

2019 Annual Implementation Plan

for improving student outcomes

Knox Central Primary School (5429)



Submitted for review by Lisa Burt (School Principal) on 21 December, 2018 at 10:16 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 21 February, 2019 at 03:39 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	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	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	

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

Enter your reflective comments	<p>Excellence in teaching and learning - As well as being focussed on student outcomes our Professional Learning has also concentrated on broadening horizons, finding new ideas and exposure to new things. All staff have been to PL externally and a few have made school visits. We have used the PLT meeting structure format to examine data, identify needs and share ideas and resources - particularly in the area of writing. We do have excellent, agreed protocols around peer observation however staff are not completing the observations - tighter accountability procedures need to be in place from the Principal. We have an assessment schedule on place and individual teachers look at the data however there is minimal discussion on what this means for their teaching and their professional learning.</p> <p>Professional Leadership - The difficulty of working in a small school is to distribute the leadership as we generally work as one large team - SIT, PLT, Curriculum team etc. We do share the delivery of Professional Learning however the idea of challenge does not occur. We need to build/repair trust between the teachers.</p> <p>Positive Climate for Learning - Despite our outstanding Attitude to School survey results, I believe this is a huge area where we can improve- especially in the area of Student Voice in their learning and assessment. We have introduced student led conferences, which is a positive start. The teachers are trained in TRIBES and we have started to introduce the Respectful Relationships curriculum however I see very little of these programs in the classrooms.</p>
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	<p>Community Engagement in Learning - It is difficult to engage the parents in school life. We provide many opportunities to be involved (helping in class, working bees, information evenings, community event) however only a very small number take them up.</p>
<p>Considerations for 2019</p>	<p>Excellence in teaching and learning - Teachers to develop their own PL plan after examining 2018 data for their class and then use these plans to create a whole school PL plan. Whole staff to look at data collected the week before the planning week and discuss how this data could/should affect what they teach and how. We need to put into place some processes around monitoring the curriculum, planning, assessment and teaching and learning.</p> <p>Professional Leadership - Continue to work on building trust and relationships and to provide opportunities for collaboration.</p> <p>-</p> <p>Positive Climate for Learning - School visits to see school's that are implementing play based investigations, inquiry learning and personalised learning strategies. Investigation of SWPBS. Revisit school values - do we need to change them?</p> <p>Community Engagement in Learning - Align information/feedback sessions with student performances, student showcases etc.</p> <p>Extension program for writing and possibly maths.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student learning in Literacy and Numeracy.
Target 1.1	Increase the percentage of students achieving learning growth of 12 months or greater. Increase the percentage of students achieving high relative growth based on Naplan performance.
Key Improvement Strategy 1.a Building practice excellence	Personalise the teaching of writing.
Goal 2	To develop consistently high levels of student engagement throughout the school, by developing a positive climate for learning. Enhanced parent involvement in school wide activities.
Target 2.1	Maintain or increase mean factor scores in: School Connectedness - 4.62 (2015) Connectedness to Peers - 4.28 (2015) Maintain or increase Parent Opinion Survey Scores to at or above state averages in: Approachability - 5.48 (2015), 5.73 (state) Parent Input - 5.54 (2015), 5.34 (state) General Satisfaction - 5.75 (2015), 5.86 (state)

	Increase participation in classroom helper training program (0 in 2015)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop an agreed and consistently implemented approach to student well-being.
Goal 3	To support the ongoing health and wellbeing of all students. Improve staff morale to ensure a positive workplace in order to best support student outcomes.
Target 3.1	Maintain strong results in Attitudes to School survey. Improve Staff Opinion survey data in the areas of School Climate and Staff Safety and Wellbeing, specifically (2015 scores): Trust in Colleagues - 69.55 Trust in Parents and Students - 66.91 Shielding and Buffering - 60

	<p>Staff Psychological Safety - 60.43</p> <p>Staff Social Behaviour - 60</p> <p>Build resilience and a resilient, supportive environment - 66.12</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Ensure processes and protocols are in place to support teachers.</p>
<p>Goal 4</p>	<p>To effectively manage resources to support student learning, engagement and wellbeing.</p>
<p>Target 4.1</p>	<p>1.Improved NAPLAN raw data in Years 3 & 5.</p> <p>All staff participating in targeted ongoing professional learning relating to Professional Developmental Plan goals and targets.</p> <p>All staff implementing agreed KCPS whole school approaches to curriculum planning and assessment.</p>
<p>Key Improvement Strategy 4.a Building practice excellence</p>	<p>Focus spending on literacy resources and developing a STEM centre.</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 improve student learning in Literacy and Numeracy.	Yes	<p>Increase the percentage of students achieving learning growth of 12 months or greater.</p> <p>Increase the percentage of students achieving high relative growth based on Naplan performance.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students achieving growth of 12 months or greater in writing.</p> <p>Increase the percentage of students achieving in the top 2 bands in Naplan writing in year 3 and year 5.</p>
<p>To develop consistently high levels of student engagement throughout the school, by developing a positive climate for learning.</p> <p>Enhanced parent involvement in school wide activities.</p>	Yes	<p>Maintain or increase mean factor scores in:</p> <p>School Connectedness - 4.62 (2015)</p> <p>Connectedness to Peers - 4.28 (2015)</p> <p>Maintain or increase Parent Opinion Survey Scores to at or above state averages in:</p> <p>Approachability - 5.48 (2015), 5.73 (state)</p> <p>Parent Input - 5.54 (2015), 5.34 (state)</p> <p>General Satisfaction - 5.75 (2015), 5.86 (state)</p>	<p>Increase the percentage of year 5 students not experiencing bullying from 38% - 45%.</p> <p>Maintain the high levels of positive endorsement in all aspects of the Attitudes to School survey.</p>

