# 2020 Annual Implementation Plan

## for improving student outcomes

Overport Primary School (4780)

Submitted for review by Julie Gleeson (School Principal) on 11 December, 2019 at 04:05 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2020

| | FISO Improvement Model Dimensions<br>The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| **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 | Embedding |
| | Evaluating impact on learning | Embedding |

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

| Positive climate for learning | Empowering students and building school pride | Emerging moving towards Evolving |
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| | 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 | Evolving moving towards Embedding |
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| | Global citizenship | Evolving moving towards Embedding |
| | Networks with schools, services and agencies | Evolving moving towards Embedding |
| | Parents and carers as partners | Evolving moving towards Embedding |

| Enter your reflective comments | Staff noted an improvement in Naplan data. School based staff survey indicated growth using HITs explicit teaching via an observation & feedback program. The school scheduled opportunities for teachers to work in teams for consistency in teaching & learning & assessment. Consistent processes are being developed to monitor the effectiveness of programs to meet student's learning goals and needs, using a triangulation of data & standardized tests. Opportunities for teachers to observe and discuss best practice & use shared language has begun. Through the use of PD teachers are improving using data to inform their practice and planning. Peer observations have allowed staff to reflect on practice. Staff feedback will be used to modify and improve further in 2020. We use strategies & processes that support leadership development & recognise a variety of leadership roles within the school to grow talents and model distributed leadership. This has developed middle level leaders' capacity to lead school improvement in identified targets. We provided time & resources for teachers to research new approaches. The leadership team has a clear understanding of how FISO will improve student outcomes. The school will develop formal & informal processes for student leadership, voice and agency using an inquiry approach. We promote our school values and vision. Teachers will use student voice within programs and strengthen student capacity to make decision about their own learning. Core learning priorities will be identified as we move thought full implementation of the HITS and Amplify. Both the Resilience Project and Restorative Practices will continue as well as Play |
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| | is the Way and Respectful Relationships to address student wellbeing.  Our work with the students to design an Indigenous Garden will support further understanding of our heritage and at assembly we include an acknowledgement of country. |
| **Considerations for 2020** | Target specific areas to allow teachers to embed practice excellence.<br>Focus for first semester 2020 - implement new wiring program and Inquiry.<br>Focus for semester 2 implementing the Instructional model and begin reviewing reading practices in line with network cluster recommendations. |
| **Documents that support this plan** | English lesson structure.pdf (2.29 MB)<br>Individual Learning Plans 2020.docx (0.05 MB)<br>Overport Primary School (4780) -PRSE.docx (0.3 MB)<br>Overport PS_review report 2019_SEVR.docx (1.05 MB)<br>Pre Review Self Evaluation - staff feedback.docx (0.02 MB) |

# SSP Goals Targets and KIS

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| **Goal 1** | To improve student learning outcomes in Literacy |
| **Target 1.1** | To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN:<br><br>• Reading from 38 per cent (average 2015–19) to 50 per cent in 2023.<br>• Writing from 18 per cent (average 2015–19) to 30 per cent in 2023. |
| **Target 1.2** | To increase the percentage of students achieving high relative growth in NAPLAN:<br><br>• Reading from 27 per cent (average 2015–19) to 40 per cent in 2023.<br>• Writing from 27 per cent (average 2015–19) to 40 per cent in 2023. |
| **Target 1.3** | To increase the percentage of students achieving above the expected level according to teacher judgement:<br><br>• Reading from 38 per cent (average 2015–18) to 45 per cent in 2023.<br>• Writing from 20 per cent (average 2015–18) to 30 per cent in 2023. |
| **Key Improvement Strategy 1.a**<br>Building practice excellence | Embed a whole school instructional model for Reading and Writing that enables teachers to implement high impact teaching strategies |
| **Key Improvement Strategy 1.b**<br>Building practice excellence | Embed a collaborative inquiry approach to using student assessment data to inform learning programs |
| **Goal 2** | To improve student learning outcomes in Numeracy |

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| **Target 2.1** | To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN Numeracy from 28 per cent (average 2015–19) to 40 per cent in 2023. |
| **Target 2.2** | To increase the percentage of students achieving high relative growth in NAPLAN Numeracy from 25 per cent (average 2015–19) to 37 per cent in 2023. |
| **Target 2.3** | To increase the percentage of students achieving above the expected level according to teacher judgement in Numeracy from 25 per cent (average 2015–18) to 40 per cent in 2023. |
| **Key Improvement Strategy 2.a**<br>Building practice excellence | Build teacher capacity to analyse data and measure impact on student learning within an inquiry cycle |
| **Key Improvement Strategy 2.b**<br>Curriculum planning and assessment | Build teacher capacity to differentiate learning programs and tasks to meet students at point of need |
| **Goal 3** | To improve student engagement and agency in learning |
| **Target 3.1** | To improve the following factors on the AToSS:<br><br>• Stimulated learning from 78 per cent in 2019 to 85 per cent in 2023.<br>• Student voice and agency from 62 per cent in 2019 to 80 per cent in 2023.<br>• Motivation and interest from 82 per cent in 2019 to 90 per cent in 2023. |
| **Target 3.2** | To improve the following factors on the School Staff Survey (SSS) : |

