

2019 Annual Implementation Plan

for improving student outcomes

Elmore Primary School (1515)



Submitted for review by Michelle Griffiths (School Principal) on 18 December, 2018 at 01:25 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 15 March, 2019 at 03:36 PM
Awaiting endorsement by School Council President

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
		Curriculum planning and assessment	Evolving moving towards Embedding
		Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
		Evaluating impact on learning	Embedding
Professional leadership		Building leadership teams	Embedding
		Instructional and shared leadership	Evolving moving towards Embedding
		Strategic resource management	Embedding
		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	Embedding

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

Enter your reflective comments	I am happy that we have achieved great progress against our AIP goals and targets for the 2018 year.
Considerations for 2019	As 2019 will be a review year for us, we await further guidance from the reviewer.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Achievement: To improve the learning growth and achievement of every student in literacy and numeracy
Target 1.1	<ul style="list-style-type: none"> * 40% or more students (deemed capable) to be above expected level in Reading as measured by PM Benchmarking a * 95% or more students (deemed capable) to be at or above expected level in Reading as measured by PM Benchmark assessment. * All students (deemed capable) progress at expected growth on AUSVELs score 1.0 over an academic year. * NAPLAN - increase the proportion of students in the top two NAPLAN bands and decrease the proportion in the bottom * On Demand - All students in Grades 3 - 6 deemed capable to show minimum AusVELS growth of 1.0 in On Demand t the year.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations.
Key Improvement Strategy 1.b	(Use data to effectively track student achievement and inform teacher planning)

Curriculum planning and assessment						
Key Improvement Strategy 1.c Curriculum planning and assessment	Build and document the guaranteed and viable curriculum.					
Key Improvement Strategy 1.d Curriculum planning and assessment	An effective and agreed whole school curriculum that informs consistent pedagogy and assessment practices school-wide.					
Key Improvement Strategy 1.e Evaluating impact on learning	Consistent triangulation of data to provide the most accurate picture of individual achievement.					
Goal 2	Engagement: To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.					
Target 2.1	Improve (or maintain where it is already 100%) Student Attitude to School survey mean scored for teaching and learning (have selected the closest fit to the change of survey areas, to fit in with the original SSP).					
	Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2018 End SSP Goal	2018 End
	Learning Confidence	Sense of Confidence	4.25/5 (85)	96.4 - 97.0 (above goal)	4.50/5 (90%)	100%

	School Connectedness	Sense of Connectedness	4.70/5 (94)	97.2 - 98.0	4.90/5 (98)	100% (a
	Stimulating Learning	Stimulated Learning	4.50/5 (90)	95.0 - 97.0 (at goal)	4.75/5 (95)	100% (a
	Student Motivation	Motivation and Interest	4.88/5 (97.6)	94.9 - 96	5.0/5 (100)	100% (a
	Teacher Effectiveness	Effective Teaching Time	4.60/5 (92)	97.0 - 98	4.80/5 (96)	100% (a
	Teacher Empathy	Teacher Concern	4.71/5 (94.2)	(above goal) 94.4 - 96	4.90/5 (98)	83% (b
Key Improvement Strategy 2.a Empowering students and building school pride	Plan, research, document, communicate and implement whole school strategies to engage students, parents and the community as authentic partners in learning.					
Goal 3	Wellbeing : To ensure support for every student and to build positive emotional health, mental health and wellbeing.					
Target 3.1	* Improve Student Attitude to School survey mean scores for Wellbeing and Student Relationships:					
	Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2018 End SSP Goal	2018 End SSP
	Wellbeing	School Safety	6.33/7 (90.4)	96.4 - 98 Advocate at School (above goal)	6.5/7 (92.8)	100% (above g