		Increase participation in classroom helper training program (0 in 2015)	
To support the ongoing health and wellbeing of all students. Improve staff morale to ensure a positive workplace in order to best support student outcomes.	Yes	<p>Maintain strong results in Attitudes to School survey.</p> <p>Improve Staff Opinion survey data in the areas of School Climate and Staff Safety and Wellbeing, specifically (2015 scores):</p> <p>Trust in Colleagues - 69.55</p> <p>Trust in Parents and Students - 66.91</p> <p>Shielding and Buffering - 60</p> <p>Staff Psychological Safety - 60.43</p> <p>Staff Social Behaviour - 60</p>	<p>To improve the overall positive endorsement for staff in School Climate from 55%-65%.</p> <p>To increase the percentage of positive endorsement for Staff Trust in Colleagues from 31%-45%.</p> <p>To increase the overall positive endorsement of School Staff Safety and Well-being from 44%-55%.</p> <p>To increase the percentage of positive endorsement for Staff Psychological Safety from 33%-50%</p>

		Build resilience and a resilient, supportive environment - 66.12	
To effectively manage resources to support student learning, engagement and wellbeing.	No	<p>1.Improved NAPLAN raw data in Years 3 & 5.</p> <p>All staff participating in targeted ongoing professional learning relating to Professional Developmental Plan goals and targets.</p> <p>All staff implementing agreed KCPS whole school approaches to curriculum planning and assessment.</p>	

Goal 1	To improve student learning in Literacy and Numeracy.	
12 Month Target 1.1	<p>Increase the percentage of students achieving growth of 12 months or greater in writing.</p> <p>Increase the percentage of students achieving in the top 2 bands in Naplan writing in year 3 and year 5.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Personalise the teaching of writing.	Yes

<p>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.</p>	<p>2018 Naplan writing results show that we have 64% (year 3) and 82% (year 5) in the middle 2 bands - the purpose of selecting this KIS is to endeavour to move these students into the Top 2 bands. We have spoken about an extension writing program however differentiated teaching in each classroom is a more effective strategy. If the teaching of writing becomes more personalised we will also address our desire to allow more choice and voice for the students.</p>	
<p>Goal 2</p>	<p>To develop consistently high levels of student engagement throughout the school, by developing a positive climate for learning. Enhanced parent involvement in school wide activities.</p>	
<p>12 Month Target 2.1</p>	<p>Increase the percentage of year 5 students not experiencing bullying from 38% - 45%. Maintain the high levels of positive endorsement in all aspects of the Attitudes to School survey.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Develop an agreed and consistently implemented approach to student well-being.</p>	<p>Yes</p>
<p>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.</p>	<p>Although the students have indicated - through the Attitudes to School survey - that they feel safe and connected to the school there is a need for a consistent behaviour management strategy. Staff are not on the same page when addressing poor behaviour which causes confusion amongst the students and friction between the staff. Only 38% of our year 4 students indicated that they had not experienced bullying at our school, this is significantly lower than the year 5's and 6's. An investigation into this may be necessary.</p>	
<p>Goal 3</p>	<p>To support the ongoing health and wellbeing of all students. Improve staff morale to ensure a positive workplace in order to best support student outcomes.</p>	

