

# 2019 Annual Implementation Plan

## for improving student outcomes

Coburg West Primary School (3941)



Submitted for review by Mark Colagrande (School Principal) on 13 December, 2018 at 12:58 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 January, 2019 at 11:03 AM  
Endorsed by Ian Drew (School Council President) on 21 February, 2019 at 04:46 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	From the self evaluation we have identified the Professional Learning Communities and School Wide Positive Behavior Support to be two key drivers of support in the areas of positive climate for learning, excellence in teaching and learning and community engagement in learning. We will support the school and staff to achieve these goals and targets.
<b>Considerations for 2020</b>	In 2019, we need to consider providing human and financial resources to support the implementation of the PLC and SWPBS across the school.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To achieve high learning growth for every student in Literacy and Numeracy
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80</li> <li>• By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25%</li> <li>• By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools</li> <li>• By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To increase the percentage of students achieving above expected level in Reading & Viewing and Number & Algebra.
<b>Goal 2</b>	To build student voice and agency in learning.
<b>Target 2.1</b>	By 2020, the Students Attitudes to School survey data will indicate that the proportion of positive responses relating to Stimulated Learning, as well as Student Voice and Agency, will be at or above the 75th percentile.
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build student agency by students setting individual learning goals and self tracking their progress.
<b>Goal 3</b>	To build authentic partnerships between the students, staff, parents and the broader community.

<p><b>Target 3.1</b></p>	<ul style="list-style-type: none"> <li>• By 2020, the Parent Opinion Survey will indicate that the Mean Factor Scores for Approachability and General Satisfaction will be at or above School Type</li> <li>• Students' positive responses regarding Stimulated Learning will have increased to at least the 75th percentile as measured by the Attitudes to School Survey, by 2020</li> <li>• The Student Motivation aspect of the Parent Opinion Survey will also have increased to match School Type</li> <li>• By 2020, the Parent Input element of School Climate will shift to match or exceed the score of same school type, as measured by the Parent Opinion Survey</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Building communities</p>	<p>Build school pride and engagement through implementation of the School Wide Positive Behaviours Program.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To achieve high learning growth for every student in Literacy and Numeracy	Yes	<ul style="list-style-type: none"> <li>• Over the life of this cycle, the overall mean score for the School Leadership Module on the School Staff Survey, will remain at or above 80</li> <li>• By 2020, the number of students achieving High Learning Growth in NAPLAN Numeracy will reach or exceed 25%</li> <li>• By 2020, NAPLAN data will indicate that the Mean Score in all areas will be at or above that of Matched Schools</li> <li>• By the end of this Cycle, a minimum of 20% of students will be achieving A and B grades in the areas of Literacy and Numeracy as assessed against the Victorian Curriculum</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2019, teacher judgements will indicate:            * 35% of students will be above expected level in Reading &amp; Viewing, while 30% of students will be above expected level in Number &amp; Algebra.            In 2019, NAPLAN data will indicate:            * 30% of students achieve high learning growth in Reading, while 25% achieve high learning growth in Numeracy.</p>
To build student voice and agency in learning.	Yes	By 2020, the Students Attitudes to School survey data will indicate that the proportion of positive responses relating to Stimulated Learning, as well as Student Voice and Agency, will be at or above the 75th percentile.	<p>In 2019, In our Attitudes to School Survey result :</p> <ul style="list-style-type: none"> <li>- 65% of students will respond positively to student voice and agency component</li> <li>- 80% of students will respond positively to stimulated learning</li> </ul>

To build authentic partnerships between the students, staff, parents and the broader community.	No	<ul style="list-style-type: none"> <li>• By 2020, the Parent Opinion Survey will indicate that the Mean Factor Scores for Approachability and General Satisfaction will be at or above School Type</li> <li>• Students' positive responses regarding Stimulated Learning will have increased to at least the 75th percentile as measured by the Attitudes to School Survey, by 2020</li> <li>• The Student Motivation aspect of the Parent Opinion Survey will also have increased to match School Type</li> <li>• By 2020, the Parent Input element of School Climate will shift to match or exceed the score of same school type, as measured by the Parent Opinion Survey</li> </ul>	
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<b>Goal 1</b>	To achieve high learning growth for every student in Literacy and Numeracy	
<b>12 Month Target 1.1</b>	<p>In 2019, teacher judgements will indicate:  * 35% of students will be above expected level in Reading &amp; Viewing, while 30% of students will be above expected level in Number &amp; Algebra.</p> <p>In 2019, NAPLAN data will indicate:  * 30% of students achieve high learning growth in Reading, while 25% achieve high learning growth in Numeracy.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To increase the percentage of students achieving above expected level in Reading & Viewing and Number & Algebra.	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.	To evaluate the impact of teaching on student outcomes in reading and numeracy through the implementation of the PLC Initiative in 2019.	
<b>Goal 2</b>	To build student voice and agency in learning.	
<b>12 Month Target 2.1</b>	In 2019, In our Attitudes to School Survey result : - 65% of students will respond positively to student voice and agency component - 80% of students will respond positively to stimulated learning	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build student agency by students setting individual learning goals and self tracking their progress.	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.	Build student agency by students setting individual learning goals and self tracking their progress.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To achieve high learning growth for every student in Literacy and Numeracy
<b>12 Month Target 1.1</b>	In 2019, teacher judgements will indicate: * 35% of students will be above expected level in Reading & Viewing, while 30% of students will be above expected level in Number & Algebra. In 2019, NAPLAN data will indicate: * 30% of students achieve high learning growth in Reading, while 25% achieve high learning growth in Numeracy.
<b>KIS 1</b> Building practice excellence	To increase the percentage of students achieving above expected level in Reading & Viewing and Number & Algebra.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Continue to develop a whole school understanding about effective Reading and Problem Solving practices.</li> <li>* Implement differentiated teaching practices in Reading and Problem Solving.</li> <li>* Develop teacher capacity to implement and effectively analyse multiple sources of student data to inform differentiated planning and program development.</li> <li>* Develop teacher knowledge and capacity to work as effective teams, utilising a PLC process, to improve student learning outcomes through collaborative planning and assessment processes.</li> <li>* Develop teacher knowledge of comprehension strategies and consistent instructional practices when teaching reading comprehension.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- complete pre-tests to define individual learning needs</li> <li>- complete differentiated tasks</li> <li>- set individual learning goals</li> <li>- measure evidence of their progress</li> <li>- reflect on their learning and provide feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- share their practice and resources eg. Peer observations, PPD</li> <li>- complete formative assessment to inform differentiation and explicit teaching</li> <li>- plan collaboratively</li> <li>- focus on student learning needs</li> <li>- make learning visible</li> <li>- create goals with students</li> </ul>