			6.10/7 (87.1)	95.5 - 97 Managing Bullying	6.25/7 (89.2)	89% (at goal)
				(above goal)		
				95.3 - 97 Respect for Diversity		100% (above g
				97.2 - 98 Sense of Connectedness		100% (above g
	Student Relationships	Social Engagement	3.5/5 (70)	(above goal)	3.75/5 (75)	
			4.5/5 (90)	96.3 - 97 Sense of Inclusion	4.75/5 (95)	100% (above g
				(above goal)		
			4.3/5 (86)	98.5 - 99 Student Voice and Agency	4.5/5 (90)	92% (above go
				(above goal)		
	* Improve Student Attendance Data:					
		2015 Data	2017 Goal	2018 Goal	2018 actual	
	Parent Choice Unauthorised	108 days	80 days	50 days	7.5 days (well above goal)	
	Unexplained	230 days	100 days	75 days	60 days (above goal)	
	* Improve Parent Opinion Survey data:					
	Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2019 End SSP Goal	2018 End SSP actual
	Connectedness to Peers	Student Connectedness	5.63/7 (80.4)	83.8 - 85 (above goal)	5.85 (83.5)	96% (above goal)

	Student Safety	Managing Bullying	4.96/7 (70.8)	84.6 - 88 (above goal)	5.50 (78.5)	75% (below goal; 75% of answers were neutral)
	Approachability	General School Satisfaction	5.06/7 (72.2)	58.6 - 65 (dropped well below goal)	5.73 (82)	63% (improvement on 2017 data but below original goal)
	Parent Input	Parent Participation and Involvement	5.38/7 (76.8)	20.1 - 35 (dropped well below goal)	5.35 (76.4)	71% (big improvement on 2017 data but below original goal)
	Social Skills	Confidence and Resiliency Skills	5.61/7 (80)	86.6 - 90		
* Improve staff survey data for School Climate Factors:						
		2015 data		2017 Data - 2018 Goal	2018 End SSP Goal	2018 actual
	Academic Emphasis	58.3%		88.9% - maintain (above goal)	65%	86.67% (above goal; minor drop from 2017)
	Trust in Students and Parents	46.7%		80.0% - maintain (above goal)	69%	88.50% (well above goal)
	Teacher Collaboration	33.3%		60.0% - 65% (at goal)	60%	90.67% (well above goal)
	Shielding / Buffering	50.0%		66.7% - 70% (above goal)	60%	84.44% (well above goal)

Key Improvement Strategy 3.a Empowering students and building school pride	Build a safe, focussed and stimulating environment.		
Key Improvement Strategy 3.b Health and wellbeing	Implement a positive behaviours framework as a whole school approach		
Key Improvement Strategy 3.c Building communities	Develop meaningful and positive home/school partnerships through the implementation of the healthy Schools Achievement program and the promotion of student		
Goal 4	Productivity: To clearly align available resources with school goals to maximise student learning outcomes; to improve communication within the broader community capacity of the school to function strategically with a focus on school improvement.		
Target 4.1	Improve the % endorsement for Shielding and Buffering in the Staff Climate Survey from 26% in 2014 to equal the 2014 state mean of 64% in 2019		
	Improve Attitudes to School Survey data for the following measures:		
		2015	2019
	Student Safety	4.16	4.70
	Student Distress	5.75	6.00
	Student Morale	5.77	6.00

	Improve % endorsement in the Staff Climate Survey to the 2014 state mean for the following measures:		
		2015	2019
	Parent and Community Involvement	43%	76%
	Collective Responsibility	49%	89%
	Staff trust	40%	72%
	Improve Parent Opinion survey data for the following measures:		
		2015	2010
	Approachability	5.70	6.00
	Reporting	5.25	5.60
	General Satisfaction	5.89	6.10
	Parent Input	5.41	5.75
		6.33	6.50
	Wellbeing	6.10	6.25
		3.5	3.75
	Student Relationships	4.5	4.75
		4.3	4.5
Key Improvement Strategy 4.a	Implement the school ICT Progression Implementation and Support plan		

