**2019 Annual Implementation Plan**

Submitted for review by Helen Casey (School Principal) on 19 December, 2018 at 01:07 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 23 January, 2019 at 08:56 AM  
Endorsed by Gosia Zastawnik (School Council President) on 31 January, 2019 at 05:31 PM

**for improving student outcomes**

Rosewood Downs Primary School (5087)



**Self-evaluation Summary - 2019**

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|  | 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 | Emerging moving towards Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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

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

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

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| **Enter your reflective comments** | Learnings from the self-evaluation process include:- that the school has worked hard to introduce a whole school instructional model and has reviewed and updated the assessment schedule. This has led to greater consistency in planning and assessment across the school. The review panel noted that a strong team culture exists within the school. The staff share school wide performance and development goals with strong alignment to school goals.  The panel noted that there was a consistent approach to the teaching of Reading and Numeracy, but that there was inconsistency in the detail of differentiation of tasks to meet students’ needs within weekly programs. The panel also noted a variance in teacher understanding of the difference between student voice and student agency. It noted that students were given choice through inquiry, presentation of learning and learning activities, but were not given opportunities to take responsibility for their learning. The Review process identified that a consistent approach to the teaching of Writing was not established in the school. At the time of the Review, protocols, procedures and structures to support peer observation, feedback and reflection were not in place. |
| **Considerations for 2020** | Considerations for 2019 include that a new principal will be appointed early in the year.  Following on from the findings of the Review our focus will include;-  \* developing a consistent approach to the teaching of Writing, with an emphasis on the authorial component \* reducing the number of absence days per student \* teachers participating in peer observation  \* building teacher knowledge and practice of high impact teaching strategies (HITS) \* developing a whole school understanding of student voice and agency and giving students opportunities to take more responsibility for their learning |
| **Documents that support this plan** |  |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve student outcomes in Literacy and Numeracy. | Yes | By 2022, to increase the percentage of Year 5 students in the top 2 bands of writing to a minimum of 20 per cent. | By the end of 2019, increase the percentage of Year 5 students in the top 2 bands of writing to a minimum of 15%. |
| To improve the alignment between teacher judgement and NAPLAN in writing and numeracy for Year 3 and 5. | Maintain the close correlation of Teacher Judgement and NAPLAN comparison for Numeracy.   To reduce the variance between Teacher Judgement and NAPLAN comparison for Writing Year 3 and Year 5. |
| By 2022, to reduce low growth in Year 3 and 5 NAPLAN numeracy. | By end of 2019, reduce the number of students in low growth between Year 3 and Year 5 NAPLAN numeracy to 12%. |
|  |  | To improve the percentage of positive endorsement in the component of Professional Learning Through Peer Observation in the Staff Opinion survey. | By the end of 2019, results on the staff survey for the component 'seek feedback to improve practice ' to improve from 58% to above 65% endorsement whole school. |
| By 2022, to reduce the percentage of students with 20 or more absence days per year. | By the end of 2019, reduce the number of students with 30+ absence days per year |
| By 2022, improve AtoS results in the components of School Connectedness and School Inclusion. | By end of 2019, sustain Student Attitudes to School survey outcomes for school connectedness and school inclusion |
|  |  | By 2022, improve the percentage of positive endorsement in POS in the component of Student Cognitive Engagement. | By end of 2019, improve the percentage of positive endorsement in POS in the component of Student Cognitive Engagement to improve to above 80% |
| By 2022, improve the percentage of positive endorsement in the AtoS in the component of Student Voice and Agency to be at or above 94 per cent. | By end of 2019, sustain Student Attitudes to School survey outcomes for student voice and agency |
| By 2022, improve the percentage of positive endorsement in the POS in the component of Student Voice and Agency to be at or above 85 per cent. | By 2019, improve the percentage of positive endorsement in the POS in the component of Student Voice and Agency to be at or above 80% per cent. |
| By 2022, improve the percentage of positive endorsement in the SOS in the components of Using Student Feedback to Improve Practice and Promote Student Ownership of Learning Goals. | By 2019, improve the percentage of positive endorsement in the SOS in the components of Using Student Feedback to Improve Practice to be above 77%. |

