

# 2019 Annual Implementation Plan

## for improving student outcomes

Monbulk Primary School (3265)



Submitted for review by Estelle Alder (School Principal) on 04 March, 2019 at 04:46 PM

Endorsed by Denise Kotsikas (Senior Education Improvement Leader) on 07 March, 2019 at 11:07 PM

Endorsed by Daniel Jansen (School Council President) on 24 April, 2019 at 08:58 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	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	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
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding

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

<b>Enter your reflective comments</b>	Leadership coaching has been successful. Our distributive leadership has enhanced student outcomes. School Improvement has met more frequently to discuss the data to inform the next level of work. By having reset meetings the SIT has been able to reflect on the 2018 AIP to ensure all professional learning has been conducted to maximise student learning outcomes. Another success in 2018 has been the documentation of a guaranteed and viable curriculum and embraced by the staff. The assessment schedule has been reviewed and is now a working document. The school has participated in the PLC Initiative providing opportunities for reflection and implementation. We celebrate that we have moved our reading results from transform to renew.
<b>Considerations for 2019</b>	Data Literacy with teachers Goal setting with students Writer's Workshop Peer observations Teacher communication with parents

	Friendly Schools Plus
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise student learning growth in all curriculum areas with a focus on English and Mathematics				
<b>Target 1.1</b>	Naplan Mean: Top2 Bands Writing				
		2018	2019	2020	2021
	Year 3	4.2% to 14.2%	14.2% to 24.2%	24.2% to 34.2%	34.2% to 44.2%
	Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%
	Top 2 Bands Spelling				
		2018	2019	2020	2021
	Year 3	14.6% to 24.6%	24.6% to 34.6%	34.6% to 44.6%	44.6% to 54.6%
	Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%
	Top 2 Bands Numeracy				
		2018	2019	2020	2021
	Year 3	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%	42.8% to 52.8%
	Year5	10% to 20%	20% to 30%	30% to 40%	40% to 50%
	Growth: To increase the amount of students in high growth to met or exceed state benchmark of 50% medium growth and 25% high growth in reading, writing and numeracy				

	<p>An average of one year's growth for each student in reading, writing and numeracy in teacher judgements</p> <p>Staff Opinion Survey: Guaranteed and viable curriculum to maintain or exceed 95.3% positive endorsement</p> <p>Academic Emphasis to maintain or exceed 84.4% positive endorsement</p> <p>Collective Focus to maintain or exceed 96.4% positive endorsement</p> <p>Attitude to School Survey: Student Motivation</p> <table border="0"> <tr> <td></td> <td>2018</td> <td>2019</td> <td>2020</td> <td>2021</td> </tr> <tr> <td>Year 4-6</td> <td>24.6% to 34.6%</td> <td>34.6% to 44.6%</td> <td>44.6% to 54.6%</td> <td>54.6% to 66.6%</td> </tr> </table> <p>Attitude to School Survey: Sense of Confidence</p> <table border="0"> <tr> <td></td> <td>2018</td> <td>2019</td> <td>2020</td> <td>2021</td> </tr> <tr> <td>Year 4-6</td> <td>21.8% to 31.8%</td> <td>31.8% to 41.8%</td> <td>41.8% to 51.8%</td> <td>51.8% to 61.8%</td> </tr> </table> <p>Parent Opinion Survey: Student Motivation</p> <table border="0"> <tr> <td></td> <td>2018</td> <td>2019</td> <td>2020</td> <td>2021</td> </tr> <tr> <td></td> <td>32.1% to 42.1%</td> <td>42.1% to 52.1%</td> <td>52.1% to 62.1%</td> <td>62.1% to 72.1%</td> </tr> </table>		2018	2019	2020	2021	Year 4-6	24.6% to 34.6%	34.6% to 44.6%	44.6% to 54.6%	54.6% to 66.6%		2018	2019	2020	2021	Year 4-6	21.8% to 31.8%	31.8% to 41.8%	41.8% to 51.8%	51.8% to 61.8%		2018	2019	2020	2021		32.1% to 42.1%	42.1% to 52.1%	52.1% to 62.1%	62.1% to 72.1%
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<b>Key Improvement Strategy 2.a</b> Parents and carers as partners	Consolidate teaching practices that promote student voice and decision making in their learning.
<b>Key Improvement Strategy 2.b</b> Parents and carers as partners	Engage parents in understanding and contributing to their students' learning.



