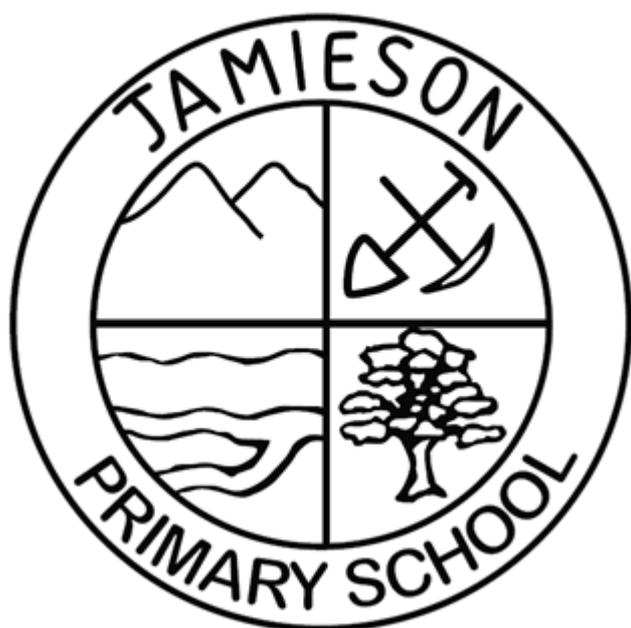# 2020 Annual Implementation Plan

for improving student outcomes

Jamieson Primary School (0814)

Submitted for review by Mary Genevieve Bolwell (School Principal) on 08 January, 2020 at 02:52 PM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 08 January, 2020 at 04:14 PM
Endorsed by Rebecca Bolwell (School Council President) on 25 February, 2020 at 10:57 AM

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

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

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

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

Enter your reflective comments	Intense work was completed in 2019 in a range of areas that had been identified in late 2018 around governance, curriculum planning P-6, Scope & Sequence documentation and collection and storage of assessment results to allow for collaboration on data analysis.
	Literacy Leader training was completed
	The PLC training was completed and moving forward it will enable us to develop and deliver inquiry cycles target specific areas of student learning need.
	Our FISO group worked consistently throughout the year in the areas listed below:
	• Established a regular meeting time each term
	• Agenda-Our agenda became more structured and comprehensive with a focus on student outcomes
	• Established a FISO maths group which meets each term
	• We discussed the "HOW of establishing and using a data wall (this work will continue in 2020)
	• Our understanding of data is stronger across the cluster
	• We completed PLC training
	• A collaborative approach has been encouraged with several staff across the cluster joining in our meetings

	• Networking between teachers within the network has improved. • All schools attended Lyn Sharratt workshops. From this a common language is being implemented across the group eg Learning walls, data walls • Expanded the transition program from year 6 to year 7
Considerations for 2020	As 2020 will be a year of the review, we want to ensure that our reflective practices accurately reflect progress that the school has made towards achieving our stated goals. We want to improve the rigor around our classroom processes and lesson delivery and further align our whole school documentation and curriculum planning and delivery in preparation for the development of our new Strategic Plan. Our Numeracy Leader will undertake the training so that we are able to include best practice in both literacy and numeracy across the school. In 2020, our FISO AIP common goal will focus on "writing." Our action will be to establish a PLC cycle.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Maximise student performance in all areas; but specifically literacy and numeracy. Building Practice Excellence.
Target 1.1	**Teacher Judgements** • each student to achieve at least 12 months growth in Number, Reading & Viewing. **English Online Interview** • each student to achieve twelve months growth in English Online Interview **Numeracy Online Interview** • each student to achieve twelve months growth in Numeracy Online Interview. • •
Key Improvement Strategy 1.a Building practice excellence	Develop a teaching and learning instructional model which is consistently implemented.
Key Improvement Strategy 1.b Curriculum planning and assessment	Create a whole school approach to the collection, analysis and use of data.

