2020 Annual Implementation Plan

Roxburgh Rise Primary School (5493)

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

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

Self-evaluation Summary - 2020

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

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

2020 Annual Implementation Plan

Goal 1	To build staff capability to improve student achievement and growth.
12 Month Target 1.1	To increase the percentage of students achieving high NAPLAN growth: Numeracy - from 21% to 25% or above Grammar and Punctuation - from 17% to 21% Reading - from 13% to 20%. Spelling - from 14% to 20% Writing - from 18% to 21% To increase the percentage of students in the top 2 NAPLAN bands: Year 3 Numeracy - from 9% to18% Reading - from 18% to 28% Writing - from 38% to 42% Year 5 Numeracy - from 13% - 17% Reading - from 18% to 24% Writing - from 6% to 13% To increase the percentage of students at or above benchmark growth from 63.4% to 70%. To decrease the percentage of Year 5 students in the bottom two bands in Reading & Numeracy as compared to 2019. To increase the positive endorsement for collective efficacy in the Staff Opinion Survey from 51.5% to 60% or above
KIS 1 Building practice excellence	Create a culture collaboration which focuses on continuous improvement and links the learning needs of the students with the professional learning and practice of teachers.
Actions	Embed the PLC Inquiry in areas of the school. Build the capacity of all staff to effectively use data and evidence to drive PLC's and school improvement (Data Literate). Teams to be supported through feedback in the implementation their PLC inquiry cycle throughout the year. Build the knowledge and capacity of staff to move student learning from surface to deep learning.
Outcomes	The PLC facilitators/Learning Specialists will be: - driving and supporting their teams to engage in a PLC inquiry cycle to improve student outcomes. - deepening their knowledge through research and professional reading to better teacher practice & to improve student outcomes.

	- monitoring student data with their teams and using this the guide their planning. Teachers will be: - working collaboratively in PLCs with a focus on student data to improve outcomes through the FISO improvement cycle - sharing their PLC inquiry learning in various forums. - moving from embedding to excelling in goal setting and feedback and move from evolving to embedding for metacognition. - demonstrating improved collective efficacy. - participating in peer observations and acting on feedback to improve their practice. Students will: - show improved student outcomes. - be setting and achieving realistic goals.
Success Indicators	- Documentation of 5 week inquiry cycles - Observations of PLC meetings - Documented protocols - An improvement in the positive endorsement for collective efficacy on the staff opinion survey. - Data Walls will show student achievement is being tracked and identified. - School based assessments showing improved student outcomes - Documentation of student goals and their achievement - Peer Observation logs - PLC Maturity Matrix - Staff feedback

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a schedule for PLC Facilitators and the Learning Specialist to meet and monitor the impact of PLC inquiries and employ CRT's to release them.	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 3	☑ Equity funding will be used
Develop protocols for sharing information learnt during each teams PLC inquiry.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

Train staff (Phase 2) to facilitate and embed the PLC inquiry cycle alongside the Learning Specialist and already existing PLC Facilitator (Phase 1).	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Continue to document and share PLC inquiries across the school and use the PLC Maturity Matrix to monitor progress.	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 4	☐ Equity funding will be used
PLC's to collaboratively analyse student data via data walls to track student progress in order to plan a sequence of learning which targets student needs.	☑ All Staff ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Allocate time to PLC's to liaise with Anita Calore to obtain feedback and to monitor the implementation of PLC inquiry approach throughout the year and its effectiveness	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 4	☑ Equity funding will be used
Peer Observation / Triads / Learning Walks will be conducted.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Appoint Learning Specialists to each cohort to support staff in the PLC implementation and AIP Key Improvement Strategies	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
In house staff workshops - Professional learning on DeBono's Thinking hats/Solo Taxonomy and the use of thinking tools to encourage students to respond deeply to their learning.	☑ PLC Leaders ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	☑ Equity funding will be used

