

# 2020 Annual Implementation Plan

## for improving student outcomes

Airly Primary School (4169)



Submitted for review by Brenda Talbot (School Principal) on 31 January, 2020 at 12:35 PM  
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 05 February, 2020 at 09:18 AM  
Endorsed by Dawn Michie (School Council President) on 05 February, 2020 at 09:42 AM

## Self-evaluation Summary - 2020

	<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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	We stand out in the community with how embedded our Values system is across the school. The SWPBS and RRRR pilot project has made us think clearly about our school vision, matrix, how we continue to teach and embed our school's Values and our behaviour data collection processes. The PLC continues to be valued by all staff, leading to high collegiate practice, accountability and clear growth in student outcomes. We continue to utilise many community groups to provide our students with a broad scope of experiences.
<b>Considerations for 2020</b>	Better communication between PLC leaders and principals Peer observation and feedback systems required for teaching practice. Review of completed inquiry cycles. Inquiry cycles need to demonstrate intervention and extension of student progress. Need to broaden opportunities for student voice. Develop consistent teaching practice across the cluster. Employ a leader of literacy.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise student learning growth in Literacy and Numeracy.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy</li> <li>• 75% of students maintained in the top two NAPLAN bands</li> <li>• Maintain the 80% of students achieving within the Victorian Curriculum</li> <li>• Teacher effectiveness and stimulating learning to be maintained past 90%.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Continue participation with Cluster PLC (Numeracy) and Area Literacy learning, including Cluster Literacy network. Cluster facilitator role to be created (with Smartygrant) to co-ordinate planning across Cluster and enable improved consistency in practice.
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	PLC - Continue to develop documents to clarify what is being taught and ensure teacher understanding of this to guide students, developing their individual goals. Need better extension and intervention. Refer to Defer-models Support required across Cluster to ready staff for peer observation and feedback process, as an extension to the PLC. All staff to develop student surveys. Improve PDP process
<b>Goal 2</b>	Develop empowered, engaged and resilient learners who take high levels of responsibility for their learning.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• Average number of student absences to be below the state mean</li> <li>• Number of chronic absences (over 20 days) to be below the state mean</li> <li>• Resilience &amp; Student Voice &amp; Agency to be higher than 75% AtSS</li> <li>• Overall positivity to be above the state mean</li> <li>• Internal surveys used to measure student well-being and engagement show positive results (note small numbers impact on ATSS results being released)</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Continue with SWPBS/RR Action plan. Our focus will be on attendance with chronic absentees.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Implement goal setting with a focus on feedback for staff and students.
<b>Goal 3</b>	To build a strong and collaborative rural cluster that drives school improvement.
<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• Role clarity and supportive leadership to be in the 75th percentile</li> <li>• All middle leaders to have a documented development plan as part of the PDP process</li> <li>• Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building leadership teams	Establish a Cluster facilitator role (with Smartygrant) to co-ordinate planning across the Cluster and enable improved consistency in practice. Increased staff skills in use of Google Drive for teaching and learning. More online delivery of lessons through improved use of ICT. Feedback and Observation amongst cluster staff. Improved communication between principals and PLC needed via WEBEX units.

## 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 student learning growth in Literacy and Numeracy.	Yes	<ul style="list-style-type: none"> <li>• At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy</li> <li>• 75% of students maintained in the top two NAPLAN bands</li> <li>• Maintain the 80% of students achieving within the Victorian Curriculum</li> <li>• Teacher effectiveness and stimulating learning to be maintained past 90%.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy            75% of students maintained in the top two NAPLAN bands            Maintain the 80% of students achieving within the Victorian Curriculum            Teacher effectiveness and stimulating learning to be maintained past 90%.</p>
Develop empowered, engaged and resilient learners who take high levels of responsibility for their learning.	Yes	<ul style="list-style-type: none"> <li>• Average number of student absences to be below the state mean</li> <li>• Number of chronic absences (over 20 days) to be below the state mean</li> <li>• Resilience &amp; Student Voice &amp; Agency to be higher than 75% AtSS</li> <li>• Overall positivity to be above the state mean</li> <li>• Internal surveys used to measure student well-being and engagement show positive results (note small numbers impact on ATSS results being released)</li> </ul>	<p>Number of chronic absences (over 20 days) to be below the state mean            Resilience &amp; Student Voice &amp; Agency to be higher than 75% AtSS</p>

