

2019 Annual Implementation Plan

for improving student outcomes

Richmond West Primary School (5044)



Submitted for review by Tip Kennedy (School Principal) on 25 February, 2019 at 09:17 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 01 March, 2019 at 10:48 AM
Endorsed by Jim Castles (School Council President) on 08 March, 2019 at 09:36 AM

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

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

Community engagement in learning	Building communities	Embedding
	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	<p>Key findings</p> <ul style="list-style-type: none"> - excellent documentation of curriculum and instructional model - high percentage of students in top two bands (students from bilingual program) - changes in demographic reflect a "skewed" data set or those in top two and bottom two bands - work to be done in growth and challenge for students in top two bands - inconsistencies in classroom practice across bilingual and English programs - inconsistency in differentiation and challenge across the programs - teacher judgements not always in line with NAPLAN results - SWPBS working well but direct instruction with regards to Social and Emotional Learning would be of benefit
Considerations for 2019	<p>Work on the following</p> <ul style="list-style-type: none"> - professional learning model/meeting structure to enable teachers time to plan, moderate etc together

	<ul style="list-style-type: none"> - challenge and growth of students in top two bands a focus for next SSP - identification and targeted teaching for students with lower than expected achievement - student agency in the classroom a focus - participation in School Improvement Partnership in 2019 to allow for development of teachers ability to give and receive peer feedback - integration of Respectful Relationships and whole school mindfulness program into SWPBS framework
<p>Documents that support this plan</p>	<p>2018 Attitudes to School Survey - Summary Report.pdf (0.37 MB) NAPLAN 2018 relative growth summary.pdf (0.29 MB) Parent Opinion Survey 2018.pdf (0.07 MB) School Staff Survey - Summary of Module Component Means.pdf (0.37 MB) Top Two Bands Year 3 2018.pdf (0.94 MB) Top Two Bands Year 5 2018.pdf (0.94 MB)</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 maximize learning outcomes in reading and writing for all students.	Yes	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 23% (2019)
		Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2019)
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to below 12% (2019)
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 12% (2019)

		All students to show growth at least 12 months' growth in teacher judgement	All students to show at least 12 months' growth in teacher judgement in writing
Empower students' agency and voice in their learning.	Yes	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> • Motivation and Interest from 89% (2018) to 94% (2022) • Teacher Concern from 76% (2018) to 86% (2022) • Student Voice and Agency from 87% (2018) to 92% (2022) 	Increase Student Voice and Agency from 87% (2018) to 90% (2019)
		Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 82% (2019)
		Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)	Reduce the number of unapproved student absences from 8.8 average days (2018) to 7.0 average days (2019)
To maximize learning outcomes in numeracy for all students.	No	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)	
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)	

		All students to show growth at least 12 months' growth in teacher judgement	
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Goal 1	To maximize learning outcomes in reading and writing for all students.		
12 Month Target 1.1	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 23% (2019)		
12 Month Target 1.2	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2019)		
12 Month Target 1.3	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to below 12% (2019)		
12 Month Target 1.4	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 12% (2019)		
12 Month Target 1.5	All students to show at least 12 months' growth in teacher judgement in writing		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to regularly review and update learning programs in line with school curriculum plans		Yes
KIS 2 Evidence-based high-impact teaching strategies	Increase confidence of teachers to challenge and support each other to improve practice		Yes

