2019 Annual Implementation Plan

for improving student outcomes

Kerrimuir Primary School (4816)

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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Excelling

Positive climate for learning		
	Empowering students and building school pride	Embedding moving towards Excelling
	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

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

Enter your reflective comments	The self-evaluation is a process that has highlighted some of the very positive programs and structures currently in place at Kerrimuir PS. The greater focus on HITS and community engagement practices in 2019 will further enhance some of the processes and protocols that are already embedded at the school. This will be reflected in the 2019 AIP with many goals, actions and activities put in place to address school improvement priorities and initiatives.
Considerations for 2020	The main priority for 2019 is to focus on PD and protocols around HITS and parent communication - this is reflected in the AIP. Staff training will get underway in early 2019 and agreed expectations will be established in a consultative manner with staff. All staff PDPs will be linked to the priorities set out in the AIP.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student outcomes in literacy and numeracy
Target 1.1	An analysis of students data (NAPLAN and Teacher judgments) will show all students achieve at least twelve months growth in all dimensions

Increase the number of students achieving high growth on NAPLAN relative growth assessments

Teacher judgments are accurately informed showing alignment between NAPLAN and Teacher Judgments – based on evidence gained from the assessment schedule recorded on the data management system

Increase in the Student Attitudes to School Survey variable means of stimulating learning, purposeful teaching, teacher empathy and school connectedness. (Based on 2014 scores results will continue to improve and trend upwards over the review period |
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	To build a shared understanding of effective Professional Learning Teams (PLT's) based on current research as the means to develop, plan and implement whole school programs.
Key Improvement Strategy 1.b Evaluating impact on learning	To develop our knowledge and understanding of making evidence based judgments and how this data informs planning for point of need learning (ZPD)
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity through collaborative and reflective practice within our learning community
Goal 2	To build a rich, relevant, challenging and stimulating learning environment that promotes consistently high levels of student engagement.

Target 2.1	Increase in the student Attitudes to School Survey variable means of teacher empathy, student motivation and Learning Confidence (Based on 2014 scores results will continue to improve and trends upwards over the review period. Use of Google Docs survey data from students
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and deliver a differentiated and challenging Science and technology curriculum
Key Improvement Strategy 2.b Empowering students and building school pride	Increase student voice across the school through engagement in the curriculum and opportunities for feedback and reflection.
Goal 3	To enhance student wellbeing. Empathy, self-reflection, independence and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.
Target 3.1	Increase in the Student Attitudes to School, Survey variable means of student safety, student distress and student morale (Based on 2014 scores results will continue to improve and will trend upwards over the review period) Immediate feedback from students involved in programs Annual Survey for families to ascertain involvement and satisfaction
Key Improvement Strategy 3.a Health and wellbeing	Develop an over-arching well- being framework for Kerrimuir based on the Kids Matter program incorporating current effective practices
Goal 4	Improve the capacity of the school to function as a strategic organisation.

Target 4.1	Increase Parent Opinion survey variable means of School Improvement and General Satisfaction (Based on 2014 scores results will continue to improve and trend upward over the review period)
Key Improvement Strategy 4.a Strategic resource management	To allocate resources according to DET and school priorities
Key Improvement Strategy 4.b Instructional and shared leadership	Develop a whole school Professional Learning program targeting Strategic Plan goals and achievement focuses.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen the partnership between parents and school through effective communication

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 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	An analysis of students data (NAPLAN and Teacher judgments) will show all students achieve at least twelve months growth in all dimensions Increase the number of students achieving high growth on NAPLAN relative growth assessments Teacher judgments are accurately informed showing alignment between NAPLAN and Teacher Judgments – based on evidence gained from the assessment schedule recorded on the data management system Increase in the Student Attitudes to School Survey variable means of stimulating learning, purposeful teaching, teacher empathy and school connectedness. (Based on 2014 scores results will continue to improve and trend upwards over the review period	Increase the number of students in top two bands in writing
To build a rich, relevant, challenging and stimulating learning environment	No	Increase in the student Attitudes to School Survey variable means of teacher empathy, student motivation and Learning	

that promotes consistently high levels of student engagement.		Confidence (Based on 2014 scores results will continue to improve and trends upwards over the review period. Use of Google Docs survey data from students	
To enhance student wellbeing. Empathy, self-reflection, independence and resilience in a supportive learning community that fosters the school's values and which promotes and nurtures the social, emotional and physical development of all students.	No	Increase in the Student Attitudes to School, Survey variable means of student safety, student distress and student morale (Based on 2014 scores results will continue to improve and will trend upwards over the review period) Immediate feedback from students involved in programs Annual Survey for families to ascertain involvement and satisfaction	
Improve the capacity of the school to function as a strategic organisation.	Yes	Increase Parent Opinion survey variable means of School Improvement and General Satisfaction (Based on 2014 scores results will continue to improve and trend upward over the review period)	To increase parent participation in the parent opinion survey. To continue to involve parents in the children's class activities.

Goal 1	To improve student outcomes in literacy and numeracy
12 Month Target 1.1	Increase the number of students in top two bands in writing

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	To build a shared understanding of effective Professional Learning Teams (PLT's) based on current research as the means to develop, plan and implement whole school programs.	No
KIS 2 Evaluating impact on learning	To develop our knowledge and understanding of making evidence based judgments and how this data informs planning for point of need learning (ZPD)	No
KIS 3 Building practice excellence	Build teacher capacity through collaborative and reflective practice within our learning community	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.	Ensuring the whole school instructional model was understood and practiced by all teachers; further developing teacher knowledge and understanding of the Victorian Curriculum; developing and building leadership capacity of staff in order to create collaborative teaching teams; raising expectations of student outcomes, increasing student agency and voice, improving feedback to teachers to build pedagogy; and creating effective channels of communication between the school, it's staff and parents/carers. The focus of this AIP is to maintain or improve writing in NAPLAN (both bands and relative growth).	
Goal 2	Improve the capacity of the school to function as a strategic organisation.	
12 Month Target 2.1	To increase parent participation in the parent opinion survey. To continue to involve parents in the children's class activities.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Strategic resource management	To allocate resources according to DET and school priorities	No
KIS 2 Instructional and shared leadership	Develop a whole school Professional Learning program targeting Strategic Plan goals and achievement focuses.	No

KIS 3 Parents and carers as partners	Strengthen the partnership between parents and school through effective communication	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.	Continue to develop greater fluency and consistency when it comes to communicating with the community and engaging Parents as Carer as partners in student learning.	

Define Actions, Outcomes and Activities

Goal 1	To improve student outcomes in literacy and numeracy
12 Month Target 1.1	Increase the number of students in top two bands in writing
KIS 1 Building practice excellence	Build teacher capacity through collaborative and reflective practice within our learning community
Actions	Introduce and implement aspects of HITS Evaluate where School placed FISO continuum in relation to curriculum planning and assessment Audit current curriculum plans against Vic Curriculum Whole school, year level, unit plans developed Work with Education Improvement Leader in relation to data analysis with Staff Provide quality professional learning to teachers
Outcomes	Principal and School Leaders will: - be able to articulate and have exemplary knowledge of HITS. - provide sound and relevant professional learning to staff re: HITS. - model teaching and learning behaviours in line with HITS. - conduct a reflective survey (February and November) with staff re: the improvement continuum of HITS. - provide feedback to teachers regarding their performance and development in line with HITS. Teachers will: - participate in professional learning re: HITS and be able to explain the all ten areas. - adapt planning and practice, and begin embedding HITS in daily teaching. - complete a HITS reflective survey at the beginning and end of 2018 in order to self evaluate practice and receive feedback from leadership. Students will: - contribute to the development of their individual learning goals. - be able to articulate individual learning goals.

	- actively participate in differentiated literacy and numeracy sessions.

Success Indicators	? Work Programs show fluid grouping of students across the curriculum, changes made using testing/ assessment ? Teachers are using test results to guide the teaching and learning of students across their level of the school ? Results are accurate; teachers collaborate with other teachers when rating students above their expected level of attainment

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Structure and plan professional learning meetings to develop teacher knowledge of HITS	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used
Liaise with Education Improvement Leader in relation to Data Analysis and staff PD	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Incorporate literacy goals and PD participation in teaching staff PDPs	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Establish budget to implement initiatives.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$4,000.00 ☐ Equity funding will be used

Develop and lead a reflection survey with staff around HITS at the beginning and end of 2019.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Lead meetings focused on data analysis.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Co-ordinate professional learning and/or curriculum days in conjunction with the Principal.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Manage budgets as set out by the Principal.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Reflect on and beginning using HITS in daily practice.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Link PDP goals to the AIP in relation to improving teaching practice.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Attend professional development sessions focusing on HITS, data analysis and other sessions as set out by Principal and/or Leadership Team.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☐ Equity funding will be used
Provide time for leadership team to evaluate and reflect on school performance and teacher practice (curriculum planning and assessment) as well as time.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used
Provide time for leadership team (curriculum leaders) to investigate best practice and provide professional development to teaching staff.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used
Incorporate whole school expectations of practice into PDPs	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Establish and communicate protocols and expectations around planning documentation.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Appoint key staff to co-ordinate new programs and initiatives.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used

Goal 2	Improve the capacity of the school to function as a strategic organisation.
12 Month Target 2.1	To increase parent participation in the parent opinion survey. To continue to involve parents in the children's class activities.
KIS 1 Parents and carers as partners	Strengthen the partnership between parents and school through effective communication
Actions	• Continue to develop and implement protocols for use of Compass • Parent Helper training course • Continue expanding communication Working Party • Review and update Communication Policy where necessary • Clear protocols established for Parent and Teacher contact
Outcomes	School Leaders will: - conduct parent helper courses. - develop clear protocols for communicating welfare and behavioural concerns to parent. - provide guidance and professional learning to staff re: communication protocols. - advertise an open-door policy for parents to participate in the learning of their children. Teachers and Education Support Staff will: - communicate regularly with parents re: any welfare, behavioural or academic concerns. - invite parents to participate in learning and special events in the classroom and around the school. Parents will: - receive ongoing communication from the school regarding their child's progress. - develop a greater sense of engagement in their child's learning (which is reflected in the 2018 parent opinion survey).
Success Indicators	Stronger parent support within the classroom and school shown by decreasing number of incidents in classroom and yard.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Run Parent Helper courses.	☑ Leadership Team	☑ PLP Priority	from: Term 1	$2,000.00

			to: Term 2	☑ Equity funding will be used
Delegate appropriate communication tasks to relevant staff.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Communicate policies around student behaviour management and welfare to the community.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Seek feedback from school council and the broader school community regarding school communication.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Use Compass to document welfare issues/incidents.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Invite parents to discuss student progress (both academic and social) on a regular basis.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Communicate goals of the AIP to the community.	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ Equity funding will be used
Consult staff around expectations for communication between teachers and parents.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Ensure consistency in communication exists across all areas of the school.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Link communication expectations to teacher PDPs	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Be proactive, positive and consistent with communication.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Contribute to the consultative process of setting up protocols for communication.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Act as a conduit between parents/carers and staff where necessary or appropriate.	☑ Education Support	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$2,000.00	$2,000.00
Additional Equity funding	$10,000.00	$6,939.00
Grand Total	$12,000.00	$8,939.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Run Parent Helper courses.	from: Term 1 to: Term 2	☑ Other Karen Starkiss - Phonics knowledge for parents	$2,000.00	$2,000.00
Totals			$2,000.00	$2,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Occupational therapy for prep students	from: Term 1 to: Term 2	☑ Other External occupational therapy provider	$10,000.00	$6,939.00
Totals			$10,000.00	$6,939.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Structure and plan professional learning meetings to develop teacher knowledge of HITS	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff	☑ On-site
Liaise with Education Improvement Leader in relation to Data Analysis and staff PD	☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Departmental resources Education improvement leader	☑ On-site
Lead meetings focused on data analysis.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Co-ordinate professional learning and/or curriculum days in conjunction with the Principal.	☑ Leadership Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants Lorraine Hammond Explicit Direct Instruction First Aid training CUST	☑ On-site
Attend professional development sessions focusing on HITS, data	☑ Teacher(s)	from: Term 1	☑ Curriculum development	☑ Network Professional Learning	☑ School improvement partnerships	☑ Off-site

analysis and other sessions as set out by Principal and/or Leadership Team.		to: Term 2				Network week 5 initiatives
Provide time for leadership team to evaluate and reflect on school performance and teacher practice (curriculum planning and assessment) as well as time.	☑ Principal	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site
Provide time for leadership team (curriculum leaders) to investigate best practice and provide professional development to teaching staff.	☑ Principal	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Run Parent Helper courses.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site