**2020 Annual Implementation Plan**

Submitted for review by Leanne Stone (School Principal) on 26 February, 2020 at 03:08 PM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 28 February, 2020 at 11:26 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Underbool Primary School (3819)



**Self-evaluation Summary - 2020**

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|  | 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 |

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

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| **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 | Emerging moving towards Evolving |
|  | Intellectual engagement and self-awareness | Evolving |

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

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| **Enter your reflective comments** | Recent review 2019 |
| **Considerations for 2020** | Recent review 2019 |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | To improve the learning growth and achievement of every student in literacy and numeracy |
| Target 1.1 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes |
| Target 1.2 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three Mathematics strands |
| Target 1.3 | Based on NAPLAN relative growth data, the 2021-2023 matched cohort to show at least 80 per cent of Year 5 students achieving medium to high growth in numeracy, reading and writing |
| Key Improvement Strategy 1.a Building practice excellence | Develop an agreed understanding and consistent instructional model of teaching practice |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build teacher capacity to enhance data literacy practices in the analysis of student data to inform teaching and learning |
| **Goal 2** | To improve student engagement in their learning |
| Target 2.1 | By 2023, the percentage of students responding positively to the Student voice and agency factor (AtoSS) will be at or above 86 per cent |
| Target 2.2 | By 2023, the percentage of parents responding positively to the Student agency and voice factor (POS) will be at or above 86 per cent. |
| Target 2.3 | By 2023, the percentage of students responding positively to the Stimulating learning factor (AtoSS) will be at or above 71 per cent. |
| Target 2.4 | By 2023, the percentage of students responding positively to the Managing Bullying factor (AtoSS) will be at or above 75 per cent. |
| Target 2.5 | By 2023, the percentage of parents responding positively to the Managing Bullying factor in the Parent Opinion Survey (POS) will be at or above 82 per cent |
| Key Improvement Strategy 2.a Empowering students and building school pride | Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | Provide a differentiated learning program that engages and motivates students |
| Key Improvement Strategy 2.c Health and wellbeing | Review, develop, implement and monitor consistent whole school student wellbeing approaches |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve the learning growth and achievement of every student in literacy and numeracy | Yes | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for Reading |
| Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three Mathematics strands | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three Mathematics strands |
| Based on NAPLAN relative growth data, the 2021-2023 matched cohort to show at least 80 per cent of Year 5 students achieving medium to high growth in numeracy, reading and writing | Based on NAPLAN relative growth data, the 2021-2023 matched cohort to show at least 80 per cent of Year 5 students achieving medium to high growth in numeracy, reading and writing |
| To improve student engagement in their learning | Yes | By 2023, the percentage of students responding positively to the Student voice and agency factor (AtoSS) will be at or above 86 per cent | By 2023, the percentage of students responding positively to the Student voice and agency factor (AtoSS) will be at or above 86 per cent |
| By 2023, the percentage of parents responding positively to the Student agency and voice factor (POS) will be at or above 86 per cent. | NA |
| By 2023, the percentage of students responding positively to the Stimulating learning factor (AtoSS) will be at or above 71 per cent. | NA |
| By 2023, the percentage of students responding positively to the Managing Bullying factor (AtoSS) will be at or above 75 per cent. | NA |
| By 2023, the percentage of parents responding positively to the Managing Bullying factor in the Parent Opinion Survey (POS) will be at or above 82 per cent | NA |

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| **Goal 1** | To improve the learning growth and achievement of every student in literacy and numeracy | |
| 12 Month Target 1.1 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for Reading | |
| 12 Month Target 1.2 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three Mathematics strands | |
| 12 Month Target 1.3 | Based on NAPLAN relative growth data, the 2021-2023 matched cohort to show at least 80 per cent of Year 5 students achieving medium to high growth in numeracy, reading and writing | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Develop an agreed understanding and consistent instructional model of teaching practice | No |
| **KIS 2**  Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices | Yes |
| **KIS 3**  Evidence-based high-impact teaching strategies | Build teacher capacity to enhance data literacy practices in the analysis of student data to inform teaching and 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. | As per Review Report | |
| **Goal 2** | To improve student engagement in their learning | |
| 12 Month Target 2.1 | By 2023, the percentage of students responding positively to the Student voice and agency factor (AtoSS) will be at or above 86 per cent | |
| 12 Month Target 2.2 | NA | |
| 12 Month Target 2.3 | NA | |
| 12 Month Target 2.4 | NA | |
| 12 Month Target 2.5 | NA | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning | Yes |
| **KIS 2**  Intellectual engagement and self-awareness | Provide a differentiated learning program that engages and motivates students | No |
| **KIS 3**  Health and wellbeing | Review, develop, implement and monitor consistent whole school student wellbeing approaches | 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. | As per Review Report | |