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.
Maximise student performance in all areas; but specifically literacy and numeracy. Building Practice Excellence.	Yes	**Teacher Judgements** • each student to achieve at least 12 months growth in Number, Reading & Viewing. **English Online Interview** • each student to achieve twelve months growth in English Online Interview **Numeracy Online Interview** • each student to achieve twelve months growth in Numeracy Online Interview. •	Zero percent of students to attain low growth in numeracy & reading 11% low growth in Numeracy 2019 and 11% low growth in Reading 2019

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Goal 1	Maximise student performance in all areas; but specifically literacy and numeracy. Building Practice Excellence.	
12 Month Target 1.1	Zero percent of students to attain low growth in numeracy & reading 11% low growth in Numeracy 2019 and 11% low growth in Reading 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop a teaching and learning instructional model which is consistently implemented.	Yes
KIS 2 Curriculum planning and assessment	Create a whole school approach to the collection, analysis and use of data.	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.	KIS 1. There is an opportunity to embed and improve the instructional model which has been established to utilize it in all lesson planning and delivery in Literacy & Numeracy. Staff will undertake regular planning as a P-6 team, further strengthening the whole school approach. KIS 2. Assessment schedule has been established, data has been collected and displayed on our Data Wall. Our next phase is to analyse the data to develop a Case Management approach using the PLC process.	

Define Actions, Outcomes and Activities

Goal 1	Maximise student performance in all areas; but specifically literacy and numeracy. Building Practice Excellence.
12 Month Target 1.1	Zero percent of students to attain low growth in numeracy & reading 11% low growth in Numeracy 2019 and 11% low growth in Reading 2019
KIS 1 Building practice excellence	Develop a teaching and learning instructional model which is consistently implemented.
Actions	Build systems and structures for teachers to challenge and support each other to improve practice Build capacity of teachers to effectively use the agreed teaching & learning model [Literacy and Numeracy]
Outcomes	Students will: Be able to use metalanguage about their own learning growth on the VicCurric continuum. Monitor and track their own learning progress. Be able to articulate what they are learning and why, how they are going and how they can improve? Set learning goals with the teacher and receive timely feedback on progress and next steps Teachers will: Implement the Instructional Model during Literacy and Numeracy. Work collaboratively to develop whole-school unit planners which are consistent with the agreed Whole School Curriculum plan and Scope & Sequence document. Collaboratively set learning goals with students and give timely feedback. Develop quality weekly planners that reflect term planners and work to them consistently Principal will: Monitor and model consistency in planning across the school. Provide time for teachers to collaborate for planning and assessment. Improve their understanding of the school's teaching and learning through learning walks and observations.
Success Indicators	On Demand Numeracy assessments show 1.0 level of growth over 12 months. Essential Assessment results show 1.0 level of growth in topic units. NAPLAN data shows growth of 2 bands over two years for Grade 5 students.

Learning Walks and Talks data will show:
- 80% students can articulate what they are learning & why, how they are going and how they can improve
- All teachers implementing the agreed instructional model in literacy and numeracy
- 100% have a learning goal that was co-constructed with the teacher

Teacher planning documents will show:
- Weekly work programs reflect school term planners
- Evidence of instructional model and HITS

Staff Opinion Survey
- Teaching and Learning – Planning: >75% positive response for 'Time to share pedagogical content knowledge'
- Teaching and Learning – Practice Improvement: >75% positive responses for all domains

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the school's Whole School Curriculum Plan and Scope & Sequence plan with alignment of unit plans P-6.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Co-construct learning goals with students as part of each unit of work.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$89.00 ☑ Equity funding will be used
BASTOW training available in Leading Literacy for Networks. Develop and implement best practice in numeracy.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,110.00 ☑ Equity funding will be used

Build teachers' knowledge of numeracy & literacy pedagogy through discipline based PLC inquiries. Develop effective interventions that target learning needs.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Use of High Impact Teaching Strategies as part of all learning sequences and lesson plans- matched to student learning needs and lesson sequence.	☑ All Staff ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement the agreed instructional model in all literacy and numeracy sessions.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Create a whole school approach to the collection, analysis and use of data.
Actions	Build capacity of teachers to analyse student achievement data to inform, and improve, their practice. Build staff capacity to work as an effective PLC
Outcomes	Students will: Improve their capability and engagement in all literacy & numeracy learning activities. Develop their own learning goals and give feedback about their own learning achievement. Monitor and track their own learning. Engage in learning at their point of need. Teachers will: Share resources and use student data and feedback to reflect on practices so that data tracking is a core component of all teaching plans. Undertake whole school tracking of student progress in all domains of English & Maths Curriculum Articulate what they are teaching, why they are teaching it and what do if students aren't learning.