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| Goal 1 | To improve student outcomes in Literacy and Numeracy. | |
| 12 Month Target 1.1 | By the end of 2019, increase the percentage of Year 5 students in the top 2 bands of writing to a minimum of 15%. | |
| 12 Month Target 1.2 | Maintain the close correlation of Teacher Judgement and NAPLAN comparison for Numeracy.   To reduce the variance between Teacher Judgement and NAPLAN comparison for Writing Year 3 and Year 5. | |
| 12 Month Target 1.3 | By end of 2019, reduce the number of students in low growth between Year 3 and Year 5 NAPLAN numeracy to 12%. | |
| 12 Month Target 1.4 | By the end of 2019, results on the staff survey for the component 'seek feedback to improve practice ' to improve from 58% to above 65% endorsement whole school. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Audit, review and identify best practice in writing to develop, document and implement an agreed, high-quality writing approach. | Yes |
| **KIS 2**  Evaluating impact on learning | Refine and embed school-wide practices to collect, analyse and use data to inform pedagogical practice. | No |
| **KIS 3**  Instructional and shared leadership | Build instructional leadership capacity across the school. | No |
| **KIS 4**  Evidence-based high-impact teaching strategies | Build teacher knowledge and practice of high impact teaching strategies (HITS). | No |
| **KIS 5**  Building practice excellence | Build explicit systems for collaboration, classroom observation and modelling of effective practice and feedback. | 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. | As a result of the recent School review process the panel noted through classroom observations and teacher discussions that a consistent approach to the teaching of writing was not established. The school has trialled a variety of methods across many years and elements of these have been used both across and within levels. Writing moderation processes had been introduced, but teachers stated that they were not confident in their ability to assess the authorial component of writing. The review panel recommended that the school audit, review and identify best practice in writing to develop, document and implement an agreed high quality writing approach. | |
| Goal 2 | To improve student wellbeing. | |
| 12 Month Target 2.1 | By the end of 2019, reduce the number of students with 30+ absence days per year | |
| 12 Month Target 2.2 | By end of 2019, sustain Student Attitudes to School survey outcomes for school connectedness and school inclusion | |
| 12 Month Target 2.3 | By end of 2019, improve the percentage of positive endorsement in POS in the component of Student Cognitive Engagement to improve to above 80% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Setting expectations and promoting inclusion | To develop, document and implement a coordinated approach to address chronic student absences. | Yes |
| **KIS 2**  Parents and carers as partners | To improve parent response rate to Parent Opinion Survey. | No |
| **KIS 3**  Intellectual engagement and self-awareness | Develop students who are motivated, independent and inquiring learners with growth mindsets. | 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. | Following analysis of attendance data, the review panel found that chronic absences of more than 30 days FTE remained above 15% school wide. The review highlighted that student learning outcomes would be further enhanced with a reduction in chronic absences . | |
| Goal 3 | To improve student engagement in their learning. | |
| 12 Month Target 3.1 | By end of 2019, sustain Student Attitudes to School survey outcomes for student voice and agency | |
| 12 Month Target 3.2 | By 2019, improve the percentage of positive endorsement in the POS in the component of Student Voice and Agency to be at or above 80% per cent. | |
| 12 Month Target 3.3 | By 2019, improve the percentage of positive endorsement in the SOS in the components of Using Student Feedback to Improve Practice to be above 77%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Develop a whole school understanding of student voice and agency. | Yes |
| **KIS 2**  Empowering students and building school pride | Embed the high impact teaching strategies that support student voice and agency. | No |
| **KIS 3**  Empowering students and building school pride | Co-design opportunities for students to exercise authentic agency in their own 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. | The review panel noted that input into curriculum planning and implementation by students was limited. Both students and teachers were unable to provide evidence of students having the power to direct and take responsibility for their learning as well as incorporate real life contexts of learning beyond the classroom. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve student outcomes in Literacy and Numeracy. | | | | |
| 12 Month Target 1.1 | By the end of 2019, increase the percentage of Year 5 students in the top 2 bands of writing to a minimum of 15%. | | | | |
| 12 Month Target 1.2 | Maintain the close correlation of Teacher Judgement and NAPLAN comparison for Numeracy.   To reduce the variance between Teacher Judgement and NAPLAN comparison for Writing Year 3 and Year 5. | | | | |
| 12 Month Target 1.3 | By end of 2019, reduce the number of students in low growth between Year 3 and Year 5 NAPLAN numeracy to 12%. | | | | |
| 12 Month Target 1.4 | By the end of 2019, results on the staff survey for the component 'seek feedback to improve practice ' to improve from 58% to above 65% endorsement whole school. | | | | |
| KIS 1 Building practice excellence | Audit, review and identify best practice in writing to develop, document and implement an agreed, high-quality writing approach. | | | | |
| **Actions** | \* Audit and review current approaches in the teaching of writing, in order to develop a consistent whole school approach \* For all staff to complete professional learning related to teaching Writing with a particular focus on the authorial component of Writing  \* Whole staff to agree on a consistent approach to the teaching of Writing \* Document whole school approach to the teaching of Writing | | | | |
| **Outcomes** | Expected changes that we should see if the above actions are successful- \* introduction of a consistent whole school approach to the teaching of Writing, with a particular emphasis on the authorial component \* improved teacher practice in relation to teaching writing \* increased proficiency in student's writing skills | | | | |