## 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 all curriculum areas with a focus on English and Mathematics	Yes	<p>Naplan Mean: Top2 Bands Writing</p> <table border="1" data-bbox="638 598 1713 805"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>4.2% to 14.2%</td> <td>14.2% to 24.2%</td> <td>24.2% to 34.2%</td> <td>34.2% to 44.2%</td> </tr> <tr> <td>Year 5</td> <td>2.8% to 12.8%</td> <td>12.8% to 22.8%</td> <td>22.8% to 32.8%</td> <td>32.8% to 42.8%</td> </tr> </tbody> </table> <p>Top 2 Bands Spelling</p> <table border="1" data-bbox="638 909 1713 1117"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>14.6% to 24.6%</td> <td>24.6% to 34.6%</td> <td>34.6% to 44.6%</td> <td>44.6% to 54.6%</td> </tr> <tr> <td>Year 5</td> <td>2.8% to 12.8%</td> <td>12.8% to 22.8%</td> <td>22.8% to 32.8%</td> <td>32.8% to 42.8%</td> </tr> </tbody> </table> <p>Top 2 Bands Numeracy</p> <table border="1" data-bbox="638 1220 1713 1396"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>12.8% to 22.8%</td> <td>22.8% to 32.8%</td> <td>32.8% to 42.8%</td> <td>42.8% to 52.8%</td> </tr> <tr> <td>Year5</td> <td>10% to 20%</td> <td>20% to 30%</td> <td>30% to 40%</td> <td>40% to 50%</td> </tr> </tbody> </table>						2018	2019	2020	2021	Year 3	4.2% to 14.2%	14.2% to 24.2%	24.2% to 34.2%	34.2% to 44.2%	Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%		2018	2019	2020	2021	Year 3	14.6% to 24.6%	24.6% to 34.6%	34.6% to 44.6%	44.6% to 54.6%	Year 5	2.8% to 12.8%	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%		2018	2019	2020	2021	Year 3	12.8% to 22.8%	22.8% to 32.8%	32.8% to 42.8%	42.8% to 52.8%	Year5	10% to 20%	20% to 30%	30% to 40%	40% to 50%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>50% of our students in Year 3 will be in the top two bands in Reading (2018 is 46%)            30% of our students in Year 3 will be in the top two bands in Writing (2018 is 20%)            40% of our students in Year 3 will be in the top two bands in Numeracy (2018 is 34%)            52% of our students in Year 5 will be in the top two bands in Reading (2018 is 50%)            10% of our students in Year 5 will be in the top two bands in Writing (2018 is 0%)            30% of our students in Year 5 will be in the top two bands in Numeracy (2018 is 21%)            Teacher Judgement Growth            80% of students will have one year or more growth            NAPLAN Relative Growth:            75% students to have medium to high growth in reading, writing and numeracy</p>
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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Develop a guaranteed and viable curriculum plan	No	
<b>KIS 2</b> Curriculum planning and assessment	Embed whole school assessment practices in writing and numeracy	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.	There has been inconsistencies with NAPLAN and Teacher Judgement results.		