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| | • Use student feedback to improve practice from 73 per cent in 2018 to 80 per cent in 2023.<br>• Promote student ownership of learning goals from 82 per cent in 2018 to 90 per cent in 2023. |
| **Key Improvement Strategy 3.a**<br>Empowering students and building school pride | ***drafting note: suggest that these two KIS are actually actions. Consider combining into one KIS, e.g. "enhance student voice and agency in learning" and adding a second KIS to achieve goal***<br>Build teacher understanding of student voice and agency |
| **Key Improvement Strategy 3.b**<br>Empowering students and building school pride | Build teacher capacity to activate student voice and agency in learning |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| To improve student learning outcomes in Literacy | Yes | To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN:<br><br>• Reading from 38 per cent (average 2015–19) to 50 per cent in 2023.<br>• Writing from 18 per cent (average 2015–19) to 30 per cent in 2023. | Increase % of year 5 students in top two bands in Writing from 18% to 21% in 2020. |
| | | To increase the percentage of students achieving high relative growth in NAPLAN:<br><br>• Reading from 27 per cent (average 2015–19) to 40 per cent in 2023.<br>• Writing from 27 per cent (average 2015–19) to 40 per cent in 2023. | Increase the percentage of students achieving high relative growth in NAPLAN in Writing from 27% to 30% in 2020. |
| | | To increase the percentage of students achieving above the expected level according to teacher judgement:<br><br>• Reading from 38 per cent (average 2015–18) to 45 per cent in 2023. | Increase the percentage of students achieving above the expected level according to teacher judgement in:<br>•Writing from 20% to 22%in 2020. |

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| | | • Writing from 20 per cent (average 2015–18) to 30 per cent in 2023. | |
| To improve student learning outcomes in Numeracy | No | To increase the percentage of Year 5 students achieving in the top two bands in NAPLAN Numeracy from 28 per cent (average 2015–19) to 40 per cent in 2023. | |
| | | To increase the percentage of students achieving high relative growth in NAPLAN Numeracy from 25 per cent (average 2015–19) to 37 per cent in 2023. | |
| | | To increase the percentage of students achieving above the expected level according to teacher judgement in Numeracy from 25 per cent (average 2015–18) to 40 per cent in 2023. | |
| To improve student engagement and agency in learning | No | To improve the following factors on the AToSS:<br><br>• Stimulated learning from 78 per cent in 2019 to 85 per cent in 2023.<br>• Student voice and agency from 62 per cent in 2019 to 80 per cent in 2023.<br>• Motivation and interest from 82 per cent in 2019 to 90 per cent in 2023. | |

To improve the following factors on the School Staff Survey (SSS) :

- Use student feedback to improve practice from 73 per cent in 2018 to 80 per cent in 2023.
- Promote student ownership of learning goals from 82 per cent in 2018 to 90 per cent in 2023.

| Goal 1 | To improve student learning outcomes in Literacy | |
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| **12 Month Target 1.1** | Increase % of year 5 students in top two bands in Writing from 18% to 21% in 2020. | |
| **12 Month Target 1.2** | Increase the percentage of students achieving high relative growth in NAPLAN in Writing from 27% to 30% in 2020. | |
| **12 Month Target 1.3** | Increase the percentage of students achieving above the expected level according to teacher judgement in: •Writing from 20% to 22%in 2020. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1** Building practice excellence | Embed a whole school instructional model for Reading and Writing that enables teachers to implement high impact teaching strategies | Yes |
| **KIS 2** Building practice excellence | Embed a collaborative inquiry approach to using student assessment data to inform learning programs | 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. | Through the review we recognised work is required to continue to improve the % of students achieving in the top two bands in reading and writing.  This year we will focus on embedding a sustained writing approach to improve student capacity.  A strong whole school instructional model will support this target.<br>A continued focus on building practice excellence will further address this target. Using the FISO model to drive curriculum programs in Writing, will enhance classroom practice.<br>The review further recommended that we embed the HITs in classroom practice. |
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# Define Actions, Outcomes and Activities

