

2019 Annual Implementation Plan

for improving student outcomes

Inglewood Primary School (1052)



Submitted for review by Kerryn Quirk (School Principal) on 27 January, 2019 at 05:06 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 29 January, 2019 at 03:59 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

Inglewood Primary School (1052)

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

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

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

Enter your reflective comments	<p>We continue to build our documented curriculum.</p> <p>We have created an assessment schedule but will work to refine it in 2019. We have begun using individual student data to</p> <p>We recognise that our SWPBS program has plateaued and so need to re-energise it.</p> <p>Student voice and agency has not been a focus previously and our ATSS data shows this.</p> <p>We have worked to increase the community's perception of our school, and will continue to promote it positively within the local and broader community.</p>
Considerations for 2020	<p>We need to continue to build our documented curriculum, by building time into our meeting schedule for 2019. We need to use the Data spreadsheet to collate our assessment data. We need to continue to build upon our reading program and continue to implement our SMART Spelling strategy. We need to utilise the data spreadsheet for all assessments on the assessment schedule and ensure that all students receive timely feedback on every assessment that they do, and then plan another individual learning goal from the feedback received.</p>

	<p>In 2019 there will be more opportunities for all staff to take on additional responsibilities and leadership roles. By having greater distributed leadership amongst the whole team, we will have greater diversity of ideas and opportunities.</p> <p>A significant focus in 2019 will be to actively enhance student voice and agency opportunities. There will be a student leadership coordinator who will work with staff to determine ways in which students can have agency in their learning. In 2019 we need to ensure that we promote a positive culture of attendance and match it to a rewards system. We need to ensure that we follow up regular absences and liaise regularly with these families.</p> <p>We also need to privilege time in meetings to discuss attendance data.</p>
Documents that support this plan	

Draft

SSP Goals Targets and KIS

Goal 1	To improve individual student learning outcomes.																				
Target 1.1	<ul style="list-style-type: none"> • All students to make a 1.0 AusVELS gain in English and Mathematics each year from 2016-2019, based on teacher judgement and validated by formal assessments (PAT tests and On Demand). • To increase the mean scores on the 'Attitudes To School' survey in <i>Learning Confidence, Student Motivation</i> and <i>Stimulating Learning</i> to 4.50. <table border="1" data-bbox="573 539 1727 971"> <thead> <tr> <th colspan="4">Attitudes To School Survey</th> </tr> <tr> <th></th> <th>2015 (actual)</th> <th>2018 (actual)</th> <th>2019 (Target)</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>4.36</td> <td>71%</td> <td>4.50 (90%)</td> </tr> <tr> <td>Stimulated Learning</td> <td>4.31</td> <td>58%</td> <td>4.50 (90%)</td> </tr> <tr> <td>Motivation & Interest</td> <td>4.39</td> <td>71%</td> <td>4.50 (90%)</td> </tr> </tbody> </table>	Attitudes To School Survey					2015 (actual)	2018 (actual)	2019 (Target)	Learning Confidence	4.36	71%	4.50 (90%)	Stimulated Learning	4.31	58%	4.50 (90%)	Motivation & Interest	4.39	71%	4.50 (90%)
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Key Improvement Strategy 4.a Building communities	If the school is promoted positively throughout the local community we will maintain enrolments and therefore maintain the school's ongoing viability.																				

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																				
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	If we create and administer all of the testing on the IPS Assessment Schedule we will have accurate data thus ensuring students are being taught at their point of need.	Yes
KIS 2 Curriculum planning and assessment	If we have a holistic approach to curriculum, pedagogy and assessment we will see improved outcomes in literacy and numeracy.	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.	Whilst we created an assessment schedule in 2018, we have not used it across the school. We must have accurate data available so we can genuinely see the learning needs of all students. Once this data is gathered the literacy and numeracy leaders will work with all staff to determine individual student needs and cohort strengths and areas for improvement. The data will be used to ensure individual learning needs are met and students are being taught at their point of need.	
Goal 2	To build and support high levels of student engagement and motivation leading to improved student performance and attendance.	
12 Month Target 2.1	By the end of 2019 Student Motivation, Connectedness to School and Teacher Effectiveness variables will be at or above the State mean on the Student Attitudes to School Survey. By the end of 2019 there will be an increase in the Student Attitudes to School Survey results in the areas of School Connectedness (from 68% in 2018 to 92% in 2019), Effective Teaching Time (from 79% in 2018 to 92% in 2019), and	