Focus on HIT: Multiple Exposures (6) and continue to embed our work on differentiation, goal setting, metacognition and Feedback. Teachers to use the continuum of practice to monitor and self assess.	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Build leadership and staff capacity to implement an effective improvement strategy in Maths.
Actions	Continue to develop teacher capacity to embed our new planning approach for maths based on the VCAA Scope and Sequence and Sample Programs (Practice Principle 4: Curriculum planning and implementation engages and challenges all students). Continue to develop teacher knowledge of and capacity to use a range of formative, summative and benchmark assessments. Continue to develop teacher capacity to analyse & diagnose student data in Maths and plan for differentiated learning. (Practice principle 1: High expectations for every student promote intellectual engagement and self-awareness) Introduce Mathematical Literacy focussing on Vocabulary.
Outcomes	Learning Specialists/Leaders will be: - leading the planning and implementation that scaffolds the needs of individual students. - monitoring that classroom practice reflects differentiated teaching and learning activities. - relating all curriculum planning and assessments to the Victorian Curriculum. - modelling Maths lessons that incorporate elements of the workshop model. - modelling the teaching of Number talks and use the approach of mathematical literacy to build vocabulary knowledge through fortnightly planning. Teachers will be: - planning and implementing a curriculum that is developmental and scaffolded to meet students' needs. - using agreed planning documentation consistently (Unit Planners based on VCAA scope of sequence). - placing a greater focus on using ongoing formative assessment to drive the learning forward - making more accurate teacher judgements about student learning progress and achievement against the Victorian Curriculum. - using the workshop model in Maths. - using Number Talks in their mini-lesson to build on the strategies students are using in Maths. - developing the ability and confidence to interpret and teach the meaning of different vocabulary in a worded problems to improve student comprehension and application. Students will be: - thinking numerically and spatially in order to interpret and critically analyse everyday situations to solve problems. - showing improved learning outcomes.

	- articulating their thinking using mathematical vocabulary.
Success Indicators	Individual teacher and team planning documents will reflect the Victorian Curriculum and the Learning Progressions. Planners and practice will show consistency in planning and practice and differentiation in respond to the needs of all students. Collective Efficacy will increase through the Staff Opinion Survey. PLC Journals and peer classroom observations will show reflection of practice. Observations, feedback and implementation of Planning sessions will be collected. Staff Opinion Survey will show an increased teacher confidence in moderating using ongoing assessments Students have a minimum of 12 months and more growth in a year.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitor and refine unit planners to match the VCAA Maths scope and sequence. Teachers will continue to be supported with this with the guidance of their Learning Specialist and Maths Coordinator at term and fortnightly planning with a range of supporting resources.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Provide staff with professional learning on how to use Essesntial Assessment (online) and PAT Maths to monitor and evaluate student learning progress within a unit of work.Teachers to use this data to differentiate by planning for students point of need.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Learning Specialists to create Common assessment tasks with matching checklists for Statistics and probability & Measurement and Geometry. Learning Specialists to continue to deepen their understanding of the mathematics curriculum.	☑ Learning Specialist(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 2	☑ Equity funding will be used
Teachers are allocated time to become familiar with the Numeracy Toolkit to support planning and to use the Toolkit to ensure we are planning for the 4 proficiencies.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Whole school workshops on Vocabulary. This will be taught through the lens of Number Talks and Mathematical Literacy.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	

	☑ Numeracy Leader ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used
Professional Development for Maths action team on Mathematical Literacy and attending Primary Maths Specialist program.	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Employ a maths learning support person to focus on students working above and below level.	☑ Assistant Principal ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Introduce the workshop model in Maths to all staff through in-house professional learning	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 4	☐ Equity funding will be used
Employ Maths Leading Teacher to support the implementation of the whole school Maths Strategy	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used

KIS 3 Curriculum planning and assessment	Build leadership and staff capacity to implement an effective improvement strategy in Literacy.
Actions	Build capacity of leaders and teachers to understand and implement the Workshop Model in English with a focus on the gradual release model and differentiation . Continue to build the capacity of leaders and teachers to understand the Victorian Curriculum in order to plan sequences of learning for integrated English units. Build teacher capacity to teach and integrate Vocabulary and Word Study for all learners including EAL students. Build the capacity of staff to effectively use formative assessment practices of English and EAL (TEAL) to inform teaching.

