

2020 Annual Implementation Plan

for improving student outcomes

Forrest Primary School (2708)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

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

Enter your reflective comments	In 2019, staff continued to grow their collective capacity in the areas of teaching and learning excellence. Alignment with FISO advocacy, CAFE PLT promotion and the strategic use of HITS were useful in assisting with this growth. Both teachers in semester 2 had extended periods of leave which adversely affected the growth only marginally in the short term. Staff turnover/transience and profile (FT / PT balance) is a challenge currently experienced at Forrest. Nature Based Learning programming development commenced in 2019 and will evolve further in 2020. The Early Years Centre had a review in Semester 2 of its operations. Key stakeholders were involved in this review and a restructure of operations is planned for 2020 and beyond. The EYC's QIP is at the cornerstone of all operations of the EYC.
Considerations for 2020	Embedding Numeracy & Literacy programs with stronger links with neighbouring and network schools - using PLC model. Nature Based Learning documented and embedded in school & EYC practice. EYC Long term strategic plan developed.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.
Target 1.1	To achieve the excelling status (4) for: <ul style="list-style-type: none"> • Excellence in Teaching and Learning (Building Practice Excellence) - currently embedding status (3) • Community Engagement in Learning (Building Communities) - currently embedding status (3)
Key Improvement Strategy 1.a Building practice excellence	The school will: build the capability of teachers to use Evidence-based High Impact Teaching Strategies.
Goal 2	To improve student learning outcomes in literacy and numeracy.
Target 2.1	The targets are to: <ul style="list-style-type: none"> • enable all students to demonstrate at least one year's growth for one year of instruction across all Literacy domains using teacher judgements against Victorian Curriculum • enable all students to demonstrate at least one year's growth for one year of instruction across all Numeracy domains using teacher judgements against Victorian Curriculum • using NAPLAN Relative Growth aggregated three-year data, maintain ≥75% of students achieving High Growth from Years 3 to 5. • using aggregated three-year data of students, maintain ≥50% achieving the top two bands in NAPLAN in Reading and Numeracy.
Key Improvement Strategy 2.a Evaluating impact on learning	The school will finalise, document and embed the Writers Workshop and Readers Workshop Models across the whole school
Key Improvement Strategy 2.b	The school will develop and document a guaranteed and viable whole-school Literacy and Numeracy curriculum and approach to teaching and learning for the sequential and logical implementation of the Victorian Curriculum Foundation – 6

Evaluating impact on learning	
Key Improvement Strategy 2.c Evaluating impact on learning	The school will begin to have a clear line of sight between the principal PDP, staff PDP and the SSP and AIP.
Goal 3	To extend the school's capacity to meet future student social, emotional and academic needs.
Target 3.1	<p>The targets are:</p> <p>by the end of the strategic plan all school climate factors on the Parent Opinion Survey (POS) to be in the 4th Quartile using 2017 Staff Survey data as benchmark, maintain an upward trend in School Climate – Collective Responsibility factor</p> <ul style="list-style-type: none"> • using student Attitude to School Survey (ATSS) data, all factors within Learner Characteristics and Disposition Domain and Student Safety Domain to increase annually against 2017 benchmarks • increase student attendance levels to be at or above state mean • continue to lower the level of parent choice unauthorised absences and unexplained absences against 2016 benchmarks.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	The school will develop and implement an action plan to amalgamate existing student welfare and wellbeing programs within the Respectful Relationships (RR) framework and support the RR initiative by ongoing participation in the Community of Practice, upskilling staff for consistent application,
Goal 4	To broaden active engagement with the local and broader community.
Target 4.1	<p>The targets are:</p> <ul style="list-style-type: none"> • Parent Opinion Survey (POS) data to achieve in 4h Quartile in the School Improvement, Approachability, Parent Input, Reporting and Transition factors • Using 2017 benchmark data, achieve an upward trend in the School Staff Survey in the Climate factors 'Trust in Students and Parents', and 'Parent and Community Involvement' • Using 2017 benchmark data, achieve an upward trend in the School Staff Survey in the School Leadership factor 'Parent Involvement, Engagement and Outreach'.

