

2019 Annual Implementation Plan

For improving student outcomes

Pentland Primary School (5369)



Submitted for review by Andrew Harrison (School Principal) on 01 February, 2019 at 08:28 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 01 February, 2019 at 10:55 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

Pentland Primary School (5369)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling	<p>Excellence in Teaching and Learning is an area that we are excelling in. Learning Walks are conducted on a regular basis with whole staff and individual reflection and feedback facilitated consistently.</p> <p>All teachers are involved in our Peer Observation Program. Our teachers are also engaged in working with our Literacy and Numeracy coaches.</p> <p>This year teacher professional learning days were dedicated to curriculum planning within teams. We also released teachers within their teams to visit similar schools and observe best practice and other curriculum programs.</p> <p>Goals in staff performance and development documents are linked to school priorities and staff professional learning needs.</p>
	Curriculum planning and assessment	Embedding	<p>Curriculum Planning documents are now established. The school assessment schedule is also established and reviewed each year.</p> <p>We are actively engaged in a local schools Community of Practice based around a consistent approach to the teaching of reading and provision of best practice within the town of Bacchus Marsh.</p> <p>This year we established our student data wall focusing on Literacy and numeracy.</p>
	Evidence-based high-impact teaching strategies		

	Evaluating impact on learning		
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Professional leadership	Building leadership teams	Embedding moving towards Excelling	The school leadership team meets on a regular basis. Professional learning has included involvement in Network Communities of Practice, Local Schools Community of Practice based around reading, professional reading, coaching and mentoring and coaching of staff. Student performance is monitored regularly and consistently.
	Instructional and shared leadership		
	Strategic resource management		
	Vision, values and culture		

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	Student Voice and Agency is an area of opportunity for Pentland Primary School.
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	Our school values are displayed around the school in mosaic. School values are communicated regularly and are reflected in our policies and programs. Each student at Pentland has an Individual Learning Plan with personal goals and challenges. A wonderful school culture exists within the community at Pentland. We experience low levels of inappropriate or poor behaviour, bullying, disrespect etc. We have a range of programs to support and engage our students. These include the You Can Do It Program, Equine program for leadership and students at risk, advanced writers program, advanced maths program, breakfast club, cooking program, school choir.
		Health and wellbeing		
		Intellectual engagement and self-awareness		

Community engagement in learning		Building communities	Embedding moving towards Excelling	<p>This is an area of opportunity for Pentland Primary School. Although general satisfaction data in the Parent Opinion Survey equates to 100% endorsement we experience low levels of parent participation and engagement in school activities and events.</p> <p>We use our equity funding strategically to ensure all students have the opportunity to succeed irrespective of the family/home situation.</p>
		Global citizenship		
		Networks with schools, services and agencies		
		Parents and carers as partners		

Enter your reflective comments	<p>Excellence in Learning and Professional Leadership are areas we are excelling in. Positive Climate for Learning and Community Engagement, while performing well, remain areas that require more focus in 2019.</p>
Considerations for 2019	<p>We will continue to maintain our literacy and numeracy coaches and coaching model. A strong focus on reading in order to achieve a consistent approach and best practice in the teaching of reading. 2019 is our review year. Complete our School Self Evaluation, School Review Process and develop our new Strategic Plan. Focus on Student Voice. Focus on community engagement/parent participation. Commitment to the PLC Initiative. Focus on HITS strategies: Differentiation-Led by newly appointed Learning Specialist. Continue induction of new staff. Continue succession planning in leadership. Maintain our intervention and extension program model. Maintain professional reading for staff and leadership team. Continue high level of engagement in local schools Community of Practice - Reading.</p>

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	To improve Student learning growth in English and Mathematics from Foundation to year 6.
Target 1.1	<ul style="list-style-type: none"> • 90% of students Foundation to Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth. Utilise PAT M & R, teacher judgements and Naplan. • High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 indicates that a minimum of 40% of students make high levels of Learning Growth in English and Mathematics.
Key Improvement Strategy 1.a Building practice excellence	-To develop a school wide consistent approach to reading instruction.
Key Improvement Strategy 1.b Building practice excellence	-To develop a school wide consistent approach to the teaching of mathematics
Goal 2	To improve Student Engagement levels and community connectedness.
Target 2.1	<ul style="list-style-type: none"> • All Staff Survey means are above State means and improve annually (including the Leadership Module option). • ATS Survey data for boys and girls, Years 5 and 6 to be at or above the 75th percentile annually. • Parent opinion of School Transitions to be above the 80th percentile annually.
Key Improvement Strategy 2.a Building practice excellence	Develop and Implement a school Foundation to Year 7 transitions and transience program which enables more effective transitions at school
Goal 3	To improve the school educational environment in order to maximise student safety and Positive Climate for learning.

Target 3.1	<ul style="list-style-type: none"> • Parent opinion to be above State means and improve incrementally over the SSP period. • ATS Survey means in all areas of safety, stimulating learning environment and learning confidence to exceed State means in Years 4, 5 and 6 and for girls and boys cohorts annually. • Staff opinion in regard to Trust in Parents and Students and School Leadership to exceed State means annually.
Key Improvement Strategy 3.a Building communities	-To prepare for growth by developing a distinct teacher, student and parent partnership at Pentland Primary School.
Goal 4	To realign all school resources in order to maximise Student Achievement, Students Engagement and Student Wellbeing levels.
Target 4.1	<ul style="list-style-type: none"> • All areas of the SO Surveys to be above State means and improve annually. • The Peer Review Panel would also recommend using Survey Monkey on a regular basis in order to inform school planning in regard to parental perceptions.
Key Improvement Strategy 4.a Strategic resource management	Align all SSP Targets and KIS with integration into the Staff Performance and Development Plans

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 learning growth in English and Mathematics from Foundation to year 6.	Yes	<ul style="list-style-type: none"> • 90% of students Foundation to Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth. Utilise PAT M & R, teacher judgements and Naplan. • High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 indicates that a minimum of 40% of students make high levels of Learning Growth in English and Mathematics. 	<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"> •90% of students Foundation to Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth. Utilise PAT M & R, teacher judgements and Naplan. •High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 data indicates that a minimum of 50% of students will make high levels of Learning Growth in Reading, 60% in writing, 50% in Grammar and Punctuation, 75% in Spelling and 80% in mathematics.
To improve Student Engagement levels and community connectedness.	No	<ul style="list-style-type: none"> • All Staff Survey means are above State means and improve annually (including the Leadership Module option). • ATS Survey data for boys and girls, Years 5 and 6 to be at or above the 75th percentile annually. • Parent opinion of School Transitions to be above the 80th percentile annually. 	

To improve the school educational environment in order to maximise student safety and Positive Climate for learning.	No	<ul style="list-style-type: none"> • Parent opinion to be above State means and improve incrementally over the SSP period. • ATS Survey means in all areas of safety, stimulating learning environment and learning confidence to exceed State means in Years 4, 5 and 6 and for girls and boys cohorts annually. • Staff opinion in regard to Trust in Parents and Students and School Leadership to exceed State means annually. 	
To realign all school resources in order to maximise Student Achievement, Students Engagement and Student Wellbeing levels.	No	<ul style="list-style-type: none"> • All areas of the SO Surveys to be above State means and improve annually. • The Peer Review Panel would also recommend using Survey Monkey on a regular basis in order to inform school planning in regard to parental perceptions. 	

Goal 1	To improve Student learning growth in English and Mathematics from Foundation to year 6.	
12 Month Target 1.1	<ul style="list-style-type: none"> •90% of students Foundation to Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth. Utilise PAT M & R, teacher judgements and Naplan. •High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 data indicates that a minimum of 50% of students will make high levels of Learning Growth in Reading, 60% in writing, 50% in Grammar and Punctuation, 75% in Spelling and 80% in mathematics. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	-To develop a school wide consistent approach to reading instruction.	Yes

KIS 2 Building practice excellence	-To develop a school wide consistent approach to the teaching of mathematics	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.	As 2019 is our year of review and development of a new Strategic Plan we will focus on continuing to improve student learning in English and Maths. A strong focus will be on developing a consistent approach to the teaching of reading.	

Define Actions, Outcomes and Activities

Goal 1	To improve Student learning growth in English and Mathematics from Foundation to year 6.
12 Month Target 1.1	<ul style="list-style-type: none"> •90% of students Foundation to Year 6 achieving their personalised English and Mathematics Learning Growth targets each year of the SSP focusing on a minimum 12 months Learning Growth. Utilise PAT M & R, teacher judgements and Naplan. •High Growth learning in English and Mathematics based on NAPLAN data. Years 3-5 data indicates that a minimum of 50% of students will make high levels of Learning Growth in Reading, 60% in writing, 50% in Grammar and Punctuation, 75% in Spelling and 80% in mathematics.
KIS 1 Building practice excellence	-To develop a school wide consistent approach to reading instruction.
Actions	<p>Implementing a whole school reading program visible in each classroom</p> <p>Implement an advanced readers program</p> <p>Involvement in local Community of Practice based around the teaching of reading.</p> <p>Continue to engage a Literacy Coach 3 days per fortnight (Chris Lowrey)</p> <p>Continue to provide professional learning during regular professional development meetings</p> <p>Implement differentiation strategies in English and Maths led by Learning Specialist (Claire Martin)</p> <p>Building capacity through participation in the Bastow Leading Literacy Program.</p> <p>Participation in the DET PLC initiative.</p> <p>Maintain advanced writers program.</p> <p>Intervention for students at risk, as well as students who require extension. Continue to employ highly trained staff to deliver Quicksmart, Pre-Lit, Multi-Lit, Mini-Lit, GRIN, STAP, Advanced Reading, Advanced Writing and Advanced Maths.</p> <p>Facilitate regular dialogue and meetings between Coaches, Learning Specialist and Assistant Principal to ensure a consistent approach to delivery in planning and differentiation.</p>
Outcomes	<p>Teachers Will;</p> <p>Be able to triangulate data sets to inform teacher judgements using SPA</p> <p>Work collaboratively with Colleagues to moderate learning tasks to develop consistent teacher judgements.</p> <p>Analyse student data to reflect and review the impact of their practice on learning outcomes.</p> <p>Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in reading, writing and number.</p> <p>Use three sources of data to diagnose and evaluate progress and achievement in reading, writing and number.</p> <p>Engage in coaching with the Learning Specialist, Maths Coach and Literacy Coach.</p>