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KIS 1 Empowering students and building school pride	If we actively prioritise and promote student voice, leadership and agency we will see improved attendance, improved student connectedness to their learning and improved student performance	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.	It is clear from our 2018 ATSS data that the students don't always feel like they have ownership of their learning. Classroom themes, topics, activities and learning outcomes are driven by the teacher, with little opportunity for students to actively determine their learning modes. We do not currently have an established student leadership culture within the school. There is limited opportunity for students to participate in the strategic direction of the school, nor in the day to day operational runnings of the school. As a staff we have not actively sought feedback from the students regarding the effectiveness of our teaching and their learning. There has not been a culture of student agency, voice and feedback despite having a relatively strong SWPBS program operating at the school.	
Goal 3	To create a culture that fosters positive relationships, connectedness and wellbeing	
12 Month Target 3.1	By 2019, the Classroom Behaviour, Student Safety and Connectedness to Peers variables on the Student Attitudes to School Survey to be above State and Region means By the end of 2019 there will be an increase in the Student Attitudes to School Survey results in the areas of School Connectedness (from 68% in 2018 to 92% in 2019), Student Safety (to 92% in 2019), and School Connectedness (from 68% in 2018 to 92% in 2019)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	If we create a School Wide Positive Behaviour Support (SWPBS) framework that is relevant to the needs of our students we will see enhanced positive relationships, connectedness and engagement.	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.

We have completed three full years of SWPBS at IPS. We feel that with staff changes the program has waned somewhat and so we need to review its current features and develop a program that meets the needs of the school community into the future. The 2018 Student Attitudes to School Survey results showed that only 59% of students positively endorsed Student Voice and Agency, with 68% endorsing Sense of Connectedness and 53% Not Experiencing Bullying. We believe that this data will improve when we make enhancements to our SWPBS program.

Define Actions, Outcomes and Activities

Goal 1	To improve individual student learning outcomes.
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KIS 1 Curriculum planning and assessment	If we create and administer all of the testing on the IPS Assessment Schedule we will have accurate data thus ensuring students are being taught at their point of need.
Actions	<p>Introduction of a dedicated Literacy Leader and Numeracy Leader in 2019</p> <p>Rigorously adhere to the 2019 IPS Assessment Schedule</p> <p>Ensure timely uploading of data to the IPS Data Spreadsheet</p> <p>Meeting time organised to analyse individual student data and cohort trends</p> <p>To ensure all students understand their own assessment data</p> <p>Develop a school curriculum plan that fully integrates learning areas and capabilities, pedagogy and assessment into coherent, sequential and developmental programs of learning</p> <p>Develop and implement a consistent, research based approach towards teaching literacy and numeracy</p> <p>Professional Learning meetings will be timetabled to analyse and discuss trends in the literacy and numeracy data</p> <p>Professional Learning meetings will be timetabled to discuss the suite of FISO documents and resources and how they should be utilised by staff to improve student learning</p> <p>Principal and Literacy leader to engage with Network Literacy CoP</p>
Outcomes	<p>A minimum of 12 months learning growth in literacy and numeracy for 90% of students by the end of 2019</p> <p>Teachers will have improved confidence (School Climate Module in School Staff Survey) when carrying out assessments and will utilise the data to prioritise the learning needs of individual students</p>
Success Indicators	<p>80% of year 5 students will have achieved medium or high learning growth in NAPLAN spelling, writing, reading and grammar and punctuation (language conventions)</p> <p>80% of year 5 students will have achieved medium or high learning growth in NAPLAN numeracy</p>

	<p>90% of all students from Year Prep to Year 6 will achieve a minimum of 12 months growth in teacher judgements for literacy and numeracy The IPS Data Spreadsheet will be updated within 3 days of assessments being undertaken The IPS Data Spreadsheet will have comprehensive data that will provide evidence to parents, students and teachers as to the progress of all students at IPS</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Literacy Leader (Rebecca Luckman) to ensure all literacy assessments are completed in a timely manner	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Leader (Alison Clarke) to ensure all numeracy assessments are completed in a timely manner	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
IPS Data Spreadsheet will be updated regularly by individual classroom teachers	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To build and support high levels of student engagement and motivation leading to improved student performance and attendance.			
12 Month Target 2.1	<p>By the end of 2019 Student Motivation, Connectedness to School and Teacher Effectiveness variables will be at or above the State mean on the Student Attitudes to School Survey. By the end of 2019 there will be an increase in the Student Attitudes to School Survey results in the areas of School Connectedness (from 68% in 2018 to 92% in 2019), Effective Teaching Time (from 79% in 2018 to 92% in 2019), and Motivation and Safety (from 71% in 2018 to 90% in 2019) By the end of 2019 the school absence rate will be 15.0 days (down from 17.4 days in 2018)</p>			

