

# 2020 Annual Implementation Plan

## for improving student outcomes

Halls Gap Primary School (3058)



Submitted for review by Ja-San Trimble (School Principal) on 17 December, 2019 at 12:00 PM  
Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 17 December, 2019 at 04:48 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	The 2019 review process gave us an opportunity to do some in depth analysis of our processes and procedures and ways we can keep moving forwards positively. Since the review there has been significant growth right across the board, particularly areas identified as being in need of improvement.
<b>Considerations for 2020</b>	Continue building on and embedding student voice and agency processes Embed School Wide Positive Behaviours Program PLC to be conducted with cluster - focused on Numeracy and Literacy (from BASTOW Leading Literacy and Numeracy)
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve the learning growth of every student in literacy and numeracy.																
<b>Target 1.1</b>	<p><i>By 2022, the percentage of year 3 and 5 students achieving in the top two NAPLAN bands will be:</i></p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>2018 %</th> <th>Year 5</th> <th>2018 %</th> </tr> </thead> <tbody> <tr> <td>Numeracy 85%</td> <td>79%</td> <td>Numeracy 50%</td> <td>60%</td> </tr> <tr> <td>Reading 90%</td> <td>86%</td> <td>Reading 70%</td> <td>50%</td> </tr> <tr> <td>Writing 75%</td> <td>69%</td> <td>Writing 50%</td> <td>0%</td> </tr> </tbody> </table>	Year 3	2018 %	Year 5	2018 %	Numeracy 85%	79%	Numeracy 50%	60%	Reading 90%	86%	Reading 70%	50%	Writing 75%	69%	Writing 50%	0%
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<b>Target 1.2</b>	<i>By 2022, the percentage of students making medium to high relative growth will be at or above 75 per cent in Reading, Writing and Numeracy.</i>																
<b>Target 1.3</b>	<i>For each year, from 2019 – 2022, teacher judgements of students achievement in Reading, Writing and Numeracy will reflect NAPLAN data as measured by Panorama reports.</i>																
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning need of all students																
<b>Goal 2</b>	To empower all student to be actively involved and accountable for their learning within and beyond the classroom.																

<b>Target 2.1</b>	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning – 90% (it was 86% in 2018)</li> <li>• Student Voice and Agency - 80% (it was 75% in 2018)</li> <li>• Sense of Connectedness – 85% (it was 79% in 2018)</li> </ul>
<b>Target 2.2</b>	<p>By 2022, students absent for 20+ days should be below the 2018 number of 12% and students absent for 30+ days should be below the 2018 number of 5%</p> <p>The average number of 20+ absence days per student to be below the State mean for Primary Schools. In 2018 the State Mean was 24% of students absent 20+ days</p>
<b>Target 2.3</b>	<p>By 2022, the percentage of positive endorsement on the POS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency – 85% (it was 79% in 2018)</li> <li>• Stimulating Learning – 85% (it was 82% in 2018)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop an agreed whole school approach to student engagement through student voice, agency and leadership in consultation with the school community.
<b>Key Improvement Strategy 2.b</b>	To strengthen the school's transition processes into, through and post school.