	<p>Improve in confidence in explicitly teaching reading, writing, Grammar & punctuation and spelling. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs.</p> <p>Students Will; Articulate the learning intentions and success criteria of each lesson and how they will know if they have achieved them. Discuss and monitor their progression towards their goals. Monitor their learning against success criteria and articulate the next steps in their learning. Understand how assessments are used to inform their learning and learning goals.</p> <p>Leaders Will; Engage in the DET PLC Program. Ensure structures and processes are in place for effective Professional Learning Team collaboration. Build the capacity of teachers to effectively monitor , plan and assess student learning. Collect, monitor and analyse whole school data sets to inform future actions. Support staff through professional learning and coaching conversations. Develop the capacity of middle leaders through the Network and Bastow. Allocate financial and human resources to support KIS of 2019 AIP. Track and monitor progress of KIS each term.</p> <p>Community Will; Understand the assessment process engaged in by their children Understand the importance of LI & SC in their child's learning.</p>			
Success Indicators	<p>Improved Naplan Results PAT Results Teacher Judgements Data in SPA Teachers using SPA in planning and PLTs to make informed instructional decisions.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage Literacy Consultant Chris Lowrey	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,800.00

				<input checked="" type="checkbox"/> Equity funding will be used
Engage in professional learning around Differentiation for Teachers and Education Support Staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Employ Staff to provide intervention and extension programs	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	-To develop a school wide consistent approach to the teaching of mathematics			
Actions	<p>Teachers Will;</p> <p>Be able to triangulate data sets to inform teacher judgements using SPA Work collaboratively with Colleagues to moderate learning tasks to develop consistent teacher judgements. Analyse student data to reflect and review the impact of their practice on learning outcomes. Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in reading, writing and number. Use three sources of data to diagnose and evaluate progress and achievement in reading, writing and number. Engage in coaching with the Learning Specialist and Maths Coach. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs.</p> <p>Students Will;</p> <p>Articulate the learning intentions and success criteria of each lesson and how they will know if they have achieved them. Discuss and monitor their progression towards their goals. Monitor their learning against success criteria and articulate the next steps in their learning. Understand how assessments are used to inform their learning and learning goals.</p> <p>Leaders Will;</p>			

	<p>Engage in the DET PLC Program. Ensure structures and processes are in place for effective Professional Learning Team collaboration. Build the capacity of teachers to effectively monitor , plan and assess student learning. Collect, monitor and analyse whole school data sets to inform future actions. Support staff through professional learning and coaching conversations. Develop the capacity of middle leaders through the Network and Bastow. Allocate financial and human resources to support KIS of 2019 AIP. Track and monitor progress of KIS each term. Facilitate regular dialogue and meetings between Coaches, Learning Specialist and Assistant Principal.</p> <p>Community Will; Understand the assessment process engaged in by their children Understand the importance of LI & SC in their child's learning.</p>			
Outcomes	<p>Improved teacher confidence in explicitly teaching mathematics. Improved teacher confidence and capacity in order to differentiate for all learners. Greater than 12 months growth for students in intervention programs. Continued high performance of students in advanced programs Evidence visible in Staff Opinion Survey results and in improved student outcomes in SPA</p>			
Success Indicators	<p>Improved Naplan Results PAT Results Teacher Judgements Data in SPA Teachers using SPA in planning and PLTs to make informed instructional decisions</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage mathematics coach (Rick Wells)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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	\$121,800.00	\$121,800.00
Additional Equity funding	\$25,000.00	\$25,000.00
Grand Total	\$146,800.00	\$146,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Engage Literacy Consultant Chris Lowrey	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$46,800.00	\$46,800.00
Employ Staff to provide intervention and extension programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$75,000.00	\$75,000.00
Totals			\$121,800.00	\$121,800.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Materials	from: Term 1	<input checked="" type="checkbox"/> Assets	\$15,000.00	\$15,000.00

	to: Term 4			
Online Literacy and numeracy programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Totals			\$25,000.00	\$25,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage Literacy Consultant Chris Lowrey	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Chris Lowrey	<input checked="" type="checkbox"/> On-site
Engage in professional learning around Differentiation for Teachers and Education Support Staff	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Employ Staff to provide intervention and extension programs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage mathematics coach (Rick Wells)	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site