

Submitted for review by Jennene Cooney (School Principal) on 17 December, 2019 at 01:34 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

2020 Annual Implementation Plan

for improving student outcomes

Broadford Primary School (1125)



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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving moving towards Embedding
Enter your reflective comments	<p>2019 has seen growth in building practice excellence through the development of PLC training based on best practice and professional learning to unpack the components of the model and learning walks have ensured the model is embedded in practice.</p> <p>The PLC training for middle leaders and its implementation across the school in 2019 enabled teachers to work collaboratively at the school level to improve student learning. 2019 has set the scene for future growth in student learning through increased collaboration at school and clear focus on AIP goals.</p>	

<p>Considerations for 2020</p>	<p>In 2020 we will continue to embed the writing instructional model with a particular focus on writing within the structure of the Instructional Model. This will include setting a focus on writing for students, use of formative assessment and effective conferencing of writing. Professional observations will support and monitor staff capacity to implement the instructional model. In 2020 we will also see the introduction of a Numeracy instructional model based on the SWPBS. SWPBS will continue to be an important focus to ensure consistency across the school and maximize learning student achievement. A document attendance strategy will be a priority to ensure students are present for learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	Improve learning outcomes with a particular emphasis on literacy and numeracy
Target 1.1	<ul style="list-style-type: none"> ● Teacher judgement of each student to achieve one year's growth or greater ● By 2020, the percentage of Relative Growth Low Band students assessed in literacy and numeracy to be reduced to that of similar schools or below. ● By 2020, the percentage of Relative Growth High Gain students assessed in literacy and numeracy is at or above similar schools.
Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy
Goal 2	To develop strategies and provide programs to re-engage students and provide a safe and inclusive school.
Target 2.1	<ul style="list-style-type: none"> ● Reduce student absence every year so that by 2020, student attendance is at or above similar schools. ● By 2020, the percentage of students with positive attitudes towards school is at or above similar schools.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop attendance strategies and programs that reduce student absences

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
Improve learning outcomes with a particular emphasis on literacy and numeracy for all students F-6.	Yes	<ul style="list-style-type: none"> ● Teacher judgement of each student to achieve one year's growth or greater each year in literacy and numeracy. ● By 2020, the percentage of Relative Growth Low Band students assessed in NAPLAN reading, writing and numeracy to be reduced to that of similar schools or below. ● By 2020, the percentage of Relative Growth High Gain students assessed in NAPLAN reading, writing and numeracy is at or above similar schools.
To develop strategies and provide programs to re-engage students and provide them with a sense of connectedness to school.	Yes	<ul style="list-style-type: none"> ● Reduce student absence every year so that by 2020, student attendance is at or below state level. ● By 2020, the percentage of students with positive attitudes towards Classroom Behaviour will increase by 20%.

Goal 1	Improve learning outcomes with a particular emphasis on literacy and numeracy for
12 Month Target 1.1	<ul style="list-style-type: none"> - Teacher judgement of each student to achieve one year's growth or greater each - Reduction in the percentage of students with low Relative Growth in writing and 202 - An increase in the percentage of students achieving medium and high relative growth compared to 2019
Key Improvement Strategies	
KIS 1 Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing
KIS 2 Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy

<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>In 2019 Broadford Primary School worked on developing collaborative teaching to implement a consistent writing program. We introduced an Instructional model for on building teacher capacity in relation to the architecture of the mini lesson (connected). The next piece of work is to work collaboratively and use data more effectively to differentiate students in their classes.</p>
<p>Goal 2</p>	<p>To develop strategies and provide programs to re-engage students and provide the school.</p>
<p>12 Month Target 2.1</p>	<p>Reduce the number of student absences in 2020 compared to 2019</p>
<p>Key Improvement Strategies</p>	
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>Develop attendance strategies and programs that reduce student absences</p>
<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>Whilst our Student Attitude to Survey showed positive responses to attendance to reflected in our attendance data. There is a collaboration between student absences not achieving at expected level in Foundation reading in 2019, xxx had high absences plan and focus on attendance in 2020 will be improve attendance levels.</p>