KIS 1 Empowering students and building school pride	If we actively prioritise and promote student voice, leadership and agency we will see improved attendance, improved student connectedness to their learning and improved student performance			
Actions	Introduction of a dedicated Student Leadership Leader in 2019 All staff to complete training in creating student voice and agency opportunities for all children Create a 'passion project' opportunity for all students throughout the year. All students will showcase their learning to families and the broader community			
Outcomes	Improved Attitudes to School Survey data in 2019 for the areas of Differentiated Learning Challenge, Stimulating Learning, Motivation and Interest, and Student Voice and Agency Improved Parent Opinion Survey data in 2019 for the areas of Student Motivation and Support, Stimulating Learning Environment and Student Agency and Voice			
Success Indicators	<p>Attitudes to School Survey results - Differentiated Learning Challenge (85% positive in 2019 / 77% in 2018) Stimulating Learning (70% positive in 2019 / 58% in 2018) Motivation and Interest (80% positive in 2019 / 71% in 2018) Student Voice and Agency (75% positive in 2019 / 59% in 2018)</p> <p>Parent Opinion Survey results - Stimulating Learning Environment (80% positive in 2019 / 67% in 2018) Student Motivation and Support (80% positive in 2019 / 61% in 2018) Student Agency and Voice (85% positive in 2019 / 70% in 2018)</p> <p>Anecdotal evidence from Circle Time sessions Parent and student feedback from semesterly Passion Project showcases</p> <p>Development and implementation of Student Leadership policy</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student voice and agency professional learning to be completed by all teachers at IPS	☑ All Staff	☑ PLP Priority	from: Term 1	\$2,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Passion Project implemented and completed for all students by the end of 2019	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Leadership Leader (Matthew Plathe) to coordinate the introduction and progress of a student leadership group	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To create a culture that fosters positive relationships, connectedness and wellbeing			
12 Month Target 3.1	By 2019, the Classroom Behaviour, Student Safety and Connectedness to Peers variables on the Student Attitudes to School Survey to be above State and Region means By the end of 2019 there will be an increase in the Student Attitudes to School Survey results in the areas of School Connectedness (from 68% in 2018 to 92% in 2019), Student Safety (to 92% in 2019), and School Connectedness (from 68% in 2018 to 92% in 2019)			
KIS 1 Setting expectations and promoting inclusion	If we create a School Wide Positive Behaviour Support (SWPBS) framework that is relevant to the needs of our students we will see enhanced positive relationships, connectedness and engagement.			
Actions	Undertake a formal evaluation of the current SWPBS program, using the students as a significant voice in the review Have the principal and, at least, one other staff member complete SWPBS training Engage the region's SWPBS expert to work with us to refine our program			
Outcomes	Teachers will be fully engaged in the school's SWPBS Program Students will be motivated to engage and behave positively in the classroom and in the school yard There will be greater clarity from the whole school community regarding the school's SWPBS Program			

Success Indicators	<p>Attitudes to School Survey results - Classroom Behaviour (80% positive in 2019 / 71% in 2018) Sense of Inclusion (90% positive in 2019 / 84% in 2018) Managing Bullying (85% positive in 2019 / 75% in 2018) Student Voice and Agency (75% positive in 2019 / 59% in 2018)</p> <p>Parent Opinion Survey results - Promoting Positive Behaviour (90% positive in 2019 / 94% in 2018) Respect for Diversity (90% positive in 2019 / 89% in 2018) Student Agency and Voice (85% positive in 2019 / 70% in 2018)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Formal evaluation of SWPBS program completed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional training completed in SWPBS program implementation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage regional office staff to provide support for our program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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	\$10,000.00	\$10,000.00
Additional Equity funding	\$8,600.00	\$8,600.00
Grand Total	\$18,600.00	\$18,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy Leader (Rebecca Luckman) to ensure all literacy assessments are completed in a timely manner	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	\$2,000.00	\$2,000.00
Numeracy Leader (Alison Clarke) to ensure all numeracy assessments are completed in a timely manner	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	\$2,000.00	\$2,000.00
Student voice and agency professional learning to be completed by all teachers at IPS	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

Passion Project implemented and completed for all students by the end of 2019	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$2,500.00	\$2,500.00
Formal evaluation of SWPBS program completed	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Professional training completed in SWPBS program implementation	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$500.00	\$500.00
Totals			\$10,000.00	\$10,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Essential Assessments - Online mathematics assessment subscription	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$600.00	\$600.00
Literacy and numeracy resources for teachers (textbooks etc.)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Literacy resources for the school library	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$5,000.00	\$5,000.00
Totals			\$8,600.00	\$8,600.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy Leader (Rebecca Luckman) to ensure all literacy assessments are completed in a timely manner	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Numeracy Leader (Alison Clarke) to ensure all numeracy assessments are completed in a timely manner	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
IPS Data Spreadsheet will be updated regularly by individual classroom teachers	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student voice and agency professional learning to be completed by all teachers at IPS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Formal evaluation of SWPBS program completed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Region's SWPBS expert	<input checked="" type="checkbox"/> On-site
Professional training completed in SWPBS program implementation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources Region's SWPBS expert	<input checked="" type="checkbox"/> On-site