To build a strong and collaborative rural cluster that drives school improvement.	Yes	<ul style="list-style-type: none"> <li>• Role clarity and supportive leadership to be in the 75th percentile</li> <li>• All middle leaders to have a documented development plan as part of the PDP process</li> <li>• Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above</li> </ul>	<p>All middle leaders to have a documented development plan as part of the PDP process</p> <p>Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above</p>
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<b>Goal 1</b>	To maximise student learning growth in Literacy and Numeracy.	
<b>12 Month Target 1.1</b>	<p>At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy</p> <p>75% of students maintained in the top two NAPLAN bands</p> <p>Maintain the 80% of students achieving within the Victorian Curriculum</p> <p>Teacher effectiveness and stimulating learning to be maintained past 90%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Continue participation with Cluster PLC (Numeracy) and Area Literacy learning, including Cluster Literacy network. Cluster facilitator role to be created (with Smartygrant) to co-ordinate planning across Cluster and enable improved consistency in practice.	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	PLC - Continue to develop documents to clarify what is being taught and ensure teacher understanding of this to guide students, developing their individual goals. Need better extension and intervention. Refer to Defer-models Support required across Cluster to ready staff for peer observation and feedback process, as an extension to the PLC. All staff to develop student surveys. Improve PDP process	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.	The cluster PLC has been operating now for the past two years. The focus now is to employ an overall co-ordinator to develop and implement a plan across the cluster and build teacher capacity across numeracy and literacy with consistency of teacher practice, delivery and feedback.	
<b>Goal 2</b>	Develop empowered, engaged and resilient learners who take high levels of responsibility for their learning.	
<b>12 Month Target 2.1</b>	Number of chronic absences (over 20 days) to be below the state mean Resilience & Student Voice & Agency to be higher than 75% AtSS	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Continue with SWPBS/RR Action plan. Our focus will be on attendance with chronic absentees.	Yes
<b>KIS 2</b> Empowering students and building school pride	Implement goal setting with a focus on feedback for staff and students.	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.	Certain members of our school community are still displaying chronic absences over 20 days. Our aim is to work with those families to minimise this interruption in their learning by running initiatives such as Speech Pathologists and potentially Occupational Therapists visiting the school regularly.. Our student and staff surveys show that Student Voice and Agency can be improved by seeking regular feedback in class meetings. Staff have looked at a model used by another school which we believe will help facilitate our junior school members to participate in weekly class meetings to have their voice heard in shaping the learning programs and school facilities.	
<b>Goal 3</b>	To build a strong and collaborative rural cluster that drives school improvement.	

<b>12 Month Target 3.1</b>	All middle leaders to have a documented development plan as part of the PDP process Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	Establish a Cluster facilitator role (with Smartygrant) to co-ordinate planning across the Cluster and enable improved consistency in practice. Increased staff skills in use of Google Drive for teaching and learning. More online delivery of lessons through improved use of ICT. Feedback and Observation amongst cluster staff. Improved communication between principals and PLC needed via WEBEX units.	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.	The focus now is to employ an overall co-ordinator to develop and implement a plan across the cluster and build teacher capacity across numeracy and literacy with consistency of teacher practice, delivery and feedback. Staff opinion surveys showed that practise feedback is missing across the school and cluster. Observation of planning days highlighted inconsistencies across the meeting groups and collaboration was required to make use of the days provided to staff for planning.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise student learning growth in Literacy and Numeracy.			
<b>12 Month Target 1.1</b>	At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy 75% of students maintained in the top two NAPLAN bands Maintain the 80% of students achieving within the Victorian Curriculum Teacher effectiveness and stimulating learning to be maintained past 90%.			
<b>KIS 1</b> Building practice excellence	Continue participation with Cluster PLC (Numeracy) and Area Literacy learning, including Cluster Literacy network. Cluster facilitator role to be created (with Smartygrant) to co-ordinate planning across Cluster and enable improved consistency in practice.			
<b>Actions</b>	Create a job description for the cluster facilitator role to act as a literacy leader and employ that candidate to perform the role. Use departmental documents that have been created and dispersed to drive consistency in practice. eg. Literacy and Numeracy Strategy, HITS, Reinforce Practice Principles for teaching and Learning across the board. Embed the FISO essential elements. Develop communities of practice and monitor the inquiry cycle process. PLCs to assess data, identify learning cohorts and develop teaching and learning outcomes and lessons to drive extended learning, middle learning and struggling learners to reach new heights. Host three classes to ensure student needs are met more individually.			
<b>Outcomes</b>	Staff across the cluster will show consistency in their practice as they travel through the inquiry cycle including feedback cycles.			
<b>Success Indicators</b>	PLC cycles will include feedback cycles which will aid teachers to have deeper discussions about consistent best practice and incorporation of departmental guidelines such as HITS to drive student outcomes. This will be collected in feedback reflection forms, classroom walks and video recording.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Employ cluster facilitator.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