<p>Networks with schools, services and agencies</p>	
<p><b>Goal 3</b></p>	<p>To develop students to build positive relationships and display behaviours and attitudes that reflect the school values of Resilience, Excellence and Compassion.</p>
<p><b>Target 3.1</b></p>	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>• Respect for Diversity – 80% (it was 75% in 2018)</li> <li>• Sense of Inclusion – 90% (it was 89% in 2018)</li> <li>• Managing Bullying – 80% (it was 76% in 2018)</li> </ul>
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<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	<p>To strengthen the capability of the whole school community to support a consistent and collaborative approach to student wellbeing.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																
To improve the learning growth of every student in literacy and numeracy.	Yes	<p><i>By 2022, the percentage of year 3 and 5 students achieving in the top two NAPLAN bands will be:</i></p> <table border="1" data-bbox="891 756 1583 999"> <thead> <tr> <th>Year 3</th> <th>2018 %</th> <th>Year 5</th> <th>2018 %</th> </tr> </thead> <tbody> <tr> <td>Numeracy 85%</td> <td>79%</td> <td>Numeracy 50%</td> <td>60%</td> </tr> <tr> <td>Reading 90%</td> <td>86%</td> <td>Reading 70%</td> <td>50%</td> </tr> <tr> <td>Writing 75%</td> <td>69%</td> <td>Writing 50%</td> <td>0%</td> </tr> </tbody> </table>	Year 3	2018 %	Year 5	2018 %	Numeracy 85%	79%	Numeracy 50%	60%	Reading 90%	86%	Reading 70%	50%	Writing 75%	69%	Writing 50%	0%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2020 the percentage of year 3 and 5 students achieving in the top 2 bands will be:            YEAR 3 2019 % YEAR 5 2019 %            Numeracy 50% 33% 65% 57%            Reading 50% 33% 65% 57%            Writing 85% 100% (is this realistic as a goal?) 50% 29%</p>
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To empower all student to be actively involved and accountable for their learning within and beyond the classroom.	No	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning – 90% (it was 86% in 2018)</li> <li>• Student Voice and Agency - 80% (it was 75% in 2018)</li> <li>• Sense of Connectedness – 85% (it was 79% in 2018)</li> </ul>	
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To develop students to build positive relationships and display behaviours and attitudes that reflect the school values of Resilience, Excellence and Compassion.	Yes	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>Respect for Diversity – 80% (it was 75% in 2018)</li> <li>Sense of Inclusion – 90% (it was 89% in 2018)</li> <li>Managing Bullying – 80% (it was 76% in 2018)</li> </ul>	<p>By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors:</p> <ul style="list-style-type: none"> <li>Respect for Diversity – 95% (it was 90% in 2019)</li> <li>Sense of Inclusion – 95% (it was 93% in 2019)</li> <li>Managing Bullying – 95% (it was 92% in 2019)</li> </ul>
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<b>Goal 1</b>	To improve the learning growth of every student in literacy and numeracy.
<b>12 Month Target 1.1</b>	<p>By the end of 2020 the percentage of year 3 and 5 students achieving in the top 2 bands will be:</p> <p>YEAR 3 2019 %    YEAR 5 2019 %</p> <p>Numeracy 50% 33%    65%    57%</p> <p>Reading 50% 33%    65%    57%</p>

