaching groups. | ☑ All Staff | from: Term 2 to: Term 4 | ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development | ☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |