

2020 Annual Implementation Plan

for improving student outcomes

Dromana Primary School (0184)



Submitted for review by Tessa Higgins (School Principal) on 16 December, 2019 at 05:36 PM
Endorsed by Leonie King (Senior Education Improvement Leader) on 16 December, 2019 at 09:27 PM
Endorsed by Taryn Abrahamsson (School Council President) on 19 December, 2019 at 02:00 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	As reflected in the AIP goals for 2020, excellence in teaching and learning is a priority area for Dromana Primary School in 2020 based on our self evaluation. Our focus on inquiry learning this year has strengthened our planning for student needs and interests.
Considerations for 2020	Increasing our ability to analyse and use of data to inform teacher practice aims to improve student learning outcomes. Improving teacher knowledge in curriculum content aims to allow for more effective planning based on student learning needs. Introducing a formal PLC model aims to improve the analysis and use of data at a whole school, curriculum and sub school level. A formal observation and feedback model aims to improve the teaching strategies being used across the school and further support the introduction and consolidation of the Dromana Primary School instructional models
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student achievement outcomes in both literacy and numeracy.
Target 1.1	<ul style="list-style-type: none"> • Increase the percentage of students in the top 2 bands in NAPLAN in Literacy and Numeracy from Year 3 to Year 5. • Reduce the percentage of students in the bottom 2 bands in NAPLAN in Literacy and Numeracy. • Increase the percentage of students achieving high and medium NAPLAN growth to above 75%. • Increase the percentage of students achieving A + B ratings against the Victorian Curriculum standards in Reading, Writing and Numeracy by 40% or above in each area. • Increase the Staff Survey outcomes as positive endorsement Practice Improvement: Professional Learning through Peer Observation from 58%.
Key Improvement Strategy 1.a Building practice excellence	Build teacher skills and knowledge in curriculum content.
Key Improvement Strategy 1.b Building practice excellence	Build the capacity of teachers to use data to plan effective lessons for students.
Goal 2	To improve engagement for all students.
Target 2.1	<ul style="list-style-type: none"> • Improved percentage of positive responses in the ATOSS for Student Voice and Agency. • Maintained percentage of positive responses in the ATOSS for Learning Confidence and Stimulating Learning and Motivation • Improved percentage of positive responses on the school-based Foundation–Year 3 survey • Improved attendance • Progression on the FISO continuum of practice for Empowering Students and Building School Pride

	<ul style="list-style-type: none"> • Increase the Staff Survey outcomes as positive endorsement () School Climate: Trust in students and parents to increase from 54%.
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	Empower student agency to contribute towards a positive climate for 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 improve student achievement outcomes in both literacy and numeracy.	Yes	<ul style="list-style-type: none"> • Increase the percentage of students in the top 2 bands in NAPLAN in Literacy and Numeracy from Year 3 to Year 5. • Reduce the percentage of students in the bottom 2 bands in NAPLAN in Literacy and Numeracy. • Increase the percentage of students achieving high and medium NAPLAN growth to above 75%. • Increase the percentage of students achieving A + B ratings against the Victorian Curriculum standards in Reading, Writing and Numeracy by 40% or above in each area. • Increase the Staff Survey outcomes as positive endorsement Practice Improvement: Professional Learning through Peer Observation from 58%. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - Increase the Staff Survey outcomes as positive endorsement Practice Improvement: Professional Learning through Peer Observation from 58%. - Increase the percentage of students in the top 2 bands in NAPLAN in Literacy and Numeracy from Year 3 to Year 5. - Increase percentage of positive endorsement of ATOSS Learning Characteristics and Disposition Factors
To improve engagement for all students.	No	<ul style="list-style-type: none"> • Improved percentage of positive responses in the ATOSS for Student Voice and Agency. 	

		<ul style="list-style-type: none"> • Maintained percentage of positive responses in the ATOSS for Learning Confidence and Stimulating Learning and Motivation • Improved percentage of positive responses on the school-based Foundation–Year 3 survey • Improved attendance • Progression on the FISO continuum of practice for Empowering Students and Building School Pride • Increase the Staff Survey outcomes as positive endorsement () School Climate: Trust in students and parents to increase from 54%. 	
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Goal 1	To improve student achievement outcomes in both literacy and numeracy.	
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the Staff Survey outcomes as positive endorsement Practice Improvement: Professional Learning through Peer Observation from 58%. - Increase the percentage of students in the top 2 bands in NAPLAN in Literacy and Numeracy from Year 3 to Year 5. - Increase percentage of positive endorsement of ATOSS Learning Characteristics and Disposition Factors 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher skills and knowledge in curriculum content.	Yes
KIS 2 Building practice excellence	Build the capacity of teachers to use data to plan effective lessons for students.	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.