KIS 3 Evaluating impact on learning	Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning	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>Considerations</p> <p>Although the school has excellent documentation of curriculum and instructional model there are inconsistencies in classroom practice across the three language learning programs. Inconsistency also lies in teacher ability to provide differentiation and challenge across the programs.</p> <p>A skewed data set occurs in both top two and bottom two bands of NAPLAN. Students in top two bands of NAPLAN consist largely from the bilingual Chinese program and those from the English only program comprise the bottom two bands.</p> <p>There is work to be done in growth and challenge for students in top two bands and in alignment of teacher judgements to NAPLAN results</p> <p>The chosen KIS will address the above considerations and lead to the following actions</p> <p>The development of a professional learning model/meeting structure to enable teachers time to plan, moderate, assess student work together.</p> <p>Collaborative use of different assessment data to both plan and evaluate teaching programs</p> <p>Participation in School Improvement Partnership in 2019 to allow for development of teachers ability to give and receive peer feedback</p> <p>Integration of Respectful Relationships and whole school mindfulness program into SWPBS framework to include explicit teaching on self regulation and positive relationships</p>	
Goal 2	Empower students' agency and voice in their learning.	
12 Month Target 2.1	Increase Student Voice and Agency from 87% (2018) to 90% (2019)	
12 Month Target 2.2	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 82% (2019)	

12 Month Target 2.3	Reduce the number of unapproved student absences from 8.8 average days (2018) to 7.0 average days (2019)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.	Yes
KIS 2 Empowering students and building school pride	Build parameters of risk taking in learning by students and teachers.	No
KIS 3 Building practice excellence	Build teacher capacity to support students to be reflective, questioning and self monitoring learners	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.	<p>Considerations</p> <p>SWPBS working well but direct instruction with regards to Social and Emotional Learning is essential. The school evaluated itself as evolving on the two continua of setting expectations and promoting inclusion and intellectual engagement and self-awareness</p> <p>The chosen KIS will address the above considerations and lead to the following actions</p> <p>Integration of Respectful Relationships and whole school mindfulness program into SWPBS framework to include explicit teaching on self regulation and positive relationships dynamic planning of teaching and evaluation of learning which involves student input and feedback</p>	

Define Actions, Outcomes and Activities

Goal 1	To maximize learning outcomes in reading and writing for all students.
12 Month Target 1.1	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 23% (2019)
12 Month Target 1.2	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2019)
12 Month Target 1.3	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to below 12% (2019)
12 Month Target 1.4	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 12% (2019)
12 Month Target 1.5	All students to show at least 12 months' growth in teacher judgement in writing
KIS 1 Curriculum planning and assessment	Build teacher capacity to regularly review and update learning programs in line with school curriculum plans
Actions	In PLTs teachers regularly review and update learning programs which incorporate the Gradual Release of Responsibility Instructional Model Teachers use evidence to regularly monitor the effectiveness of their programs in meeting student learning needs and establishing challenging learning goals
Outcomes	students will have greater agency of their own learning. They will be able to provide feedback and set goals about their progress teachers will use consistent assessment practices, work in teams to plan, deliver and evaluate their practice, analyse assessment data and use professional learning to enhance teaching practice school leaders will provide clear line of sight between SSP and AIP for SIT and whole staff

	SIT team will oversee the work of the student engagement and classroom practice teams and have input into their direction and the direction of professional learning to implement the 2019 AIP			
Success Indicators	Parent Survey data Attitudes to School Data attendance data meeting schedule increase in number of students achieving high relative growth decrease in number of students at lower than expected performance			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
curriculum coordinators involved in coaching and peer observation	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
professional learning schedule embedded throughout the year	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Increase confidence of teachers to challenge and support each other to improve practice			
Actions	Involvement in SIP with the theory of action - If we develop every teacher to deliver feedback to peers on the implementation of the school's pedagogical model, and the pursuit our school's AIP priorities, then all students will experience success at their point of need.			

	In consultation with SIT, professional learning meeting schedule mapped for each term.			
Outcomes	peer observation templates improved teacher practice evidenced through PLT learning logs			
Success Indicators	increase in number of students achieving high relative growth decrease in number of students at lower than expected performance staff survey results Parent Opinion Survey -endorsement for student agency Attitudes to School Survey - Motivation and Interest, Teacher Concern and Student Voice and Agency Improved student performance outcomes demonstrated through F&P data and teacher judgements			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
staff peer observation schedule to increase teacher capacity to implement High Impact Teaching Strategies	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
LLI reading intervention program	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning			
Actions	Teachers evaluate the impact of teaching on learning by analysing multiple sources of data Teachers use assessment data to diagnose student learning needs and plan for learning			