| Goal 1 | To improve student learning outcomes in Literacy |
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| **12 Month Target 1.1** | Increase % of year 5 students in top two bands in Writing from 18% to 21% in 2020. |
| **12 Month Target 1.2** | Increase the percentage of students achieving high relative growth in NAPLAN in Writing from 27% to 30% in 2020. |
| **12 Month Target 1.3** | Increase the percentage of students achieving above the expected level according to teacher judgement in: •Writing from 20% to 22%in 2020. |
| **KIS 1** Building practice excellence | Embed a whole school instructional model for Reading and Writing that enables teachers to implement high impact teaching strategies |
| **Actions** | Continue with LEAP intervention program funded through equity funding. Establish a consistent writing yearly, term and unit planner across whole school. Implement a co-designed lesson structure to frame writing across the school. |
| **Outcomes** | The school expects to see the following Outcomes, we will see:- An increase in students' outcomes in writing. A consistency in the explicit teaching of writing across the school. Consistency within year level planners in the area of writing. Teachers using the new lesson structure to teach writing. |
| **Success Indicators** | An increase in students' outcomes in writing across the school. Planners will demonstrate the implementation of the agreed writing program structure, Observations within classrooms and meetings will demonstrate teachers are understanding and implementing the new writing |

| | structure.<br>Increase the percentage of students achieving above the expected level according to teacher judgement in Writing from 20% to 22%in 2020. |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Distribute resources for documenting Yearly, Term and Unit planning within passion or test teams.<br>Test resources to ensure they are congruent and streamlined.<br>Store organise and package resources.<br>Launch resources with whole staff. | ☑ Team Leader(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used |
| Coaching and practical sessions with staff - using the documents. | ☑ Learning Specialist(s)<br>☑ Team Leader(s) | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $5,600.00<br><br>☐ Equity funding will be used |
| Review current lesson structure across all year levels.<br>Investigate best practice - network, research and Passion Team<br>Present options to passion team.<br>Codesign a Lesson Structure with passion team. | ☑ Literacy Leader<br>☑ Team Leader(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used |
| Develop a poster or document describing lesson structure.<br>Develop guiding document for planning for writing - for individual and team weekly planners.<br>Trial within passion team members planning documents.<br>Finalise guiding document and present to staff.<br>Launch resources with whole staff. | ☑ Learning Specialist(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $2,000.00<br><br>☑ Equity funding will be used |

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| Continue with LEAP intervention program. | ☑ Literacy Improvement Teacher<br>☑ Literacy Support | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $53,000.00<br><br>☑ Equity funding will be used |
| Resource for literacy intervention program through school budgets.<br><br>Increased reading material for students across the school and the implementation of class libraries.<br><br>Resources to support the implementation of the new writing and reading programs.<br><br>CRT coverage to release teachers for professional development to implement literacy across the school. | ☑ Learning Specialist(s)<br>☑ Literacy Improvement Teacher<br><br>☑ Literacy Support<br><br>☑ Team Leader(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $45,000.00<br><br>☑ Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $100,000.00 | $87,119.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $100,000.00 | $87,119.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Develop a poster or document describing lesson structure.<br>Develop guiding document for planning for writing - for individual and team weekly planners.<br>Trial within passion team members planning documents.<br>Finalise guiding document and present to staff.<br>Launch resources with whole staff. | from: Term 1 to: Term 4 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources | $2,000.00 | $0.00 |
| Continue with LEAP intervention program. | from: Term 1 to: Term 4 | ☑ School-based staffing | $53,000.00 | $43,729.00 |
| Resource for literacy intervention program through school budgets.<br><br>Increased reading material for students across the school and the implementation of class libraries. | from: Term 1 to: Term 3 | ☑ Teaching and learning programs and resources<br>☑ Assets | $45,000.00 | $43,390.00 |

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| Resources to support the implementation of the new writing and reading programs.<br><br>CRT coverage to release teachers for professional development to implement literacy across the school. | | | | |
| **Totals** | | | $100,000.00 | $87,119.00 |

## 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

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|---|---|---|---|---|
| Distribute resources for documenting Yearly, Term and Unit planning within passion or test teams.<br>Test resources to ensure they are congruent and streamlined.<br>Store organise and package resources.<br>Launch resources with whole staff. | ☑ Team Leader(s) | from: Term 1 to: Term 1 | ☑ Planning<br>☑ Moderated assessment of student learning<br>☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ Learning Specialist<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Coaching and practical sessions with staff - using the documents. | ☑ Learning Specialist(s)<br>☑ Team Leader(s) | from: Term 2 to: Term 4 | ☑ Planning<br>☑ Peer observation including feedback and reflection<br>☑ Demonstration lessons | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ Learning Specialist<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Review current lesson structure across all year levels.<br>Investigate best practice - network, research and Passion Team<br>Present options to passion team.<br>Codesign a Lesson Structure with passion team. | ☑ Literacy Leader<br>☑ Team Leader(s) | from: Term 1 to: Term 1 | ☑ Collaborative Inquiry/Action Research team<br>☑ Curriculum development<br>☑ Individualised Reflection | ☑ Network Professional Learning<br>☑ PLC/PLT Meeting | ☑ Learning Specialist<br>☑ Practice Principles for Excellence in Teaching and Learning<br>☑ Pedagogical Model | ☑ On-site |