	Continue to build the capacity of staff to cater for the needs of EAL students in the mainstream classroom.
Outcomes	Leaders/Learning Specialist will be: - mentoring, coaching and leading the implementation of the workshop model with a focus on the gradual release model and differentiation. - using multiple sources of evidence to track the implementation of the Workshop Model, including Learning Walks and Peer Observations. - lead leaders of instructional practices and curriculum to support PLCs to plan sequences of learning for integrated English units. - modelling the use of mentor texts to support the explicit teaching of English. - supporting teachers in transferring EAL students from the EAL Curriculum to the Victorian Curriculum. Teachers will be: - implementing the Reading Workshop Model. - planning for and implementing the teaching and learning cycle which links reading, writing and vocabulary/word study in English. - collaboratively developing formative rubrics that identify student skills and knowledge along a learning continuum. - use TEAL assessments as formative as well as for summative assessments. - using the EAL Continuum & Companion for planning, teaching and assessing EAL students. - be catering for the differentiated needs of all students including specific needs of EAL students. Students will be: - motivated and engaged in their learning by selecting texts for independent reading. - responding to their reading using thinking tools to encourage deep learning. - using rubrics to assess their progress and articulate future learning goals. - showing an improvement in reading comprehension, writing and oral language.
Success Indicators	Leaders: Whole school Professional learning and Workshop schedule. Professional Learning Feedback tools showing teacher's level of confidence and competence. e.g. correlation chart Observational notes of instructional practices and curriculum. e.g. Learning Walks/ Peer Observation. Whole school assessment schedule includes TEAL. Teachers: Observation of teachers using mentor text in planning sessions to target the learning foci. Classroom practice and planners show teachers adjusting their practice in response to feedback they receive through observations. English unit planners show cross curriculum connections. Created formative assessments. e.g. rubrics in reading, writing and oral language, including TEAL. Improvement in Staff Opinion survey in the Teaching and Learning and Professional Learning modules. Weekly planners show evidence of catering for EAL students.

	Students: Observation of students using rubrics to assess their progress and formulate future learning goals. When asked, will be able to articulate their learning and the purpose of the lesson. Reader's Notebook, reading logs and engagement surveys. Increased students reading, writing and oral language growth.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct a Curriculum Day to build teachers knowledge and understanding on how to establish a learning environment which promotes independent learning in the context of the Reading session.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	☑ Equity funding will be used
Purchase physical resources to support the workshop model. - Independent Reading books - book boxes - Mini lesson Books 1 per teacher	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	☑ Equity funding will be used
LS & LT provide mentoring and coaching on the implementation of the 'Workshop Model' embedding the HITS.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Workshop 1(full day) - Provide professional learning to staff through workshops on creating integrated English units of work with formative/summative assessment rubrics.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Workshop 2 (half day) - Provide professional learning to staff through workshops on how to use mentor texts to support the teaching of vocabulary and word study within the Literacy block.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Evaluate and monitor assessment practices. - PAT-R and how best to use results to triangulate data sets. - Monitor benchmarking process for moderation. - Use of formative/summative rubrics. - Review TEAL assessment tasks and add these to our whole	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used

school assessment schedule. (EAL funding)				
New EAL Staff to attend professional learning; Putting TEAL into practice - 3 day workshop and all EAL staff to attend NWVR EAL Leaders Network days. (EAL funding)	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Induct new staff in the use of the EAL Continuum & Companion for planning teaching and assessing EAL students via workshops. (EAL funding)	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	☐ Equity funding will be used
Human Resources Employ English Leading Teacher to support the implementation of the whole school literacy strategy. Allocate 1.6 staff to implement the Fountas and Pinnell Levelled Literacy program. Employ three EAL Specialists, three MEA's and one Talk and Play Faciliator to drive and support the EAL program and staff in catering for the needs of EAL students in the classroom. Employ two Speech Pathologists to work with and alongside staff in supporting oral language and Phonological Awareness/Phonics Acquisition with small groups of students deemed at risk. (EAL Funding)	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Create a Schoolwide Scope and Sequence for Reading and Writing Units of work.	☑ Assessment & Reporting Coordinator ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teaching Partners (DSSI)	☑ PLP Priority	from: Term 1 to: Term 2	☐ Equity funding will be used