- Data is declining, based on NAPLAN and teacher judgement comparisons.
- Looking towards having a more consistent approach in Literacy and Numeracy in terms of teacher practice and assessment.
- Evidence of classroom practice suggests that there is an inconsistency of instructional models.
- Data suggests that teacher confidence to extend students is limited based on NAPLAN student growth data from Year 3 - 5 and Year 5 - 7.
- There is a misalignment of programs and assessment tasks from year level to year level.

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement outcomes in both literacy and numeracy.
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the Staff Survey outcomes as positive endorsement Practice Improvement: Professional Learning through Peer Observation from 58%. - Increase the percentage of students in the top 2 bands in NAPLAN in Literacy and Numeracy from Year 3 to Year 5. - Increase percentage of positive endorsement of ATOSS Learning Characteristics and Disposition Factors
KIS 1 Building practice excellence	Build teacher skills and knowledge in curriculum content.
Actions	<ul style="list-style-type: none"> - Develop professional learning plan which builds teachers knowledge and skills in the Victorian Curriculum - Develop a whole school consistent assessment schedule to enable teachers to effectively track student progress - Develop and implement a peer feedback and observational model to continue to build teacher capacity in implementing the Victorian Curriculum
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Plan and conduct targeted professional learning - Principal Class to support middle level leadership to develop an assessment schedule which is implemented with fidelity. - Actively support and engaged in the feedback and observation model <p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in targeted professional learning - Conduct student assessments as per assessment schedule - Effectively analyse and use data to plan for targeted student learning <p>Students will:</p> <ul style="list-style-type: none"> - Participate in targeted / point of need learning - Feel more connected to their learning as measured by ATOSS Learning Characteristics and Disposition Factors
Success Indicators	<ul style="list-style-type: none"> - Assessment schedule - Professional learning plan - Staff opinion survey will show improvements in the use of data to inform student and learning through peer observation

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning built into fortnightly staff meetings focusing specifically on curriculum and assessment	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Investigate the most effective assessment at each year level to ensure a consistent approach prep to six and using this knowledge develop an agreed assessment schedule.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify the most effectively peer observation and feedback model by providing opportunities for staff to conduct research including visiting other schools	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Implement a peer observation and feedback model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$11,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build the capacity of teachers to use data to plan effective lessons for students.			
Actions	- To implement effective professional learning communities. - To build data literacy of staff			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide professional learning in how to analyse and use data to drive student learning - Regularly use data in staff meetings <p>Teachers will:</p> <ul style="list-style-type: none"> - Use data in curriculum and sub-school PLC's to identify gaps in student learning and plan for effective lessons - Teachers will use data to develop learning intentions and success criteria <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate what they are learning and why - Students will understand what their learning goals are, based on data 			
Success Indicators	<ul style="list-style-type: none"> - Professional learning plan - Staff meeting and PLC minutes - Teachers work programs reference data and incorporate learning goals and success criteria - Staff opinion survey for data related factors will show improvements in positive endorsement 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
To undertake training in the DET PLC initiative	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The PLC trained staff to implement PLC within the school	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule data analysis training and support within the professional learning plan	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Use staff meeting time to regularly share data with staff	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop consistent expectations and formats for teacher work programs to ensure they include reference to student learning objectives, data, learning intentions and success criteria	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Use observation and feedback model to monitor the progress of targeted teaching.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$11,000.00 <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	\$20,000.00	\$20,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$20,000.00	\$20,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Investigate the most effective assessment at each year level to ensure a consistent approach prep to six and using this knowledge develop an agreed assessment schedule.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00
Totals			\$20,000.00	\$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning built into fortnightly staff meetings focusing specifically on curriculum and assessment	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a peer observation and feedback model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
To undertake training in the DET PLC initiative	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site As per DET PLC initiative
The PLC trained staff to implement PLC within the school	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Schedule data analysis training and support within the professional learning plan	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Niamh Johnson	<input checked="" type="checkbox"/> On-site
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