	Writing 85%    100% (is this realistic as a goal?)    50%    29%
<b>12 Month Target 1.2</b>	By 2022, the percentage of students making medium to high relative growth will be above 75 per cent in Reading, Writing and Numeracy.
<b>12 Month Target 1.3</b>	By 2022, the percentage of students making medium to high relative growth will be at or above 75 per cent in Reading, Writing and Numeracy.
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning need of all students
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.	It was noted that, from the end of 2018 to the start of 2019, student cold writes reflected a regression of .5 (equivalent to 6 months) Our aim is to combat this regression through more rigorous teaching process and connections with home. The Big Write and Cold Write process is fully embedded in our school now so we need to use the data to focus our teaching on improving outcomes in this area.
<b>Goal 2</b>	To develop students to build positive relationships and display behaviours and attitudes that reflect the school values of Resilience, Excellence and Compassion.
<b>12 Month Target 2.1</b>	By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors: <ul style="list-style-type: none"> <li>• Respect for Diversity – 95% (it was 90% in 2019)</li> <li>• Sense of Inclusion – 95% (it was 93% in 2019)</li> <li>• Managing Bullying – 95% (it was 92% in 2019)</li> </ul>
<b>12 Month Target 2.2</b>	By 2022, the percentage of positive endorsement on the POS will be at or above in the following factors: <ul style="list-style-type: none"> <li>• Respect for Diversity – 95% (it was 94% in 2019)</li> <li>• Managing Bullying – 80% (it was 75% in 2019)</li> </ul>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	To strengthen the capability of the whole school community to support a consistent and collaborative approach to student wellbeing.	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.	With the introduction of Resilience Project and Schoolwide Positive Behaviours in 2019, we feel that 2020 is our opportunity to truly consolidate and embed both into the school's culture and explicit teaching practises.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth of every student in literacy and numeracy.
<b>12 Month Target 1.1</b>	By the end of 2020 the percentage of year 3 and 5 students achieving in the top 2 bands will be: YEAR 3 2019 % YEAR 5 2019 % Numeracy 50% 33% 65% 57% Reading 50% 33% 65% 57% Writing 85% 100% (is this realistic as a goal?) 50% 29%
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<b>12 Month Target 1.3</b>	By 2022, the percentage of students making medium to high relative growth will be at or above 75 per cent in Reading, Writing and Numeracy.
<b>KIS 1</b> Building practice excellence	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning need of all students
<b>Actions</b>	Use PLC processes to improve collective efficacy Facilitate the introduction of a well defined Cluster PLC which utilises the skills of the Literacy (focus on writing) and Numeracy Leaders Develop teacher instructional practice in the area of writing through the PLC Inquiry Cycle to ensure consistency of quality practice across classrooms Continue to support and upskill the PLC leadership team for continuous improvement Mid and End year reviews of FISO and staff PDP VCOP and Big Write PD
<b>Outcomes</b>	STUDENTS Can provide evidence through cold write and Big Write that they are showing growth Can discuss learning goals and strategies to achieve them Can provide regular feedback to peers and teachers  TEACHERS

	Show that they are using VCOP in their teaching not just Big Write Analyse Cold Write and Big Write data in a timely manner to provide information for case management and planning and teaching			
<b>Success Indicators</b>	Big Write data Cold Write data NAPLAN writing and spelling data (growth)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Cluster PLCs completed at least twice a term	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To develop students to build positive relationships and display behaviours and attitudes that reflect the school values of Resilience, Excellence and Compassion.			
<b>12 Month Target 2.1</b>	By 2022, the percentage of positive endorsement on the AToSS will be at or above in the following factors: <ul style="list-style-type: none"> <li>• Respect for Diversity – 95% (it was 90% in 2019)</li> <li>• Sense of Inclusion – 95% (it was 93% in 2019)</li> <li>• Managing Bullying – 95% (it was 92% in 2019)</li> </ul>			
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<b>KIS 1</b> Health and wellbeing	To strengthen the capability of the whole school community to support a consistent and collaborative approach to student wellbeing.			
<b>Actions</b>	Continued professional learning in School Wide Positive Behaviours Continued use of Resilience Project journals and Respectful Relationships program			

	Thorough induction of new staff to use all well-being programs			
<b>Outcomes</b>	<p><b>STUDENTS</b>  Have a clearly defined set of expectations for all areas of the school  Have a clearly defined timeline for consequences  Can clearly articulate the expectations and make appropriate choices when directed</p> <p><b>TEACHERS</b>  Are explicitly teaching expected behaviours right across the school  Have a clearly defined set of expectations for all areas of the school  Have a clearly defined timeline for consequences  Have curriculum to draw from on a needs basis as well as regularly scheduled sessions</p>			
<b>Success Indicators</b>	PoS - Improved data in managing bullying AtoS - improved Student Voice and Agency AtoS - improved student motivation and interest Improved SWPB related data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Monthly review of SWPB data PD with Brandi on SWPB	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$300.00  <input checked="" 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	\$3,300.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$3,300.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Cluster PLCs completed at least twice a term	from: Term 1 to: Term 4		\$3,000.00	\$3,000.00
Monthly review of SWPB data PD with Brandi on SWPB	from: Term 1 to: Term 2		\$300.00	
<b>Totals</b>			<b>\$3,300.00</b>	

## Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Cluster PLCs completed at least twice a term	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Monthly review of SWPB data PD with Brandi on SWPB	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviours staff	<input checked="" type="checkbox"/> On-site