	Provide opportunities for students to give and receive feedback. Ensure that assessment tools cover the range of assessment AS, FOR and OF learning. Principal will: Improve their understanding of the school's teaching and learning, through learning walks and observations. Provide leadership in the collection, analysis and use of data to inform teaching. Seek to improve staff skills and knowledge in data literacy.
Success Indicators	On Demand Testing in Reading (LiteracyR) and Number & Algebra (N&A) results show growth that is tracked. Teacher judgement of student progress closely aligns with NAPLAN results. Essential Assessment pre and post unit testing shows student learning growth. Learning Walks and Talks data will show: • 80% students can articulate what they are learning & why, how they are going and how they can improve • Students engaging in learning tasks designed at their point of need • 100% have a learning goal that was co-constructed with the teacher PLC planning documents show: • Use of data to inform teaching and instructional interventions • Student achievement of learning goals

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Dedicate PLT time to evaluate and respond to the data.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Rigorous assessment practices (Formative & Summative) in evidence across the school in literacy & numeracy.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

Reflect on data to support our Pre-Review Self Evaluation to undertake School Review.	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 4	$4,500.00 ☑ Equity funding will be used
Use of data to provide feedback for students and parents in progress reporting and planning for future learning.	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used
Data Literacy Training as available.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$400.00 ☑ Equity funding will be used
Plan, implement and resource PLC inquiry cycle every term	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Participate in Classroom/Peer observations & Learning Walks	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$401.00 ☑ Equity funding will be used
Data Wall is kept current and is a focus of PLT / PLC discussions	☑ Teacher(s)	☐ PLP Priority	from: Term 1 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	$20,000.00	$20,000.00
Additional Equity funding	0.00	0.00
Grand Total	$20,000.00	$20,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Implement the school's Whole School Curriculum Plan and Scope & Sequence plan with alignment of unit plans P-6.	from: Term 1 to: Term 4		$2,000.00	$2,000.00
Co-construct learning goals with students as part of each unit of work.	from: Term 1 to: Term 4	☑ Other Student materials for preparation and creation of goals.	$89.00	$89.00
BASTOW training available in Leading Literacy for Networks. Develop and implement best practice in numeracy.	from: Term 1 to: Term 4	☑ CRT	$4,110.00	$4,110.00
Build teachers' knowledge of numeracy & literacy pedagogy through discipline based PLC inquiries. Develop effective interventions that target learning needs.	from: Term 1 to: Term 4	☑ School-based staffing	$2,500.00	$2,500.00

Rigorous assessment practices (Formative & Summative) in evidence across the school in literacy & numeracy.	from: Term 1 to: Term 4	☑ CRT	$4,000.00	$4,000.00
Reflect on data to support our Pre-Review Self Evaluation to undertake School Review.	from: Term 2 to: Term 4	☑ CRT	$4,500.00	$4,500.00
Use of data to provide feedback for students and parents in progress reporting and planning for future learning.	from: Term 2 to: Term 4		$2,000.00	$2,000.00
Data Literacy Training as available.	from: Term 1 to: Term 4	☑ CRT	$400.00	$400.00
Participate in Classroom/Peer observations & Learning Walks	from: Term 1 to: Term 4		$401.00	$401.00
Totals			$20,000.00	$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Co-construct learning goals with students as part of each unit of work.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ VCAA Curriculum Specialist ☑ Internal staff	☑ On-site
BASTOW training available in Leading Literacy for Networks. Develop and implement best practice in numeracy.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ Numeracy leader	☑ Off-site BASTOW program- NEVR.
Build teachers' knowledge of numeracy & literacy pedagogy through discipline based PLC inquiries. Develop effective interventions that target learning needs.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Communities of Practice ☑ PLC/PLT Meeting ☑ Area Principal Forums	☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ Departmental resources Leading Professional Learning Communities reference materials. ☑ Practice Principles for Excellence in Teaching and Learning ☑ Numeracy leader	☑ On-site

Rigorous assessment practices (Formative & Summative) in evidence across the school in literacy & numeracy.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ SEIL ☑ VCAA Curriculum Specialist ☑ PLC Initiative	☑ On-site
Reflect on data to support our Pre-Review Self Evaluation to undertake School Review.	☑ All Staff ☑ School Improvement Team	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ Network Professional Learning	☑ SEIL ☑ VCAA Curriculum Specialist ☑ Internal staff ☑ External consultants Reviewers Network Expertise	☑ On-site
Data Literacy Training as available.	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Network Professional Learning	☑ Departmental resources Data Literacy training day	☑ Off-site Network Meetings PD as available
Participate in Classroom/Peer observations & Learning Walks	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day	☑ Literacy expertise ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Visit to another school to work with Improvement Team.