Outcomes	<p>action research model of teachers working in PLTs to design and evaluate impact of teaching</p> <p>student learning needs placed at centre of program planning, delivery and evaluation</p> <p>teachers work collaboratively to moderate and analyse assessment data according to whole school assessment schedule</p> <p>student self assessment used in the planning process</p>			
Success Indicators	<p>increase in number of students achieving high relative growth</p> <p>decrease in number of students at lower than expected performance</p> <p>staff survey results</p> <p>Parent Opinion Survey -endorsement for student agency</p> <p>Attitudes to School Survey - Motivation and Interest, Teacher Concern and Student Voice and Agency</p> <p>Improved student performance outcomes demonstrated through F&P data and teacher judgements</p> <p>observation of best practice in the classroom</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
in class student support	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for all staff in use of SPA	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Empower students' agency and voice in their learning.			
12 Month Target 2.1	Increase Student Voice and Agency from 87% (2018) to 90% (2019)			

12 Month Target 2.2	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 82% (2019)			
12 Month Target 2.3	Reduce the number of unapproved student absences from 8.8 average days (2018) to 7.0 average days (2019)			
KIS 1 Intellectual engagement and self-awareness	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.			
Actions	Teachers scaffold and differentiate learning to enable students across the three language learning programs to achieve their goals			
Outcomes	students will make decisions about what and how they learn teachers will use prior knowledge to understand students' interests, aspirations and readiness for learning teaching will be at point of need so that all students are engaged teachers will structure learning to support students to achieve challenging goals			
Success Indicators	increase in number of students achieving high relative growth decrease in number of students at lower than expected performance staff survey results Parent Opinion Survey -endorsement for student agency Attitudes to School Survey - Motivation and Interest, Teacher Concern and Student Voice and Agency Improved student performance outcomes demonstrated through F&P data and teacher judgements observation of best practice in the classroom			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
provide staff with professional learning on student agency	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Build teacher capacity to support students to be reflective, questioning and self monitoring learners			

Building practice excellence				
Actions	teachers design learning programs to explicitly build deep levels of thinking and application			
Outcomes	<p>teachers will allow for time for students to explore their own beliefs, assumptions and understanding</p> <p>students will share their learning and challenge each other</p> <p>time will be given for students to analyse and reflect on how they learn</p> <p>teachers will support students to question and form conclusions about the value of learning</p>			
Success Indicators	<p>increase in number of students achieving high relative growth</p> <p>decrease in number of students at lower than expected performance</p> <p>staff survey results</p> <p>Parent Opinion Survey -endorsement for student agency</p> <p>Attitudes to School Survey - Motivation and Interest, Teacher Concern and Student Voice and Agency</p> <p>Improved student performance outcomes demonstrated through F&P data and teacher judgements</p> <p>observation of best practice in the classroom</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
integration of Respectful Relationships Framework with School Wide Positive Behaviour Support Framework currently in place	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of whole school Smiling Mind mindfulness program	<input checked="" type="checkbox"/> Student(s)	<input 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	\$30,000.00
Additional Equity funding	\$50,000.00	\$25,000.00
Grand Total	\$100,000.00	\$55,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
LLI reading intervention program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$40,000.00	\$25,000.00
in class student support	from: Term 1 to: Term 4		\$10,000.00	\$5,000.00
Totals			\$50,000.00	\$30,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Kitchen Garden classroom program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$20,000.00
Breakfast Club	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$5,000.00
Totals			\$50,000.00	\$25,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
curriculum coordinators involved in coaching and peer observation	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
professional learning schedule embedded throughout the year	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
staff peer observation schedule to increase teacher capacity to implement High Impact Teaching Strategies	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
LLI reading intervention program	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Professional learning for all staff in use of SPA	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
integration of Respectful Relationships Framework with School Wide Positive Behaviour Support Framework currently in place	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Departmental resources Respectful relationships	<input checked="" type="checkbox"/> Off-site Regional workshops