Define Actions, Outcomes and Activities

Goal 1	Improve learning outcomes with a particular emphasis on literacy and numeracy for all students		
12 Month Target 1.1	<ul style="list-style-type: none"> - Teacher judgement of each student to achieve one year's growth or greater each year in writing and numeracy - Reduction in the percentage of students with low Relative Growth in writing and numeracy - An increase in the percentage of students achieving medium and high relative growth in writing and numeracy in 2019 		
KIS 1 Building practice excellence	Build teacher capacity to deliver an effective instructional model in writing		
Actions	<ol style="list-style-type: none"> 1. Embed the agreed instructional model in writing 2. Develop and implement a professional learning plan that supports the instructional model 3. Utilise learning walks to monitor the implementation of the schools instructional model 4. Monitor and evaluate the effectiveness of lesson planners to facilitate the use of the instructional model 5. Build the capacity of teachers to conference with their students 6. Build the capacity of staff to plan differentiated, rich learning tasks 7. Build the capacity of staff to utilise data to differentiate their teaching within the structure of the instructional model 		
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the lesson structure • Verbalise the role of the teacher and the student throughout the components of the lesson • Model their role through the lesson • Describe the writing improvement strategies identified during conferences <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement the agreed Writing Instructional Model • Use agreed planning template reflecting the instructional model • Use a common language around learning and engagement (eg the workshop model) • Utilise data to differentiate their teaching within the structure of the Instructional Model • Conference with students either in a small group or individually about writing at lesson level <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide relevant professional learning on expectations of the various components of the instructional model • Monitor the implementation of the Instructional Model through lesson planners and learning walks • Utilise learning walks and peer observations to support and monitor staff capacity • Incorporate the use of the Instructional Model into the PDP process 		
Success Indicators	<ul style="list-style-type: none"> - Moderated writing samples - Teacher judgement data on semester 1 and 2 reports - Naplan - Staff survey (Professional Learning, Teaching and Learning) 		
Activities and Milestones	Who	Is this a PL Priority	When
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of writing	□ Principal	× PLP Priority	fr T to T

Implementing rigorous induction process for new staff	☐ Leadership Team	☐ PLP Priority	fr T to T
Collate 2019 Writing data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level	☐ School Improvement Team ☐ Teacher(s)	☐ PLP Priority	fr T to T
Create anchor charts with students to support their understanding of the components of the instructional model	☐ Teacher(s)	× PLP Priority	fr T to T
Review the use of formative assessment to inform practice.	☐ All Staff	☐ PLP Priority	fr T to T
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	☐ All Staff	☐ PLP Priority	fr T to T
Embed the use of conferencing strategy to provide effective feedback and support students to recognise success and identify next step learning	☐ Teacher(s)	☐ PLP Priority	fr T to T
Timetable weekly dedicated team planning time for the planning of writing across year level teams using data to inform the planning	☐ Assistant Principal	× PLP Priority	fr T to T
Attend weekly Literacy planning sessions Mentor, model and coach staff in the implementation of the writing instructional model	☐ Learning Specialist(s)	× PLP Priority	fr T to T
Conduct Professional Development - revisit the instructional model - writing conferencing & goal setting - formative assessment - foci identified through learning walks	☐ School Improvement Team	☐ PLP Priority	fr T to T

Use the PLC inquiry cycle to focus on writing	☐ All Staff	× PLP Priority	fr T to T
Engage in classroom and peer observations	☐ School Improvement Team ☐ Teacher(s)	☐ PLP Priority	fr T to T
Participate in the Network Writing COP and facilitate classroom observations at other schools in the network to observe best practice	☐ Principal	× PLP Priority	fr T to T
KIS 2 Building practice excellence	Build teacher capacity to deliver an instructional model in numeracy.		
Actions	<ol style="list-style-type: none"> 1. Develop an agreed instructional model in numeracy 2. Develop and implement a professional learning plan that supports the instructional model 3. Using the school SIT, utilise learning walks to monitor the implementation of the model as required 4. Monitor and evaluate the effectiveness of lesson planners to facilitate the use of the model 5. Build the capacity of teachers to use assessment to inform planning 		
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the lesson structure • Verbalise the role of the teacher and the student throughout the components of the instructional model • Know and model the expected behaviours of each component of the instructional model • Model their role through the lesson • Refer to anchor charts to support their learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement and explicitly teach the agreed Numeracy Instructional Model • Use agreed planning template reflecting the instructional model • Co-create anchor charts with students to support their understanding of the components of the instructional model • Use the assessment schedule to inform planning <p>Leadership will:</p> <ul style="list-style-type: none"> • Oversee the development of the agreed instructional model • Provide relevant professional learning to introducing the instructional model • Monitor the implementation of the Instructional Model through lesson planners, at school level and support the building of capacity through PL • Incorporate the use of the Instructional Model into the PDP process 		
Success Indicators	Observations of classroom practice Lesson plans Staff survey (Professional Learning, Teaching and Learning)		
Activities and Milestones	Who	Is this a PL Priority	V

Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of numeracy	☐ Principal	× PLP Priority	fr T to T
Collate 2019 Numeracy data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level. Naplan data analysed to determine areas of strength and weakness to inform teaching	☐ Learning Specialist(s) ☐ Teacher(s)	☐ PLP Priority	fr T to T
Conduct Professional Development: - introduce the Numeracy instructional model - unpacked each part of the instructional model to ensure consistency in understanding and build teacher capacity in implementing the whole school Instructional Numeracy Model - foci identified through learning walks	☐ Learning Specialist(s) ☐ Numeracy Leader	☐ PLP Priority	fr T to T
Whole school collaboratively developed expectations around the content, timing for completion of yearly, termly and weekly curriculum planning documents	☐ All Staff	☐ PLP Priority	fr T to T
Common planning documents developed that are used consistently across the school	☐ All Staff	× PLP Priority	fr T to T
Timetable weekly dedicated team planning time for the planning of Numeracy across year level teams using data to inform the planning	☐ Assistant Principal	× PLP Priority	fr T to T
Attend weekly Numeracy planning sessions Mentor, model and coach staff in the implementation of the Numeracy instructional model	☐ Learning Specialist(s)	× PLP Priority	fr T to T
Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data: - Implement Assessment Schedule and supporting resources - Timeline of data collection to be followed - Effective analysis of data by individuals and teams - Data used to inform planning	☐ All Staff	☐ PLP Priority	fr T to T
Peer observation and classroom observations undertaken with a specific focus on the Instructional Model	☐ All Staff	☐ PLP Priority	fr T to T
Goal 2	To develop strategies and provide programs to re-engage students and provide them with		

12 Month Target 2.1	Reduce the number of student absences in 2020 compared to 2019		
KIS 1 Setting expectations and promoting inclusion	Develop attendance strategies and programs that reduce student absences		
Actions	<ol style="list-style-type: none"> 1. Implement data-driven attendance improvement strategies 2. Monitor and analyse student attendance records 3. Use tools for early identification of students at risk of poor attendance 4. Document procedures for absences 5. Implement Respectful Relationships 		
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the importance of being at school everyday • Attend school on a regularly <p>Teachers will:</p> <ul style="list-style-type: none"> • Establish expectations for attendance during Ready to Learn program • Implement reward system for attendance • Use a variety of engagement strategies to promote attendance • Accurately mark roles twice per day • Follow up on absences using agreed procedures • Develop IEP's for students with chronic attendance <p>Leadership will:</p> <ul style="list-style-type: none"> • Provide relevant professional learning to address attendance concerns • Support to engage students • Provide relevant professional learning on Respectful Relationships 		
Success Indicators	<ul style="list-style-type: none"> - Documentation in place of attendance strategy - Reduced student absence data 		
Activities and Milestones	Who	Is this a PL Priority	V
Develop a school attendance policy outlining clear explicit focused strategies and implementation plan to improve student attendance.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal	× PLP Priority	fr T to T
Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal	× PLP Priority	fr T to T
Investigate and implement Family Engagement activities	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Wellbeing Team	× PLP Priority	fr T to T
Investigate strategies to get students to school on time	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Wellbeing Team	× PLP Priority	fr T

			to T
Promote importance of being at school eg school newsletter, classroom rewards	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal	× PLP Priority	fr T to T
Incorporate 'Every day counts' activities into the Ready to Learn program	<input type="checkbox"/> All Staff	× PLP Priority	fr T to T
Participate in 'The Resilience Project' presentation for students, teachers and families	<input type="checkbox"/> All Staff	× PLP Priority	fr T to T

Equity Funding Planner

Equity Spending Totals

Category
Equity funding associated with Activities and Milestones
Additional Equity funding
Grand Total