Curriculum planning and assessment	
Key Improvement Strategy 4.b Strategic resource management	Strategically monitor and evaluate the effectiveness of resource allocation to priority areas.
Key Improvement Strategy 4.c Parents and carers as partners	Build a whole school structure that provides effective communication and embraces feedback from the community
Key Improvement Strategy 4.d Building leadership teams	Build capacity of leadership Team through a distributed leadership model to drive school improvement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
Achievement: To improve the learning growth and achievement of every student in literacy and numeracy	Yes	<ul style="list-style-type: none"> * 40% or more students (deemed capable) to be above expected level in Reading as measured by PM Benchmark assessment. * 95% or more students (deemed capable) to be at or above expected level in Reading as measured by PM Benchmark assessment. * All students (deemed capable) progress at expected growth on AUSVELS score 1.0 over an academic year. * NAPLAN - increase the proportion of students in the top two NAPLAN bands and decrease the proportion in the bottom two bands. * On Demand - All students in Grades 3 - 6 deemed capable to show minimum AusVELS growth of 1.0 in On Demand Writing by the end of the year.

Engagement: To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.	Yes	Improve (or maintain where it is already 100%) Student Attitude to School survey mean scored for teaching and learning (have selected the change of survey areas, to fit in with the original SSP).					
		Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2018 End SSP Goal	
		Learning Confidence	Sense of Confidence	4.25/5 (85)	96.4 - 97.0 (above goal)	4.50/5 (90%)	
		School Connectedness	Sense of Connectedness	4.70/5 (94)	97.2 - 98.0	4.90/5 (98)	
		Stimulating Learning	Stimulated Learning	4.50/5 (90)	95.0 - 97.0 (at goal)	4.75/5 (95)	
		Student Motivation	Motivation and Interest	4.88/5 (97.6)	94.9 - 96	5.0/5 (100)	
		Teacher Effectiveness	Effective Teaching Time	4.60/5 (92)	97.0 - 98	4.80/5 (96)	
		Teacher Empathy	Teacher Concern	4.71/5 (94.2)	(above goal) 94.4 - 96	4.90/5 (98)	
Wellbeing : To ensure support for every student and to build positive emotional health, mental health and wellbeing.	Yes	* Improve Student Attitude to School survey mean scores for Wellbeing and Student Relationships:					
		Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2018 End SSP Goal	2018
		Wellbeing	School Safety	6.33/7 (90.4)	96.4 - 98 Advocate at School (above goal)	6.5/7 (92.8)	100%

				6.10/7 (87.1)	95.5 - 97 Managing Bullying	6.25/7 (89.2)	89%
					(above goal)		
					95.3 - 97 Respect for Diversity		100%
					97.2 - 98 Sense of Connectedness		100%
	Student Relationships	Social Engagement		3.5/5 (70)		3.75/5 (75)	
					(above goal)		
				4.5/5 (90)	96.3 - 97 Sense of Inclusion	4.75/5 (95)	100%
					(above goal)		
				4.3/5 (86)	98.5 - 99 Student Voice and Agency	4.5/5 (90)	92%
					(above goal)		
	* Improve Student Attendance Data:						
		2015 Data	2017 Goal	2018 Goal	2018 actual		
	Parent Choice	108 days	80 days	50 days	7.5 days (well above goal)		
	Unauthorised						
	Unexplained	230 days	100 days	75 days	60 days (above goal)		
	* Improve Parent Opinion Survey data:						
	Pre-2017 Format	2017+ Format	2015 Data	2017 Data - 2018 Goal	2019 End SSP Goal	2018 End SS	
				83.8 - 85			
	Connectedness to Peers	Student Connectedness	5.63/7 (80.4)		5.85 (83.5)		96% (above goal)
				(above goal)			