<b>Goal 2</b>	Build Student and Parent Learning Partnerships	
<b>12 Month Target 2.1</b>	<p>Attitudes to School Survey percentage endorsement of Differentiated Learning Challenge Years 4-6 to be 87% in 2019 (80% in 2018)          Stimulated Learning Years 4-6 to be 85% in 2019 (79%)          Student Voice Years 4-6 to be 75% in 2019 ( 63% in 2018)          Learning Confidence Years 4-6 to be 75% in 2019 (70% in 2018)          Motivation and Interest Years 4-6 to be 85% in 2019 (78% in 2018)</p> <p>In the Parent Opinion Survey under the domain: Parent Community Engagement Teacher Communication to be 80% in 2019 (70% in 2018)          In the Parent Opinion Survey under the domain: School Ethos and Environment to be 85% in 2019 (79% in 2018)</p> <p>In the Staff Opinion Survey under the domain of Academic Emphasis percentage endorsement to be 85% in 2019 ( 76% in 2018)          In the Staff Opinion Survey under the domain of Feedback percentage endorsement to be 75% in 2019 (60% in 2018)          In the Staff Opinion Survey under the domain of Understand how to Analyse Data percentage endorsement to be 75% in 2019 (64%in 2018)</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Parents and carers as partners	Consolidate teaching practices that promote student voice and decision making in their learning.	Yes
<b>KIS 2</b> Parents and carers as partners	Engage parents in understanding and contributing to their students' learning.	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.	Student Attitude to School Survey indicates that this is an area to be addressed in 2019 Staff Opinion Survey indicates there is more work to be done on how to understand and analyse data Parent Opinion Survey indicates a perception of a need to work on teacher communication and school ethos and environment	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise student learning growth in all curriculum areas with a focus on English and Mathematics
<b>12 Month Target 1.1</b>	50% of our students in Year 3 will be in the top two bands in Reading (2018 is 46%) 30% of our students in Year 3 will be in the top two bands in Writing (2018 is 20%) 40% of our students in Year 3 will be in the top two bands in Numeracy (2018 is 34%) 52% of our students in Year 5 will be in the top two bands in Reading (2018 is 50%) 10% of our students in Year 5 will be in the top two bands in Writing (2018 is 0%) 30% of our students in Year 5 will be in the top two bands in Numeracy (2018 is 21%) Teacher Judgement Growth 80% of students will have one year or more growth NAPLAN Relative Growth: 75% students to have medium to high growth in reading, writing and numeracy
<b>KIS 1</b> Curriculum planning and assessment	Embed whole school assessment practices in writing and numeracy
<b>Actions</b>	<p>Develop teacher capacity to plan for and implement consistent teaching and assessment practices in Writing and Numeracy.</p> <p>Develop a whole school approach to teaching Writing.</p> <p>Embed the school Instructional Model (Whole/Part/Whole) and apply it to teaching reading, writing and numeracy to develop a consist, whole school approach to teaching and assessment.</p> <p>Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.</p> <p>Develop teacher capacity and knowledge to work as effective teams utilising a PLC process to improve writing and numeracy outcomes through collaborative planning and assessment practices, including moderation.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <p>The Learning Specialist will conduct professional learning of agreed evidence-based Literacy strategies</p> <p>Present all data sets for whole school analysis</p> <p>Lead the implementation of PLCs</p>

	<p>Monitor the Instructional Model through Learning Walks and the development of Peer Observations at Monbulk Primary School          Provide further professional learning around Essential Assessment          Provide professional learning around Writer's Workshop          School Improvement Team will monitor and track all student data          School Improvement team members will regularly monitor curriculum planning</p> <p>Teachers will:          Participate in professional learning and implement in classrooms and PLC meetings the agreed evidence-based Literacy strategies          Follow the assessment schedule          Follow the Instructional Model          Collect, analyse and utilise data to teach to the Point of Need          Track all student data          Write ILPs for at risk students, and review every 5 weeks          Use the Monbulk Primary weekly curriculum planning document          Implement the Writer's Workshop</p> <p>Students will:          Participate in the agreed evidence-based Literacy strategies          Have direct instruction to their point of need</p>			
<b>Success Indicators</b>	<p>Student growth in Literacy and Numeracy in NAPLAN and Teacher Judgements          Attitude to School Survey          Celebration of successes</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>PL facilitated in Fountas and Pinnell, Writer's Workshop and Essential Assessment          Writing goal to be in staff PDPs          Teachers to participate in professional learning activities and completing professional readings as required          All staff will have participated in Peer Observations          Staff will participate in writing moderation as a whole staff and PLC meetings</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>