Key Improvement Strategy 4.a
Building communities

The school will investigate and implement the most effective strategies and engagement practices to increase community involvement in learning and broader school activities.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.	Yes	To achieve the excelling status (4) for: <ul style="list-style-type: none"> • Excellence in Teaching and Learning (Building Practice Excellence) - currently embedding status (3) • Community Engagement in Learning (Building Communities) - currently embedding status (3) 	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To analyse current spelling program, develop additional strategies using Sounds Write PD to add to current spelling program. Using Teacher Judgement data, improve the Writing percentage of students working at or above the age expected level from 85% to 90%. Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.
To improve student learning outcomes in literacy and numeracy.	Yes	The targets are to: <ul style="list-style-type: none"> • enable all students to demonstrate at least one year's growth for one year of instruction across all Literacy domains using teacher judgements against Victorian Curriculum • enable all students to demonstrate at least one year's growth for one year of instruction across all Numeracy domains using teacher judgements against Victorian Curriculum 	Using NAPLAN Relative Growth aggregated three-year data, maintain =75% of students achieving High Growth from Years 3 to 5. Maintain =50% achieving the top two bands in NAPLAN in Reading and Numeracy. Using Teacher Judgement data, improve the percentage of students working at or above age expected level to above /at similar school percentage (89%) Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.

		<ul style="list-style-type: none"> • using NAPLAN Relative Growth aggregated three-year data, maintain $\geq 75\%$ of students achieving High Growth from Years 3 to 5. • using aggregated three-year data of students, maintain $\geq 50\%$ achieving the top two bands in NAPLAN in Reading and Numeracy. 	
To extend the school's capacity to meet future student social, emotional and academic needs.	Yes	<p>The targets are: by the end of the strategic plan all school climate factors on the Parent Opinion Survey (POS) to be in the 4th Quartile</p> <ul style="list-style-type: none"> • using 2017 Staff Survey data as benchmark, maintain an upward trend in School Climate – Collective Responsibility factor • using student Attitude to School Survey (ATSS) data, all factors within Learner Characteristics and Disposition Domain and Student Safety Domain to increase annually against 2017 benchmarks • increase student attendance levels to be at or above state mean • continue to lower the level of parent choice unauthorised absences and unexplained absences against 2016 benchmarks. 	To improve through targeted programs e.g. clubs program, RRRR, Program Achieve the number of children in Years 4 - 6 NOT experiencing bullying in the Student Survey Data.
To broaden active engagement with the local and broader community.	No	<p>The targets are:</p> <ul style="list-style-type: none"> • Parent Opinion Survey (POS) data to achieve in 4h Quartile in the School Improvement, Approachability, Parent Input, Reporting and Transition factors • Using 2017 benchmark data, achieve an upward trend in the School Staff Survey in the Climate factors 'Trust in Students and Parents', and 'Parent and Community Involvement' 	

		<ul style="list-style-type: none"> Using 2017 benchmark data, achieve an upward trend in the School Staff Survey in the School Leadership factor 'Parent Involvement, Engagement and Outreach'. 	
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Goal 1	To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.	
12 Month Target 1.1	To analyse current spelling program, develop additional strategies using Sounds Write PD to add to current spelling program. Using Teacher Judgement data, improve the Writing percentage of students working at or above the age expected level from 85% to 90%. Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	The school will: build the capability of teachers to use Evidence-based High Impact Teaching Strategies.	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.	The teachers have identified a need to improve the spelling strategies of all students Grade F - 6.	
Goal 2	To improve student learning outcomes in literacy and numeracy.	
12 Month Target 2.1	Using NAPLAN Relative Growth aggregated three-year data, maintain =75% of students achieving High Growth from Years 3 to 5. Maintain =50% achieving the top two bands in NAPLAN in Reading and Numeracy. Using Teacher Judgement data, improve the percentage of students working at or above age expected level to above /at	