**Define Actions, Outcomes and Activities**

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| **Goal 1** | To improve the learning growth and achievement of every student in literacy and numeracy | | | | |
| 12 Month Target 1.1 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for Reading | | | | |
| 12 Month Target 1.2 | Each Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three Mathematics strands | | | | |
| 12 Month Target 1.3 | Based on NAPLAN relative growth data, the 2021-2023 matched cohort to show at least 80 per cent of Year 5 students achieving medium to high growth in numeracy, reading and writing | | | | |
| KIS 1 Curriculum planning and assessment | Further develop and embed whole school consistency of curriculum planning, delivery and assessment practices | | | | |
| **Actions** | Coconstruct whole school planning documents. Term plans developed in four week blocks for Senior, Middle and Junior year levels.  Work collaboratively as a staff to develop the content of the curriculum delivered and the Assessment practices that will be used to obtain data sets in Reading and Numeracy. | | | | |
| **Outcomes** | Principal will ensure there are scheduled meetings for planning and reviewing whole school curriculum.  Teachers will share teaching practice and review in four week blocks each term.  Teachers will use student assessment data to determine where students are at and what their learning needs are. Coconstructed Assessment records for all students. Updated Assessmenbt Schedule as required. | | | | |
| **Success Indicators** | Consistent teaching practice and routines evident in classrooms.  Whole School Curriculum planning document is designed and shared on Google drive. Staff Term plans are documented and shared on Google drive. Scheduled meetings are recorded.  Students will be able to articulate what they are learning.  Students will be able to articulate their individual learning goals. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Scheduled meetings  Staff PD in Reading and Numeracy  Staff Curriculum days to share planning and create documentation. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| KIS 2 Evidence-based high-impact teaching strategies | Build teacher capacity to enhance data literacy practices in the analysis of student data to inform teaching and learning | | | | |
| **Actions** | Build Teacher capacity around the use of Essential Assessment.  Teachers to implement Essential Assessment in the Numeracy Curriculum.  Teachers to work with staff in the Mallee Education Cluster to develop Literacy practices in the Senior classroom around Reading. | | | | |
| **Outcomes** | Teachers have a greater understanding of how to use the Essential Assessment Program in delivering the Numeracy Curriculum.  Teachers are supported with the developement of Term plans and delivering the content of the Victorian curriculum in Numeracy.  Students are supported with a more individualised learning program in Numeracy.  Build teacher capacity in teaching reading. Teachers sharing knowledge and understanding based on the work being done in the classroom. | | | | |
| **Success Indicators** | Teachers will have a source of evidence to implement and record their Numeracy planning documents and track student assessments. Staff planning documents will demonstrate the teaching and learning outcomes for students.  Individualised student data will be available. Students will be able to identify where they are at with their learning in Numeracy.  Students in the Senior classroom will be able to share their learning and have evidence of reading rubrics that they have coconstructed with their peers. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Essential Assessment - staff to PD other staff.  Reading Rubric developed by Senior Students - term 1 . Set reading goals within the Cluster for each Term . Upper Reading Group (MEC) Term plans documenting Numeracy Curriculum.  Whole School Curriculum plan evidences Essential Assessment in Numeracy. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| **Goal 2** | To improve student engagement in their learning | | | | |
| 12 Month Target 2.1 | By 2023, the percentage of students responding positively to the Student voice and agency factor (AtoSS) will be at or above 86 per cent | | | | |
| 12 Month Target 2.2 | NA | | | | |
| 12 Month Target 2.3 | NA | | | | |
| 12 Month Target 2.4 | NA | | | | |
| 12 Month Target 2.5 | NA | | | | |
| KIS 1 Empowering students and building school pride | Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning | | | | |
| **Actions** | Classroom practice is developed across the school with identified Learning Intentions and Success Criteria in Numeracy and Literacy.  Student agency is developed through Learning Intentions and Success Criteria.  Essential Assessment is used to establish students point of need in teaching Numeracy.  Teaching reading | | | | |
| **Outcomes** | Teachers are able to understnd the point of need for every student and be informed as to where to next.  Students are able to articulate what they are learning. Students know what they have to achieve to be successful in their learning.  Essential Assessment will inform students of where they are at with their learning in Numeracy. | | | | |
| **Success Indicators** | Essential Assessment data available for every student.  Student Essential assessment folders t support individualised learning.  Teacher planning documents show evidence of student tracking and indiviualised learning tasks.  Student Voice and Agency data collected in Attitudes to School Student Survey. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Attitudes to School Student Survey Essential Assessment pre, mid and post tests conducted.  Learning Intentions and Successs Critieria templates used in each classroom. (Literacy and Numeracy) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $4,000.00 | 0.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $4,000.00 | $0.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Scheduled meetings  Staff PD in Reading and Numeracy  Staff Curriculum days to share planning and create documentation. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $2,000.00 |  |
| Essential Assessment - staff to PD other staff.  Reading Rubric developed by Senior Students - term 1 . Set reading goals within the Cluster for each Term . Upper Reading Group (MEC) Term plans documenting Numeracy Curriculum.  Whole School Curriculum plan evidences Essential Assessment in Numeracy. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $1,000.00 |  |
| Attitudes to School Student Survey Essential Assessment pre, mid and post tests conducted.  Learning Intentions and Successs Critieria templates used in each classroom. (Literacy and Numeracy) | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $1,000.00 |  |
| **Totals** | | | $4,000.00 |  |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2020** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Scheduled meetings  Staff PD in Reading and Numeracy  Staff Curriculum days to share planning and create documentation. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Essential Assessment - staff to PD other staff.  Reading Rubric developed by Senior Students - term 1 . Set reading goals within the Cluster for each Term . Upper Reading Group (MEC) Term plans documenting Numeracy Curriculum.  Whole School Curriculum plan evidences Essential Assessment in Numeracy. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Attitudes to School Student Survey Essential Assessment pre, mid and post tests conducted.  Learning Intentions and Successs Critieria templates used in each classroom. (Literacy and Numeracy) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |