

# 2019 Annual Implementation Plan

## for improving student outcomes

Porepukah Primary School (1144)



Submitted for review by Lyn Dwyer (School Principal) on 14 February, 2019 at 04:08 PM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 24 February, 2019 at 11:40 PM

Endorsed by David Crea (School Council President) on 26 February, 2019 at 02:47 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>Building Practice Excellence - The Porepukah Team throughout 2018 continued embedding the analysis of data into their teaching pedagogy. The use of the Accelerus Data Package has allowed us to monitor growth over time. Porepukah's targeted professional learning this year involved a partnership with Bright P-12 where staff from both schools attended The Bastow Leading Literacy eight day course and the Bastow Leading Numeracy 7 day course. In regards to Professional Leadership the staff who attended these courses are now leading our Professional Learning Team meetings embedding the current research. The learning from these courses will become the Professional Learning focus for 2019/2020. All staff have anchored their professional learning goals around the two 2018 AIP goals. The team at Porepukah are always focused on improving their practice, they are reflective and willing to tweak their teaching to engage and improve outcomes for children. In Term 3 and 4 the Literacy team have done considerable work in embedding the Writing 6 traits into the Literacy program at Porepukah with some early data sets showing good results. The team challenge and support each other at a very high level. They bring back student work to PLT's as evidence of what they are trialling and embedding into the program. This year we introduce a Reading Intervention Program using Equity money and using our workforce planning to employ a teacher two days a week to deliver the Fountas and Pinnell Reading Intervention Program. The early signs show the children love coming to the sessions. 2019 we see us analysing the data further to see if we are closing the gap</p>
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	<p>for these students. The Positive climate for learning focus saw us include Social Enterprise Education into the 4 5 and 6 year levels. Each of these year levels are running their businesses where they feel empowered and proud of their efforts. As a team we set high expectations for all our students.</p>
<p><b>Considerations for 2019</b></p>	<p>Our Year 4/5/6 Attitudes to School data declined significantly this year. We've had some real struggles in late 2017 and all of 2018 with several students bullied, one student continually. Unfortunately the other students have been affected by these students where some were influenced to join the bullying. There was some parent fallout in having to deal with these students. Our 2019 Student Captains struggled to work as a team - the boys and the girls couldn't work together. We invited parents in to meet and address the challenge but really didn't make much ground. The students were mentored, sent to leadership camps however not much change happened. The female Captain's leadership as role models declined significantly in Semester Two where parent meetings were held to encourage the Captains to step up to the role. Our assemblies over the years have been wonderful celebrations but the 2018 group were unable to move this forward. We are confident our 2019 cohort of student will turn this data around. The decision to focus on a Positive climate for learning where a supportive and productive learning environment promotes inclusion and collaboration will be a key driver in 2019.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Achievement To continually improve learning outcomes for all students in Literacy and Numeracy
<b>Target 1.1</b>	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <ul style="list-style-type: none"> <li>• All students who are not making the expected reading growth identified through the Accelerus Data Management tool in June and December through the F&amp;P reading growth charts</li> <li>• Naplan 2019 Yr 3 writing Bottom band from 5.6% to 3.8%, band 2 from 11.1% to 6%</li> <li>• Decrease by 10% the level of Yr 2 – 4 students operating at D and increase by 10% the amount of students operating at A</li> <li>• Decrease NAPLAN Yr 3, 2019 Spelling, band one result from 5.6% to 2% decrease band two results from 11% to 5%</li> </ul> </div>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity to target deep levels of thinking within all students.
<b>Goal 2</b>	Engagement To improve student engagement

<p><b>Target 2.1</b></p>	<p>Improve Yr 4/5/6 Attitudes to School data in the areas Motivation and interest from 67% to 79% for 2019</p> <p>Not experiencing bullying / managing bullying 68% to 80% in 2019</p> <p>Sense of Connectedness 65% to 79% in 2019</p> <p>Teacher concern from 60% to 80% in 2019</p> <p>Yrs F-3 to complete student voice attitude survey</p>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Teachers convey high expectations of learning, effort and engagement for all students 1.1 Pg. 13 based on strengths based learning</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
Achievement To continually improve learning outcomes for all students in Literacy and Numeracy	Yes	<ul style="list-style-type: none"> <li>• All students who are not making the expected reading growth identified through the Accelerus Data Management tool in June and December through the F&amp;P charts</li> <li>• Naplan 2019 Yr 3 writing Bottom band from 5.6% to 3.8%, band 2 from 11.1% to 6%</li> <li>• Decrease by 10% the level of Yr 2 – 4 students operating at D and increase by 10% the amount of students operating at A</li> <li>• Decrease NAPLAN Yr 3, 2019 Spelling, band one result from 5.6% to 2% decrease band two results from 11% to 5%</li> </ul>

Engagement To improve student engagement	Yes	<p>Improve Yr 4/5/6 Attitudes to School data in the areas Motivation and interest from 67% to 79% for 2019</p> <p>Not experiencing bullying / managing bullying 68% to 80% in 2019</p> <p>Sense of Connectedness 65% to 79% in 2019</p> <p>Teacher concern from 60% to 80% in 2019</p> <p>Yrs F-3 to complete student voice attitude survey</p>



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<b>Goal 1</b>	Achievement To continually improve learning outcomes for all students in Literacy and Numeracy	
<b>12 Month Target 1.1</b>	Naplan 2018 Yr 5 Reading top two bands from 34% to 44% in 2019. Naplan 2018 Yr 3 writing Bottom band from 5.6% to 3.8%, band 2 from 11.1% to 5% Yr 5 2018 writing top band from 0% to 3% in 2019 Continue the increased Numeracy results. number. 2018 Naplan Relative Gain in reading from 91% to 96% in 2019 Decrease NAPLAN Yr 3,2018 Spelling, band one result from 5.6% to 2% decrease band two results from 11% to 5% Yrs F-3 to complete student attitude survey	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Build teacher capacity to target deep levels of thinking within all 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.	<p>The research suggests that when students are challenged to move from surface knowledge to deeper levels of understanding they build more extensive levels of thinking. We want our students to investigate open ended learning experiences so they can apply complex ideas where they demonstrate critical and creative, higher order thinking skills. Some of the areas in the 2018, Years 4/5/6 attitude to School Data have decreased, in particular stimulating learning and motivation and interest. We believe a focus on teaching children creative thinking and questioning skills in 2019 we may see an improvement in children becoming more motivated and questioning.</p> <p>We know as a school we are effective at collecting the data sets however our challenge is embedding time and utilizing the Accelerus data package to share the data with both the students and their families where they understand where they are at and what targets and goals they need to make next to show further growth in their motivation and data results.</p> <p>We are perplexed as to some of the Year 5/6 lack of motivation in learning and need evidence from the students to find ways of how and what they need to become more motivated and reflective. Building in opportunities for students to design learning tasks and provide feedback regarding the learning will support how we can further improve opportunities for Porepukah students to stay motivated and stimulated. Embedding the Bastow, Leading Maths and Literacy learning along with embedding Social Enterprise Education from Years 4-6 will be a way forward in keeping the senior students stimulated and engaged.</p>	
<b>Goal 2</b>	Engagement To improve student engagement	
<b>12 Month Target 2.1</b>	<p>Improve Yr 5/6 Attitudes to School data in the areas          Motivation and interest from 67% to 79% for 2019          Not experiencing bullying / managing bullying 68% to 80% in 2019          Sense of Connectedness 65% to 79% in 2019          Teacher concern from 60% to 80% in 2019          Yrs F-3 to complete student attitude survey</p> <p>Fiso Dimension =High Expectations for every student promote intellectual engagement and self-awareness. Action 1.1 and 1.4</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Teachers convey high expectations of learning, effort and engagement for all students 1.1 Pg. 13 based on strengths based learning	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>When our staff team model and sustain high expectations about all aspects of school, students' intrinsic motivation to achieve is lifted and outcomes improve.</p> <p>Our 2018 attitudes to school data have decreased in the below areas</p> <ul style="list-style-type: none"> <li>o Motivation and interest</li> <li>o Not experiencing bullying / managing bullying</li> <li>o Sense of Connectedness</li> <li>o Teacher concern</li> </ul> <p>We are keen to investigate whether this was due to the cohort of students or whether something is happening for all students generally at this school. In 2017 and 2018 several children experienced ongoing bullying - in particular one of our senior students. One of our female students was brave enough to write a letter informing us of what was happening on the yard for this student.</p> <p>Research tells us that students can't engage in their learning if they are feeling unsafe, bullied, undervalued or feel that their teacher doesn't understand them. We want to provide further opportunities for students in 2019 where we show them exactly what the standard looks like for their level rather than just expect them to know what we want. Over the years we've concentrated on high expectations however it appears we need to revisit this work for our student and staff team so we are motivated and stimulated to do their our best, not only for ourselves but to encourage and coach other students to do their best. We believe our students are connected however some of the Year 5/6 2018 Attitudes to School data sets are saying they don't feel connected or that their teacher doesn't know how they are feeling.</p> <p>Revisiting the HITS of high expectations may support us with the tools required to further improve students' attitude to school.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Achievement To continually improve learning outcomes for all students in Literacy and Numeracy
<b>12 Month Target 1.1</b>	Naplan 2018 Yr 5 Reading top two bands from 34% to 44% in 2019. Naplan 2018 Yr 3 writing Bottom band from 5.6% to 3.8%, band 2 from 11.1% to 5% Yr 5 2018 writing top band from 0% to 3% in 2019 Continue the increased Numeracy results. number. 2018 Naplan Relative Gain in reading from 91% to 96% in 2019 Decrease NAPLAN Yr 3,2018 Spelling, band one result from 5.6% to 2% decrease band two results from 11% to 5% Yrs F-3 to complete student attitude survey
<b>KIS 1</b> Building practice excellence	Build teacher capacity to target deep levels of thinking within all students.
<b>Actions</b>	<p>Action 1          Develop teacher pedagogy of the critical and creative thinking capability along with unpacking the HITS of questioning and feedback to improve reading and writing student outcomes.</p> <p>Action 2          Develop teacher pedagogy to develop class anchor charts and plan student learning tasks that embed critical and creative thinking within reading and writing tasks.</p> <p>Action 3          Develop class anchor charts and teacher capacity to utilize their knowledge of the HIT no 7 questioning and feedback in their instructional model delivery</p>
<b>Outcomes</b>	Students produce reading and writing assessments that demonstrate a high level of questioning and critical and creative thinking within reading and writing. Teachers make explicit through the Learning Goal and Success Criteria how students can demonstrate their deep level of thinking by using the thinking and questioning tools e.g. anchor charts developed by teachers within the mini lessons of reading and writing.
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>Once a term, peer observation data sets demonstrate that students can explicitly articulate to an adult or a peer what they are practicing in their learning within the reading and writing blocks. (Release time to be utilized for the peer observation of another colleague)</li> <li>Teachers' work programs demonstrate what the learning goal and success criteria will be for the reading and writing lessons.</li> </ol>

	<p>These could be written in our planners in PLT meeting time.</p> <p>3. Students reading notebook and writers notebooks provide evidence of how the students used questioning tools and critical and creative thinking tools within the learning tasks for the session.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Professional Learning Team Meetings will embed the 2018 Bastow Literacy and Numeracy knowledge along with the capabilities and HITS.</p> <p>Lead by Literacy = Kellie Bevan and Sharelle Channon Numeracy = Daniel Sgambelloni and Faye Cunningham.</p>	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Bastow leaders ensure each of the PLT meeting activities develops a learning tasks to be trailed back in the classroom that includes critical and creative thinking and questioning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Term and weekly documents along with class student Learning Goal and Success Criteria explicitly state what students are learning in regards to knowledge gained from the Bastow courses and our improved learning of the capabilities and HITS.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Fountas and Pinnell updated Continuum used as the core resource for reading, writing and spelling.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<b>Goal 2</b>	Engagement To improve student engagement			

<b>12 Month Target 2.1</b>	<p>Improve Yr 5/6 Attitudes to School data in the areas          Motivation and interest from 67% to 79% for 2019          Not experiencing bullying / managing bullying 68% to 80% in 2019          Sense of Connectedness 65% yo 79% in 2019          Teacher concern from 60% to 80% in 2019          Yrs F-3 to complete student attitude survey</p> <p>Fiso Dimesion =High Expectations for every student promote intellectual enagagement and self-awareness. Action 1.1 and 1.4</p>			
<b>KIS 1</b> Empowering students and building school pride	Teachers convey high expectations of learning, effort and engagement for all students 1.1 Pg. 13 based on strengths based learning			
<b>Actions</b>	Action 1       •       Develop teacher and student knowledge and understanding of the Attitudes to School Data question sets. Action 2       •       Develop teacher capacity for embedding student voice within the classroom and playground.			
<b>Outcomes</b>	Students and teachers learn strategies on how to communicate with their teachers and peers to ensure they have high expectations of themselves and others in regards to engagement.			
<b>Success Indicators</b>	The students' understanding of the Attitudes to School data sets will have increased their ability to be grateful, mindful and resilient. Students will understand how high expectations, effort and engagement in learning improve their connectedness and motivation to learning and each other.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
1. The F-6 Resilience program to be given a one hour explicit lesson each week embedding student circle time.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>2. Links to the Resilience program strategies of Gratitude, Empathy and Mindfulness included in class circle time when we are unpacking challenges and celebrating success as a way of embedding student voice and agency in the classroom</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,000.00	0.00
Additional Equity funding	\$14,000.00	\$28,000.00
<b>Grand Total</b>	<b>\$16,000.00</b>	<b>\$28,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning Team Meetings will embed the 2018 Bastow Literacy and Numeracy knowledge along with the capabilities and HITS.  Lead by Literacy = Kellie Bevan and Sharelle Channon Numeracy = Daniel Sgambelloni and Faye Cunningham.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$0.00	
Fountas and Pinnell updated Continuum used as the core resource for reading, writing and spelling.	from: Term 1 to: Term 4		\$2,000.00	
<b>Totals</b>			<b>\$2,000.00</b>	

### Additional Equity spend



Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$14,000.00	\$28,000.00
<b>Totals</b>			\$14,000.00	\$28,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Professional Learning Team Meetings will embed the 2018 Bastow Literacy and Numeracy knowledge along with the capabilities and HITS.</p> <p>Lead by Literacy = Kellie Bevan and Sharelle Channon Numeracy = Daniel Sgambelloni and Faye Cunningham.</p>	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<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"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
<p>Bastow leaders ensure each of the PLT meeting activities develops a learning tasks to be trailed back in the classroom that includes critical and creative thinking and questioning.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  jfdskfsjl	<input checked="" type="checkbox"/> On-site
<p>Term and weekly documents along with class student Learning Goal and Success Criteria explicitly state what students are learning in regards to knowledge gained from the Bastow courses and our improved learning of the capabilities and HITS.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Fountas and Pinnell updated Continuum used as the core resource for reading, writing and spelling.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Preparation  <input checked="" type="checkbox"/> Design of formative assessments  <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> VCAA Curriculum Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>
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