		Student Safety	Managing Bullying	4.96/7 (70.8)	84.6 - 88 (above goal)	5.50 (78.5)	75% (below of answers w
		Approachability	General School Satisfaction	5.06/7 (72.2)	58.6 - 65 (dropped well below goal)	5.73 (82)	63% (improv 2017 data bu original goal
		Parent Input	Parent Participation and Involvement	5.38/7 (76.8)	20.1 - 35 (dropped well below goal)	5.35 (76.4)	71% (big imp on 2017 data original goal
		Social Skills	Confidence and Resiliency Skills	5.61/7 (80)	86.6 - 90		
		* Improve staff survey data for School Climate Factors:					
			2015 data		2017 Data - 2018 Goal	2018 End SSP Goal	201
		Academic Emphasis	58.3%		88.9% - maintain (above goal)	65%	86. min
		Trust in Students and Parents	46.7%		80.0% - maintain (above goal)	69%	88.
		Teacher Collaboration	33.3%		60.0% - 65% (at goal)	60%	90.
		Shielding / Buffering	50.0%		66.7% - 70% (above goal)	60%	84.
Productivity: To clearly align	No	Improve the % endorsement for Shielding and Buffering in the Staff Climate Survey from 26% in 2014 to equal the 2014 state mean of 64%					

available resources with school goals to maximise student learning outcomes; to improve communication within the broader community; to increase the capacity of the school to function strategically with a focus on school improvement.	Improve Attitudes to School Survey data for the following measures:		
		2015	2019
	Student Safety	4.16	4.70
	Student Distress	5.75	6.00
	Student Morale	5.77	6.00
	Improve % endorsement in the Staff Climate Survey to the 2014 state mean for the following measures:		
		2015	2019
	Parent and Community Involvement	43%	76%
	Collective Responsibility	49%	89%
	Staff trust	40%	72%
	Improve Parent Opinion survey data for the following measures:		
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	Approachability	5.70	6.00
	Reporting	5.25	5.60
	General Satisfaction	5.89	6.10
	Parent Input	5.41	5.75
		6.33	6.50
	Wellbeing	6.10	6.25
		3.5	3.75
	Student Relationships	4.5	4.75
		4.3	4.5

Goal 1	Achievement: To improve the learning growth and achievement of every student in literacy and numeracy	
12 Month Target 1.1	Continue to maintain or improve data in the lead up to our term 4 review.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations.	Yes
KIS 2 Curriculum planning and assessment	(Use data to effectively track student achievement and inform teacher planning)	Yes
KIS 3 Curriculum planning and assessment	Build and document the guaranteed and viable curriculum.	No
KIS 4 Curriculum planning and assessment	An effective and agreed whole school curriculum that informs consistent pedagogy and assessment practices school-wide.	No
KIS 5 Evaluating impact on learning	Consistent triangulation of data to provide the most accurate picture of individual achievement.	No
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.	Strategies implemented in 2018 as the final year of our SSP have led to improved data overall. We will continue to implement them in the lead up to our review in term 4 with a focus on area that were not improved. <ul style="list-style-type: none"> - trial Mathematics instructional model this year, as it is still in draft form - continue on with Literacy one - shift data tracking from self-made version to new reporting package 	
Goal 2	Engagement: To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.	

12 Month Target 2.1	Continue to maintain or improve data in the lead up to our term 4 review.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Plan, research, document, communicate and implement whole school strategies to engage students, parents and the community as authentic partners in 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>Strategies implemented in 2018 as the final year of our SSP have led to improved data overall. We will continue to implement them in the lead up to our review in term 4 with a focus on any areas that were not improved.</p> <ul style="list-style-type: none"> - student attendance monitoring and communication with families has been extremely successful, as reflected in the data. Continue to implement this - Parent Opinion survey shows significant improvements in many areas largely due to surveying for feedback and being seen to act upon it. Continue to survey in lower areas such as managing Bullying, General School Satisfaction and Parent Participation and Involvement. - ensure that communication is maintained with families regarding the positive things happening with regards to these areas so they are fully aware of how we are addressing them. 	
Goal 3	Wellbeing : To ensure support for every student and to build positive emotional health, mental health and wellbeing.	
12 Month Target 3.1	Continue to maintain or improve data in the lead up to our term 4 review.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build a safe, focussed and stimulating environment.	Yes
KIS 2 Health and wellbeing	Implement a positive behaviours framework as a whole school approach	No
KIS 3 Building communities	Develop meaningful and positive home/school partnerships through the implementation of the healthy Schools Achievement program and the promotion of student safety.	No