	<ul style="list-style-type: none"> <li>- seek feedback and reflect on their practice</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide physical and financial resources for PLC leaders and LT's to attend training and complete follow up with their teams</li> <li>- make connections between the school vision, the AIP and SSP goals</li> <li>- use PDP and PPD process to measure the impact of teaching practice on student outcomes</li> <li>- utilize the Victorian Teaching and Learning Model along with the Evidence for Impact documents to measure school success</li> </ul>			
<b>Success Indicators</b>	<p>Measure success through the effective implementation of our whole school assessment schedule and staff's increasing ability to work collaboratively and analyse student data in their PLC. Teachers will reflect on effectiveness of their practice and seek feedback via the PIVOT surveys, Peer Observations and PPDs as part of the PDP Cycle.</p> <p>Track improvement of student progress through Running Records, PROBE and PAT Reading &amp; Maths, Pre and Post Tests, NAPLAN, Teacher Judgements and MOI &amp; EOI.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum Day focussing on Reading Comprehension and Reader's Notebook	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Assessment Schedule to be reviewed and updated	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and document the Pedagogical Model for a school wide approach to Reading including a Scope and Sequence of Reading	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Professional Learning - Presentation and discussion about common misconceptions and review assessment and strategies used for problem solving.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning - Presentation of Data Analysis (understanding how to interpret and use data for planning).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build student voice and agency in learning.			
<b>12 Month Target 2.1</b>	In 2019, In our Attitudes to School Survey result : - 65% of students will respond positively to student voice and agency component - 80% of students will respond positively to stimulated learning			
<b>KIS 1</b> Empowering students and building school pride	Build student agency by students setting individual learning goals and self tracking their progress.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>* All staff will continue to participate in the PIVOT survey to ascertain student feedback on their teaching practices and understand student perceptions to enhance student engagement.</li> <li>* Enhance teacher knowledge of student voice and agency via professional learning and analysis of PIVOT data</li> <li>* Implement Team Action Plans to develop opportunities for greater student voice</li> <li>* Raise the profile and opportunities for student involvement in whole school decision making and leadership development (SRC, Captains).</li> <li>* Build upon the individual student goal setting process with a particular focus in reading &amp; viewing utilizing the conferencing structure</li> <li>* Introduce the students to the process of reflecting on their learning progress eg Reader's Notebook</li> <li>* Incorporate STEM challenges to improve higher student engagement</li> </ul>			
<b>Outcomes</b>	Students will: - complete PIVOT survey			

	<ul style="list-style-type: none"> <li>- complete AToS survey</li> <li>- complete differentiated tasks</li> <li>- set individual learning goals</li> <li>- measure evidence of their progress</li> <li>- reflect on their learning and provide feedback</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- share their practice and resources eg. Peer observations, PPD</li> <li>- differentiate Learning tasks and incorporate STEM / Digital Technologies</li> <li>- plan collaboratively</li> <li>- focus on student engagement</li> <li>- support students in making choices about their learning</li> <li>- seek feedback and reflect on their practice</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide physical, human and financial resources for PIVOT survey, Learning Specialists in Science and Digital Technologies</li> <li>- make connections between the school vision, the AIP and SSP goals</li> <li>- use PDP and PPD process to measure the impact of teaching practice on student outcomes and engagement</li> </ul>			
<b>Success Indicators</b>	Success will be measured and evidence collected via PIVOT survey results, AToSS, Student Self Reflections (Reports), teacher PDP documentation and evidence and Parent Opinion Survey.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning - Reasoning and Understanding proficiencies to develop student voice and active learning.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to build student agency and voice through students setting individual reading goals and tracking their progress.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Implement team student voice and agency plans across all year levels to improve PIVOT survey data from 2018 into 2019.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$20,000.00	\$20,000.00
<b>Grand Total</b>	<b>\$20,000.00</b>	<b>\$20,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding will be allocated to staffing support programs for students needing additional support or extension.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$20,000.00</b>	<b>\$20,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day focussing on Reading Comprehension and Reader's Notebook	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Portal	<input checked="" type="checkbox"/> On-site
Develop and document the Pedagogical Model for a school wide approach to Reading including a Scope and Sequence of Reading	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Portal	<input checked="" type="checkbox"/> On-site
Professional Learning - Presentation of Data Analysis (understanding how to interpret and use data for planning).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Literacy & Numeracy Portal PLC Training Materials	
Continue to build student agency and voice through students setting individual reading goals and tracking their progress.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Portal Barstow Leading Literacy Resources	<input checked="" type="checkbox"/> On-site
Implement team student voice and agency plans across all year levels to improve PIVOT survey data from 2018 into 2019.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Bastow Trial of PIVOT survey	<input checked="" type="checkbox"/> On-site