| **Success Indicators** | \* Greater consistency in the teaching of Writing across the school \* Increased number of students in top two bands for NAPLAN Writing in both Year 3 and Year 5 \* improved growth between Year 3 and Year 5 NAPLAN Writing \* Increased positive endorsement for 'effective teaching' in the POS | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional learning on the teaching of writing completed  Leaders will: • Have documented evidence of high quality professional learning in writing being provided Teachers will: • Complete professional learning in teaching writing effectively | | 🗹 Curriculum Co-ordinator (s)  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Audit and review current approaches in the teaching of writing Leaders will: • Lead audit of current approaches in writing  • Organise professional learning in relation to teaching writing Teachers will: • Audit current approaches in teaching writing | | 🗹 Education Support  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Establishing school wide agreement on a consistent approach to the teaching of Writing Leaders will: • Facilitate meetings for staff to work on agreed approach to teaching writing   Teachers will: • implement a consistent approach to the teaching of writing which aligns to the current RDPS instructional model | | 🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🞎 Equity funding will be used |
| Document whole school approach to the teaching of Writing Leaders will: • Ensure that there is documentation of a consistent approach to the teaching of writing which aligns with the current RDPS instructional model  Teachers will: • Be familiar with RDPS writing approach and provide written evidence of implementation in lesson planning and via the PDP process | | 🗹 Education Support  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 2 | To improve student wellbeing. | | | | |
| 12 Month Target 2.1 | By the end of 2019, reduce the number of students with 30+ absence days per year | | | | |
| 12 Month Target 2.2 | By end of 2019, sustain Student Attitudes to School survey outcomes for school connectedness and school inclusion | | | | |
| 12 Month Target 2.3 | By end of 2019, improve the percentage of positive endorsement in POS in the component of Student Cognitive Engagement to improve to above 80% | | | | |
| KIS 1 Setting expectations and promoting inclusion | To develop, document and implement a coordinated approach to address chronic student absences. | | | | |
| **Actions** | \* To continue to use ' Compass' roll marking system to track unexplained absences  \* Principal to personally contact parents of children who have more than five unexplained absences per term \* Promote good attendance through assemblies, newsletter, school website etc. \* Where necessary develop an individual education action plan or student attendance plan and student support group | | | | |
| **Outcomes** | \* Improved attendance results  \* Reduce the number of students who have 30+ days absence for the year | | | | |
| **Success Indicators** | \* Improved attendance results- (less children having 30+ absence days for the year)  \* Cases 21 data- used as evidence  \* Students Attitudes to School Survey outcomes for school connectedness and school inclusion sustained | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Track unexplained absences each week using Compass program Leaders will: • Review absence data weekly via compass • Generate a weekly report of unexplained absences   Teachers will: • Review absence data weekly via compass • Be provided with a weekly report of unexplained absences | | 🗹 Education Support  🗹 Principal  🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Track total unexplained absences for term  Leaders will: • Review absence data • Identify students with chronic absences  Teachers will: • Review absence data • Identify students with chronic absences • Follow up with parents any unexplained absences | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Develop an individual education action plan or student attendance plan for students at risk. A student support group will also be established for these students. Leaders will: • Identify students with chronic absences • Establish a support group • Arrange meeting with parents  • Track and monitor absences   Teachers will: • Track student data • Attend support group meetings | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 Equity funding will be used |
| Goal 3 | To improve student engagement in their learning. | | | | |
| 12 Month Target 3.1 | By end of 2019, sustain Student Attitudes to School survey outcomes for student voice and agency | | | | |
| 12 Month Target 3.2 | By 2019, improve the percentage of positive endorsement in the POS in the component of Student Voice and Agency to be at or above 80% per cent. | | | | |
| 12 Month Target 3.3 | By 2019, improve the percentage of positive endorsement in the SOS in the components of Using Student Feedback to Improve Practice to be above 77%. | | | | |
| KIS 1 Empowering students and building school pride | Develop a whole school understanding of student voice and agency. | | | | |
| **Actions** | \* Continue membership of Dandenong Student Voice Community of Practice \* Develop a student Voice/Agency Leadership Plan with student participation \* Participate in Vic SRC teach the teacher Ignite workshop in Term 1 \* identify a leadership skills program for students  \* All staff to revisit 'Amplify' document and arrange induction for new staff | | | | |
| **Outcomes** | \* Staff clarify their understanding of student voice and student agency \* students given greater opportunities to share their ideas in meaningful ways \* Students given opportunities to direct and take responsibility for their learning | | | | |
| **Success Indicators** | \* Sustain high scores on Student Attitudes to School Survey \* Improved positive endorsement for 'student agency and voice' on the POS | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Participate in Vic SRC teach the teacher Ignite workshop in Term 1 | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Years 3 to 6 leadership development program -(incursion) | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $24,000.00 | $24,000.00 |
| Additional Equity funding | $74,000.00 | $74,000.00 |
| **Grand Total** | $98,000.00 | $98,000.00 |