	similar school percentage (89%) Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	The school will finalise, document and embed the Writers Workshop and Readers Workshop Models across the whole school	Yes
KIS 2 Evaluating impact on learning	The school will develop and document a guaranteed and viable whole-school Literacy and Numeracy curriculum and approach to teaching and learning for the sequential and logical implementation of the Victorian Curriculum Foundation – 6	No
KIS 3 Evaluating impact on learning	The school will begin to have a clear line of sight between the principal PDP, staff PDP and the SSP and AIP.	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.	The school needs to embed the Writers Workshop and Readers Workshop Models across the whole school.	
Goal 3	To extend the school's capacity to meet future student social, emotional and academic needs.	
12 Month Target 3.1	To improve through targeted programs e.g. clubs program, RRRR, Program Achieve the number of children in Years 4 -6 NOT experiencing bullying in the Student Survey Data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	The school will develop and implement an action plan to amalgamate existing student welfare and wellbeing programs within the Respectful Relationships (RR) framework and support the RR initiative by ongoing participation in the Community of Practice, upskilling staff for consistent application,	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.

43% of students perceive that they are experiencing bullying (SAAtS Survey) in 2019. Resilience and strategies to address bullying need to be shared, taught and developed in classes and individually.

Define Actions, Outcomes and Activities

Goal 1	To fully align with FISO to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.			
12 Month Target 1.1	To analyse current spelling program, develop additional strategies using Sounds Write PD to add to current spelling program. Using Teacher Judgement data, improve the Writing percentage of students working at or above the age expected level from 85% to 90%. Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.			
KIS 1 Building practice excellence	The school will: build the capability of teachers to use Evidence-based High Impact Teaching Strategies.			
Actions	Literacy Leader and Principal to attend Sounds Write Program in Colac in term 1. Revise Writing Program to incorporate Sounds Write Strategies as a trial across both classes. Use PLT meetings as the vehicle for developing change.			
Outcomes	Changed teaching and learning behaviours in writing program across all year levels in particular in spelling. Documented revised Literacy Sequential Program.			
Success Indicators	Naplan Writing results. Teacher judgements in writing area.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Sounds Write PD Literacy PLT Focus terms 2,3,4	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,544.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in literacy and numeracy.			
12 Month Target 2.1	Using NAPLAN Relative Growth aggregated three-year data, maintain =75% of students achieving High Growth from Years 3 to 5. Maintain =50% achieving the top two bands in NAPLAN in Reading and Numeracy. Using Teacher Judgement data, improve the percentage of students working at or above age expected level to above /at similar school percentage (89%) Students, Teachers and Principal use the agreed success outcomes toolkit for all teaching and learning.			
KIS 1 Evaluating impact on learning	The school will finalise, document and embed the Writers Workshop and Readers Workshop Models across the whole school			
Actions	Revisit, adopt and embed Literacy Teaching & Learning (Gr. F - 6) document			
Outcomes	Changed teaching and learning behaviours in literacy program across all year levels. Documented revised Literacy Sequential Program.			
Success Indicators	Teacher Judgement Literacy Data in Reading, Speaking & Listening and Writing to be in the 90+% of students at or above age expected level. The results in teacher judgement to above similar schools % data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLT Meetings to revisit Readers and Writers Workshop principles	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To extend the school's capacity to meet future student social, emotional and academic needs.			

12 Month Target 3.1	To improve through targeted programs e.g. clubs program, RRRR, Program Achieve the number of children in Years 4 -6 NOT experiencing bullying in the Student Survey Data.			
KIS 1 Setting expectations and promoting inclusion	The school will develop and implement an action plan to amalgamate existing student welfare and wellbeing programs within the Respectful Relationships (RR) framework and support the RR initiative by ongoing participation in the Community of Practice, upskilling staff for consistent application,			
Actions	All staff including support staff to develop an action plan incorporating all welfare programs (RRRR, Program Achieve, JSC, Clubs) undertaken at school. Develop a draft Nature Based Learning document incorporating philosophy, goals, outcomes and programs/activities.			
Outcomes	Improve resilience of all students. Develop improved student strategies to address how to best get along in the school playground.			
Success Indicators	Student attitude to school data - experiencing bullying - improvement in key indicator - reduction in the experiencing of bullying. Pre & Post school student survey data - relative growth over 12 months.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLT Meetings	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$8,544.00	\$8,544.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,544.00	\$8,544.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Sounds Write PD Literacy PLT Focus terms 2,3,4	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$8,544.00	\$8,544.00
Totals			\$8,544.00	\$8,544.00

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Sounds Write PD Literacy PLT Focus terms 2,3,4	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Sounds Write Program at Colac West PS