Activities and Milestones

Activities and Milestones	When	Category
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of writing	from: Term 1 to: Term 1	
Timetable weekly dedicated team planning time for the planning of writing across year level teams using data to inform the planning	from: Term 1 to: Term 4	
Engage in classroom and peer observations	from: Term 2 to: Term 3	
Participate in the Network Writing COP and facilitate classroom observations at other schools in the network to observe best practice	from: Term 1 to: Term 4	
Appoint 2 Learning specialist (junior/senior school) to oversee planning and implementation of numeracy	from: Term 1 to: Term 1	
Timetable weekly dedicated team planning time for the planning of Numeracy across year level teams using data to inform the planning	from: Term 1 to: Term 4	
Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data: - Implement Assessment Schedule and supporting resources - Timeline of data collection to be followed - Effective analysis of data by individuals and teams - Data used to inform planning	from: Term 2 to: Term 2	

Peer observation and classroom observations undertaken with a specific focus on the Instructional Model	from: Term 2 to: Term 4	
Develop clear attendance data tracking - involving reviewing and monitoring clearly focused on analysis of individual, Level and whole school student absence data.	from: Term 1 to: Term 3	
Investigate and implement Family Engagement activities	from: Term 2 to: Term 3	
Promote importance of being at school eg school newsletter, classroom rewards	from: Term 1 to: Term 4	
Participate in 'The Resilience Project' presentation for students, teachers and families	from: Term 1 to: Term 2	
Totals		

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category
Totals		

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure
Implementing rigorous induction process for new staff	<ul style="list-style-type: none"> □ Leadership Team 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> □ Planning □ Preparation 	<ul style="list-style-type: none"> □ Formal School Meeting Internal Professional Learning Sessions
Collate 2019 Writing data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level	<ul style="list-style-type: none"> □ School Improvement Team □ Teacher(s) 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> □ Moderated assessment of student learning □ Curriculum development 	<ul style="list-style-type: none"> □ Whole School Pupil Free Day
Review the use of formative assessment to inform practice.	<ul style="list-style-type: none"> □ All Staff 	from: Term 2 to: Term 3	<ul style="list-style-type: none"> □ Planning □ Design of formative assessments 	<ul style="list-style-type: none"> □ Formal School Meeting Internal Professional Learning Sessions □ PLC/PLT Meeting
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	<ul style="list-style-type: none"> □ All Staff 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> □ Design of formative assessments □ Moderated assessment of student learning 	<ul style="list-style-type: none"> □ Formal School Meeting Internal Professional Learning Sessions □ PLC/PLT Meeting
Embed the use of conferencing strategy to provide effective feedback and support students to recognise success and identify next step learning	<ul style="list-style-type: none"> □ Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> □ Collaborative Inquiry/Action Research team □ Formalised PLC/PLTs 	<ul style="list-style-type: none"> □ Formal School Meeting Internal Professional Learning Sessions □ PLC/PLT Meeting
Conduct Professional Development - revisit the instructional model - writing conferencing & goal setting - formative assessment - foci identified through learning walks	<ul style="list-style-type: none"> □ School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> □ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> □ Formal School Meeting Internal Professional Learning Sessions □ PLC/PLT Meeting
Engage in classroom and peer observations	<ul style="list-style-type: none"> □ School Improvement Team □ Teacher(s) 	from: Term 2 to: Term 3	<ul style="list-style-type: none"> □ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> □ PLC/PLT Meeting

Collate 2019 Numeracy data (Naplan, teacher judgement) to identify students in top two Naplan bands and those at, above and below expected level. Naplan data analysed to determine areas of strength and weakness to inform teaching	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Formal School Meeting <input type="checkbox"/> Internal Professional Learning Sessions
Conduct Professional Development: - introduce the Numeracy instructional model - unpacked each part of the instructional model to ensure consistency in understanding and build teacher capacity in implementing the whole school Instructional Numeracy Model - foci identified through learning walks	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 3	<input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Formal School Meeting <input type="checkbox"/> Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting
Whole school collaboratively developed expectations around the content, timing for completion of yearly, termly and weekly curriculum planning documents	<input type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal School Meeting <input type="checkbox"/> Internal Professional Learning Sessions
Numeracy Assessment reviewed. Consistent approach to implementing assessments and analysing data: - Implement Assessment Schedule and supporting resources - Timeline of data collection to be followed - Effective analysis of data by individuals and teams - Data used to inform planning	<input type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input type="checkbox"/> Design of formative assessments	<input type="checkbox"/> Formal School Meeting <input type="checkbox"/> Internal Professional Learning Sessions
Peer observation and classroom observations undertaken with a specific focus on the Instructional Model	<input type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Professional Practice Da