Activities and Milestones

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| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Professional learning on the teaching of writing completed  Leaders will: • Have documented evidence of high quality professional learning in writing being provided Teachers will: • Complete professional learning in teaching writing effectively | from: Term 1  to: Term 4 |  | $10,000.00 | $10,000.00 |
| Track unexplained absences each week using Compass program Leaders will: • Review absence data weekly via compass • Generate a weekly report of unexplained absences   Teachers will: • Review absence data weekly via compass • Be provided with a weekly report of unexplained absences | from: Term 2  to: Term 4 |  | $3,000.00 | $3,000.00 |
| Participate in Vic SRC teach the teacher Ignite workshop in Term 1 | from: Term 1  to: Term 4 |  | $10,000.00 | $10,000.00 |
| Years 3 to 6 leadership development program -(incursion) | from: Term 1  to: Term 4 |  | $1,000.00 | $1,000.00 |
| **Totals** | | | $24,000.00 | $24,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Expand on the implementation of the writing strategy by: - key staff attending writing PD  - development of school writing plan  - revising current curriculum outline | from: Term 1  to: Term 4 | 🗹 CRT | $20,000.00 | $20,000.00 |
| School based staffing for teaching writing | from: Term 1  to: Term 4 | 🗹 School-based staffing | $24,000.00 | $24,000.00 |
| Monitor and manage attendance data and individual students’ attendance plans. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Support services  🗹 Assets | $30,000.00 | $30,000.00 |
| **Totals** | | | $74,000.00 | $74,000.00 |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Professional learning on the teaching of writing completed  Leaders will: • Have documented evidence of high quality professional learning in writing being provided Teachers will: • Complete professional learning in teaching writing effectively | 🗹 Curriculum Co-ordinator (s)  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Whole School Pupil Free Day | 🗹 Literacy expertise | 🗹 On-site |
| Audit and review current approaches in the teaching of writing Leaders will: • Lead audit of current approaches in writing  • Organise professional learning in relation to teaching writing Teachers will: • Audit current approaches in teaching writing | 🗹 Education Support  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop an individual education action plan or student attendance plan for students at risk. A student support group will also be established for these students. Leaders will: • Identify students with chronic absences • Establish a support group • Arrange meeting with parents  • Track and monitor absences   Teachers will: • Track student data • Attend support group meetings | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Participate in Vic SRC teach the teacher Ignite workshop in Term 1 | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Vic SRC | 🗹 On-site |
| Years 3 to 6 leadership development program -(incursion) | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Marcelle Bernard | 🗹 On-site |