<p>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>	<p>Strategies implemented in 2018 as the final year of our SSP have led to improved data overall. We will continue to implement them in the lead up to our review in term 4 with a focus on any areas that were not improved.</p> <ul style="list-style-type: none"> - Areas low on Student Attitude to School results include: Teacher Concern, Managing Bullying and Student Voice so these areas should be a focus for 2019. Survey students to unpack further and find out how they feel we could address these areas - Areas low on Staff Climate Survey include: All areas have shown considerable improvement. maintain these for 2019.
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Define Actions, Outcomes and Activities

Goal 1	Achievement: To improve the learning growth and achievement of every student in literacy and numeracy				
12 Month Target 1.1	Continue to maintain or improve data in the lead up to our term 4 review.				
KIS 1 Building practice excellence	Build teacher capacity to deliver consistent high quality teaching, learning, assessment and reporting practices, aligned with agreed whole school expectations.				
Actions	<div>- peer observation</div> <div>- CoP work with Bendigo network</div>				
Outcomes	<div>- continued growth</div> <div>- improved teamwork / sharing / moderation</div>				
Success Indicators	<div>- peer observation completed each term, documented, reflections complete</div> <div>- CoP work shared at end of year meeting</div>				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
leaving this area relatively empty until we have further direction from Review training. Allowing CRT days at this stage as an estimate.		<div>✔ All Staff</div>	<div>✔ PLP Priority</div>	from: Term 1 to: Term 4	<div>\$1,400.00</div> <div>✔ Equity funding will be used</div>
KIS 2 Curriculum planning and assessment	(Use data to effectively track student achievement and inform teacher planning)				
Actions	<div>- trial the numeracy instructional model and provide feedback to refine it</div>				
Outcomes	<div>- staff will develop familiarity with the document / expectations in a practical setting whereas up till now it has been theoretical</div>				

Success Indicators	- document will be refined and updated to reflect the reality of teaching in the classroom so that it can be implemented consistently			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement numeracy instructional model, refine, use.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Engagement: To provide a student centred, stimulating environment that engages and motivates students in their learning and fosters authentic relationships.			
12 Month Target 2.1	Continue to maintain or improve data in the lead up to our term 4 review.			
KIS 1 Empowering students and building school pride	Plan, research, document, communicate and implement whole school strategies to engage students, parents and the community as authentic partners in learning.			
Actions	<ul style="list-style-type: none"> - work with the parent community to develop a greater understanding of the areas we could improve delivery in - develop plans to address these areas communicate with the community when these areas have been addressed or processes have been put in place towards that goal 			
Outcomes	<ul style="list-style-type: none"> - improved parent satisfaction in general - improved outcomes in the specific Parent Opinion Survey areas listed 			
Success Indicators	<ul style="list-style-type: none"> - Parent Opinion Survey - internal parent surveys 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Survey parents to determine areas of focus. Will be able to include greater detail after review.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,400.00

-estimated budget to provide CRT days to release me from the classroom to manage this.				to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	Wellbeing : To ensure support for every student and to build positive emotional health, mental health and wellbeing.				
12 Month Target 3.1	Continue to maintain or improve data in the lead up to our term 4 review.				
KIS 1 Empowering students and building school pride	Build a safe, focussed and stimulating environment.				
Actions	<ul style="list-style-type: none"> - Continue to implement the process for monitoring and tracking student attendance which had led to significant improvements in 2018 - Maintain high level communication with families around attendance - Maintain high level of staff satisfaction in School Climate Survey 				
Outcomes	- expect to see continued improvement in attendance data				
Success Indicators	<ul style="list-style-type: none"> - Student attendance data including : unexplained absences and parent choice unauthorised data - Staff Climate Survey 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
- communicate with families via SMS; explore an app for communication too	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400.00 <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	\$1,400.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$1,400.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
leaving this area relatively empty until we have further direction from Review training. Allowing CRT days at this stage as an estimate.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,400.00	
Totals			\$1,400.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
leaving this area relatively empty until we have further direction from Review training. Allowing CRT days at this stage as an estimate.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site