<b>Goal 2</b>	Build Student and Parent Learning Partnerships
<b>12 Month Target 2.1</b>	<p>Attitudes to School Survey percentage endorsement of Differentiated Learning Challenge Years 4-6 to be 87% in 2019 (80% in 2018)</p> <p>Stimulated Learning Years 4-6 to be 85% in 2019 (79%)</p> <p>Student Voice Years 4-6 to be 75% in 2019 ( 63% in 2018)</p> <p>Learning Confidence Years 4-6 to be 75% in 2019 (70% in 2018)</p> <p>Motivation and Interest Years 4-6 to be 85% in 2019 (78% in 2018)</p> <p>In the Parent Opinion Survey under the domain: Parent Community Engagement Teacher Communication to be 80% in 2019 (70% in 2018)</p> <p>In the Parent Opinion Survey under the domain: School Ethos and Environment to be 85% in 2019 (79% in 2018)</p> <p>In the Staff Opinion Survey under the domain of Academic Emphasis percentage endorsement to be 85% in 2019 ( 76% in 2018)</p> <p>In the Staff Opinion Survey under the domain of Feedback percentage endorsement to be 75% in 2019 (60% in 2018)</p> <p>In the Staff Opinion Survey under the domain of Understand how to Analyse Data percentage endorsement to be 75% in 2019 (64%in 2018)</p>
<b>KIS 1</b> Parents and carers as partners	Consolidate teaching practices that promote student voice and decision making in their learning.
<b>Actions</b>	Build teacher capacity in developing learning goals with students
<b>Outcomes</b>	<p>Leaders will:</p> <p>Conduct Professional Learning around Data Literacy</p> <p>Conduct Professional Learning around evidenced based goal setting with students</p> <p>Teachers will:</p> <p>Participate in Data Literacy professional learning and utilise data to inform their teaching</p> <p>Collaborate with students to set personal learning goals in writing</p> <p>Provide more engaging and stimulating learning tasks</p> <p>Year 3 to 6 students will participate in 3 way conferences at the mid year Parent/Teacher Interviews</p> <p>Students will:</p> <p>Set their own goals in Writing in collaboration with the teacher</p> <p>Students will be more aware of their learning achievement</p>

	Students will be more confident in their learning Year 3 to 6 students will participate in 3 way conferences at the mid year Parent/Teacher Interviews			
<b>Success Indicators</b>	Attitude to School Survey Data: learning confidence and connectedness will improve Parent Opinion Survey will improve in school communication Parent Opinion Survey will show that parents know more about their child's learning Staff Opinion Survey under the domain of Understand how to Analyse Data percentage will improve			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning around Data Literacy will have been conducted Students will have had a variety of opportunities to set goals Communication strategies to parents will have been reviewed and actions implemented as required Teacher planning will demonstrate differentiated learning tasks that are open ended Documented class activities in 'Friendly Schools Plus' in all classrooms	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <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

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$50,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	\$50,000.00	\$0.00

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
PL facilitated in Fountas and Pinnell, Writer's Workshop and Essential Assessment Writing goal to be in staff PDPs Teachers to participate in professional learning activities and completing professional readings as required All staff will have participated in Peer Observations Staff will participate in writing moderation as a whole staff and PLC meetings	from: Term 1 to: Term 4		\$50,000.00	
<b>Totals</b>			\$50,000.00	

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>PL facilitated in Fountas and Pinnell, Writer's Workshop and Essential Assessment Writing goal to be in staff PDPs</p> <p>Teachers to participate in professional learning activities and completing professional readings as required</p> <p>All staff will have participated in Peer Observations</p> <p>Staff will participate in writing moderation as a whole staff and PLC meetings</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>Coaching Consultant</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Professional Learning around Data Literacy will have been conducted</p> <p>Students will have had a variety of opportunities to set goals</p> <p>Communication strategies to parents will have been reviewed and actions implemented as required</p> <p>Teacher planning will demonstrate differentiated learning tasks that are open ended</p> <p>Documented class activities</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

in 'Friendly Schools Plus' in all classrooms						
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