SWIVL cameras	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	
Employ a Graduate teacher	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>KIS 2</b> Evidence-based high-impact teaching strategies	PLC - Continue to develop documents to clarify what is being taught and ensure teacher understanding of this to guide students, developing their individual goals. Need better extension and intervention. Refer to Defer-models Support required across Cluster to ready staff for peer observation and feedback process, as an extension to the PLC. All staff to develop student surveys. Improve PDP process			
<b>Actions</b>	Students will know the areas they need to improve. The goals they are striving to achieve. The importance of achieving those goals. They will have time to reinforce their learning. They will know their next steps once they have achieved their goal.			
<b>Outcomes</b>	Students will be able to describe their current and next learning goals across the curriculum to anyone who asks. It will be embedded in their daily learning. Teachers will know what their current and next teaching goals are, how their students are tracking to achieve those goals and the strategies they will use to achieve them.			
<b>Success Indicators</b>	Weekly feedback/class meetings where four statements will be measured; positives, negatives, questions, areas for improvement. Students and staff will know their goals. At least 25% of students to have high and less than 25% to have low growth Year 3 to 5 NAPLAN gain in writing, reading and numeracy 75% of students maintained in the top two NAPLAN bands Maintain the 80% of students achieving within the Victorian Curriculum. Teacher effectiveness and stimulating learning to be maintained past 90%.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Weekly class meeting feedback statements	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
PLC Feedback from SWIVL cameras	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Peer and principal feedback for teachers based on classroom walks.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>Goal 2</b>	Develop empowered, engaged and resilient learners who take high levels of responsibility for their learning.			
<b>12 Month Target 2.1</b>	Number of chronic absences (over 20 days) to be below the state mean Resilience & Student Voice & Agency to be higher than 75% AtSS			
<b>KIS 1</b> Empowering students and building school pride	Continue with SWPBS/RR Action plan. Our focus will be on attendance with chronic absentees.			
<b>Actions</b>	Reduce appointment absences by having speech therapists and possibly occupational therapists undertaking sessions in the school. Reduce suspension absences by tightening up behaviour support plans and working with psychiatrists and hospital departments. Reduce illness absences by educating students and parents about the nutrition and healthy eating habits and needs of growing children. Helping parents build up support networks where their children are kept home because the parent is sick. Putting feeds into the newsletters to highlight the impact absenteeism has on childrens' education.			
<b>Outcomes</b>	By doing the above we will reduce children missing whole days of school for an hour long appointment. We will see a reduction in poor behaviour and children being sent home. We will see children eating healthier food options leading to fewer inflammatory responses and ensuing illness. We will see parents networking and ensuring their child attends school.			
<b>Success Indicators</b>	Reduction in student absence from average of 10-20 days per student down to 1-3 days per semester as recorded on the roll.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reduction in absenteeism	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>KIS 2</b> Empowering students and building school pride	Implement goal setting with a focus on feedback for staff and students.			
<b>Actions</b>	Students to develop academic goals based on their pre-assessment tasks such as numeracy CATs, 2019 PAT math results, start of year SWST, cold writes and final 2019 Fountas and Pinnell reading assessments. Students to develop school value goals based on Term 1 work addressing the Airly School Values; Respect, Attitude, Co-operation and Environment. Feedback to be given to teachers by students about their performance in weekly class meetings addressing four components; Negatives, Positives, Things to Improve and Questions for consideration.			
<b>Outcomes</b>	Students will know and be able to articulate their academic learning goals. These will be revised regularly during student conferences in the various academic lessons to enable growth. Barriers to these outcomes will also be addressed at this time. Teachers will take on board the feedback given to them during their class meetings to address problems on a weekly basis.			
<b>Success Indicators</b>	Data will be gathered in post test results against students' academic goals. Data will be gathered in ACE cards received and recorded against the Values goals being undertaken by each child. Data will be gathered in the Post-it notes and minutes taken during the classroom meetings, the manner in which issues are addressed via video recording and assembly presentations demonstrating the changes that have occurred and the benefits achieved as a result.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Students' academic post test results will show improvement in the areas they have chosen as their goals.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Number and nature of school ACE Value cards will reflect student goals.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Classes will hold weekly meetings. They will celebrate the positives and address the negatives.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<b>Goal 3</b>	To build a strong and collaborative rural cluster that drives school improvement.			
<b>12 Month Target 3.1</b>	All middle leaders to have a documented development plan as part of the PDP process Cluster Improvement Team achieves targets set in the AIP each year to reach those outlined above			
<b>KIS 1</b> Building leadership teams	Establish a Cluster facilitator role (with Smartygrant) to co-ordinate planning across the Cluster and enable improved consistency in practice. Increased staff skills in use of Google Drive for teaching and learning. More online delivery of lessons through improved use of ICT. Feedback and Observation amongst cluster staff. Improved communication between principals and PLC needed via WEBEX units.			
<b>Actions</b>	Increase the use of WEBEX and interface ICT consoles to: Share teaching practice Provide opportunities for feedback of teaching practice. Break down distance and isolation barriers. Build communication pathways for teachers between cluster PLC leaders, numeracy and literacy co-ordinators and principals. Broaden student interactions, learning and sharing across the Cluster.			
<b>Outcomes</b>	Teachers and principals will be able to use their time more efficiently without the need to travel between schools for meetings. Principals will be able to share their teachers' skills and expertise across the Cluster for the benefit of student learning outcomes without losing staff from their school site.			

	Teachers will be able to broaden student interactions through the use of WEBEX by joining like groups of students for extended discussions and teaching points. Students could use the WEBEX system to develop their student voice when planning Cluster Days, camps and points of unity.			
<b>Success Indicators</b>	The number of times the unit is used for interactions, meetings and lessons.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Use of WEBEX for cluster interactions.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	