<p>12 Month Target 3.1</p>	<p>To improve the overall positive endorsement for staff in School Climate from 55%-65%.</p> <p>To increase the percentage of positive endorsement for Staff Trust in Colleagues from 31%-45%.</p> <p>To increase the overall positive endorsement of School Staff Safety and Well-being from 44%-55%.</p> <p>To increase the percentage of positive endorsement for Staff Psychological Safety from 33%-50%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Health and wellbeing</p>	<p>Ensure processes and protocols are in place to support teachers.</p>	
<p>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.</p>	<p>The Staff Opinion survey results for 2018 are very confronting. After investigating, it seems that staff have felt this way for some time. As a staff we must establish protocols so that people feel they can express themselves safely. We must set up some situations where staff can describe how they are feeling and the reasons. This year's survey results include positive endorsements for: School Climate at 55%, staff trust in colleagues at 31%, Staff Safety and Well Being at 44% and Staff Psychological Safety at 33%.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning in Literacy and Numeracy.
12 Month Target 1.1	<p>Increase the percentage of students achieving growth of 12 months or greater in writing.</p> <p>Increase the percentage of students achieving in the top 2 bands in Naplan writing in year 3 and year 5.</p>
KIS 1 Building practice excellence	Personalise the teaching of writing.
Actions	<p>Use "I can" statements to assess student work and discuss writing goals.</p> <p>Students use "I can" statements to self and peer assess their writing and develop writing goals.</p> <p>Develop writing workshops specific to the writing goals in the class.</p> <p>Regular, individual conferences with students focussing on their writing goal.</p> <p>Explicit teaching of genres and 6+1 traits.</p> <p>Students use Writer's Notebook to create and develop ideas for their writing.</p> <p>Moderation of writing pieces.</p> <p>Students have some choice in what they are writing about.</p> <p>Learning Walks and Peer Observations focussed on writing.</p>
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - will be engaged in the writing process everyday - can state their learning goal for Writing <p>Staff will:</p> <ul style="list-style-type: none"> - conduct writing workshops according to the writing goals of their students - learn from each other through Peer Observations and Professional Learning meetings - use Writing Assessment tools for moderation and self-assessment <p>Leaders will:</p> <ul style="list-style-type: none"> - allocate time and resources for Peer Observations - facilitate professional learning opportunities

Success Indicators	Naplan - top 2 bands Teacher Judgement scores Peer Observation reflections			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peer Observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Moderation with "Boutique School's" network	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop consistently high levels of student engagement throughout the school, by developing a positive climate for learning. Enhanced parent involvement in school wide activities.			
12 Month Target 2.1	Increase the percentage of year 5 students not experiencing bullying from 38% - 45%. Maintain the high levels of positive endorsement in all aspects of the Attitudes to School survey.			
KIS 1 Empowering students and building school pride	Develop an agreed and consistently implemented approach to student well-being.			
Actions	Clarify staff beliefs in terms of behaviour management and student welfare and develop agreed protocols. Investigate School Wide Positive Behaviours - engage support from the region. Raise the profile of TRIBES and Respectful Relationships by including regular lessons in class, focus at assembly and teapots			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - consistently demonstrate the TRIBES agreements - show empathy toward each other - verbalise their feeling of safety at school <p>Teachers will:</p> <ul style="list-style-type: none"> - teach 1 explicit lesson per week focussed on TRIBES or Respectful Relationships - consistently implement the agreed protocols for behaviour management <p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers in managing student behaviour - engage parents in a variety of ways, including information evenings, parent forums, working bees 				
Success Indicators	Maintain outstanding Attitude to School data				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Investigate SWPBS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Goal 3	To support the ongoing health and wellbeing of all students. Improve staff morale to ensure a positive workplace in order to best support student outcomes.				
12 Month Target 3.1	<p>To improve the overall positive endorsement for staff in School Climate from 55%-65%.</p> <p>To increase the percentage of positive endorsement for Staff Trust in Colleagues from 31%-45%.</p> <p>To increase the overall positive endorsement of School Staff Safety and Well-being from 44%-55%.</p> <p>To increase the percentage of positive endorsement for Staff Psychological Safety from 33%-50%</p>				

KIS 1 Health and wellbeing	Ensure processes and protocols are in place to support teachers.			
Actions	Implement Professional Learning Days to support staff learning or workload. Timetable changes to support collaboration and team planning as best we can. Create opportunities for staff to express their feelings openly. Investigate professional learning opportunities - Converge			
Outcomes	<p>Staff will</p> <ul style="list-style-type: none"> - indicate (through the Staff Opinion Survey and anecdotally) a feeling of being supported - ensure processes and protocols are implemented. <p>Leaders will:</p> <ul style="list-style-type: none"> - be available to meet formally and informally with staff - support teachers when dealing with difficult students and families. 			
Success Indicators	Staff opinion survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$5,000.00 <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	\$7,000.00	0.00
Additional Equity funding	\$20,000.00	\$10,000.00
Grand Total	\$27,000.00	\$10,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Peer Observations	from: Term 1 to: Term 4		\$2,000.00	
Investigate SWPBS	from: Term 1 to: Term 4		\$5,000.00	
Totals			\$7,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Intervention teacher	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$10,000.00

	to: Term 4			
Totals			\$20,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Peer Observations	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Investigate SWPBS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Regional Coach	<input checked="" type="checkbox"/> On-site
Whole school professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants consultant	<input checked="" type="checkbox"/> On-site