BASTOW Leading Literacy course - 3 members - vertical team to attend and devise an action plan for implementation	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
BASTOW Literacy Local Leaders course. - 3 member classroom teachers to attend and devise an action plan for implementation	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
EAL Specialists to participate in professional learning to familiarise and begin implementing the new EAL Curriculum (EAL Funding)	☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

Goal 2	To empower students to take more responsibility for their own learning and become independent and self-regulated learners.
12 Month Target 2.1	To increase the percentage of positive responses for Student Voice and Agency to 83%. (We have already achieved the target of reducing the variance between male and female responses in Student Voice and Agency in comparison to the 2017 ATTS results. This year female positive responses = 79% and male positive responses = 78%). A minimum of 80% of students co-constructing goals. To achieve a Self-Regulation and Goal Setting score (ATSS) above our long-term average (thus indicating a positive trend). Due to the change in the ATSS, the previous measure of Student Motivation (I try very hard in school) can be used to establish an approximate long term trend. The 2013-2016 average percentile for Student Motivation is 85.7. The 2019 score was 94%.
KIS 1 Health and wellbeing	To improve teacher ability to identify students in need of self-regulation skills and provide teachers with a repertoire of strategies to assist them.
Actions	Building staff and students' knowledge by creating a physical and social environment that supports independent learning. Self-regulation practices and behaviours in classrooms and specialist areas are apparent. Staff surveys indicate that 100% of staff have increased their knowledge of strategies to help students self-regulate, use tools and strategies to help children self-regulate and believe that giving children the opportunity to self-regulate improves their capacity to learn. This year, Roxburgh Rise Primary School has chosen the following actions in order to deepen consistency of practice: - Provide whole school training in the remaining Berry Street Education Model domains. - Increase knowledge of the tools available for self-regulation and increase use. - Specifically, increase use of self-regulation tools in the yard and embed these practices into SELs lessons; further increase teacher knowledge and use of of social stories.

Outcomes	Teachers will have created a physical and social environment that supports independent learning. Students will able to articulate their choice of preferred learning space. We expect to see increased embedding and excelling behaviours in the FISO dimension of Setting Expectations and Promoting Inclusion (The School Supports Students and Manages Behaviour), such as students valuing on-task learning and intrinsic motivation to maximise learning time. Leaders will: invite teachers to observe their classes; develop their own lesson plans to reflect the Berry Street Schedule (eg. hook-ins, WOWs, mini lessons). Teachers will: be referring to indoor and outdoor self-regulation tools on a regular basis, allowing students to use them and using Ready To Learn language in all lessons. Students will: be able to articulate which self-regulation tools work for them in the classroom and in the yard.
Success Indicators	Use multiple sources of evidence to track implementation including barriers and enablers; invite teachers to observe their classes; develop their own lesson plans to reflect the Berry Street Schedule (eg. hook-ins, WOWs, mini lessons). Success Indicators could include: notes from leadership team meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer coaching; notes from learning walks. Learning walks, will show classrooms with different learning spaces for students to choose from to assist in their learning. Referring to indoor and outdoor self-regulation tools on a regular basis, allowing students to use them and using Ready To Learn language in all lessons. Success Indicators could include: lesson plans; notes from peer coaching observations, visuals in classrooms Students will: Be able to articulate which self-regulation tools work for them in the classroom and in the yard. Observation of students using self-regulation tools in the classroom and yard, student surveys.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase furniture for classroom which supports the philosophy of independant learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Berry Street Education Model training provided to staff during whole school events (2 curriculum days in 2020).	☑ School Improvement Team	☐ PLP Priority	from: Term 1	☑ Equity funding will be used

			to: Term 4	
Student Wellbeing Committee to drive SELs lesson curriculum and Change Endeavour Bastow attendees to drive implementation	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Employ an Occupational Therapist to support the implementation of self-regulation tools.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used
Display self regulation strategies on boards in our Piazza area, which teachers and students will refer to during recess and lunchtimes to assist students in de-escalating their behaviour.	☑ Allied Health ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Continue to implement lunchtime student led activities (KidsMatter Clubs)	☑ Leading Teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Peer Mediators will be trained to assist students with independent self-regulation tools, including a mindfulness colouring box and finger knitting box for students to use in the yard.	☑ Student Wellbeing Co-ordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used