

# 2019 Annual Implementation Plan

## for improving student outcomes

Carlisle River Primary School (3497)



Submitted for review by Jeff Douma (School Principal) on 29 January, 2019 at 02:30 PM  
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 30 January, 2019 at 09:20 AM  
Endorsed by Nick Lucas (School Council President) on 05 February, 2019 at 03:00 PM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	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
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	we are working towards achieving better understanding of what we need to reflect and work on
<b>Considerations for 2020</b>	Critical and creative matrix. Implementing respectful relations program . Ensuring that we collect the necessary data and not data for data's sake
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Achievement: To improve the learning growth and achievement of every student.
<b>Target 1.1</b>	. Each student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	1. Embed a whole school approach to the use of data and evidence to track the progress of every student and to inform the action for each student.
<b>Goal 2</b>	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.
<b>Target 2.1</b>	1. All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix.
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.
<b>Goal 3</b>	Wellbeing: To develop resilient students who display behaviours and attitudes that reflect the school values.
<b>Target 3.1</b>	. Using a local copy of the Student Attitudes to School Survey, over the period of the Strategic Plan the average student responses to be at or above the state mean in the areas of: safety, peer relationships

	student morale.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	. To implement the “Respectful Relationships” program.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Achievement: To improve the learning growth and achievement of every student.</p>	Yes	<p>. Each student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Each student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.</p>
<p>Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.</p>	Yes	<p>1. All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix.</p>	<p>All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix.</p>
<p>Wellbeing: To develop resilient students who display behaviours and attitudes that reflect the school values.</p>	Yes	<p>. Using a local copy of the Student Attitudes to School Survey, over the period of the Strategic Plan the average student responses to be at or above the state mean in the areas of: safety, peer relationships student morale.</p>	<p>Using a local copy of the Student Attitudes to School Survey, over the period of the Strategic Plan the average student responses to be at or above the state mean in the areas of:  safety,  peer relationships  student morale.</p>

<b>Goal 1</b>	Achievement: To improve the learning growth and achievement of every student.	
<b>12 Month Target 1.1</b>	Each student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	1. Embed a whole school approach to the use of data and evidence to track the progress of every student and to inform the action for each student.	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.	Embed a whole school approach to the use of data and evidence to track the progress of every student and to inform the action for each student.	
<b>Goal 2</b>	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.	
<b>12 Month Target 2.1</b>	All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.	Yes

<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>Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.</p>	
<p><b>Goal 3</b></p>	<p>Wellbeing: To develop resilient students who display behaviours and attitudes that reflect the school values.</p>	
<p><b>12 Month Target 3.1</b></p>	<p>Using a local copy of the Student Attitudes to School Survey, over the period of the Strategic Plan the average student responses to be at or above the state mean in the areas of:</p> <p>safety,</p> <p>peer relationships</p> <p>student morale.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Health and wellbeing</p>	<p>. To implement the "Respectful Relationships" program.</p>	<p>Yes</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>To implement the "Respectful Relationships" program.</p>	





## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Achievement: To improve the learning growth and achievement of every student.			
<b>12 Month Target 1.1</b>	Each student to show at least one year's growth in English and Maths every year. Using student progression through the Victorian Curriculum achievement standards.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	1. Embed a whole school approach to the use of data and evidence to track the progress of every student and to inform the action for each student.			
<b>Actions</b>	Revisit data wall is up to date and relevant Employ mentor for graduate teacher's development PD for graduate teacher involving CAFE and other rural schools			
<b>Outcomes</b>	Each student to show at least one year growth in English and Maths every year. Using student progress though Victorian Curriculum achievement standards			
<b>Success Indicators</b>	Each student to show at least one year growth in English and Maths every year. Using student progress though Victorian Curriculum achievement standards			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Using student progress though Victorian Curriculum achievement standards	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff attend Bastow - IDAP course PD regarding data analysis.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will

				be used
<b>Goal 2</b>	Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.			
<b>12 Month Target 2.1</b>	All students to demonstrate their progression through the standards in a “critical and creative thinking” matrix.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	1. Develop and implement the critical and creative thinking matrix* for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.			
<b>Actions</b>	Develop and implement the critical and creative thinking matrix for students to track their progression through the standards. *(as small schools don't receive AtSS data for cohorts less than 3 the school to develop a matrix chart for critical and creative thinking standards.			
<b>Outcomes</b>	All students to demonstrate their progression through the standards in a critical and creative thinking matrix using Mappen program			
<b>Success Indicators</b>	All students to demonstrate their progression through the standards in a critical and creative thinking matrix			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All students to demonstrate their progression through the standards in a critical and creative thinking matrix	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Wellbeing: To develop resilient students who display behaviours and attitudes that reflect the school values.			
<b>12 Month Target 3.1</b>	Using a local copy of the Student Attitudes to School Survey, over the period of the Strategic Plan the average student responses to be at or above the state mean in the areas of:  safety,			

	peer relationships student morale.			
<b>KIS 1</b> Health and wellbeing	. To implement the “Respectful Relationships” program.			
<b>Actions</b>	To implement the “Respectful Relationships” curriculum			
<b>Outcomes</b>	Develop resilient students who display behaviours and attitudes that reflect the school values			
<b>Success Indicators</b>	Resilient students who display behaviours and attitudes that reflect the school values			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
surveys undertaken - POLT & improvised student attitude to school survey.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$100.00  <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	\$7,000.00	\$13,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$7,000.00</b>	<b>\$13,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Using student progress through Victorian Curriculum achievement standards	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$5,000.00
All staff attend Bastow - IDAP course PD regarding data analysis.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$5,000.00
All students to demonstrate their progression through the standards in a critical and creative thinking matrix	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
<b>Totals</b>			<b>\$7,000.00</b>	<b>\$13,000.00</b>

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Using student progress through Victorian Curriculum achievement standards	<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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff attend Bastow - IDAP course PD regarding data analysis.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site what required
All students to demonstrate their progression through the standards in a critical and creative thinking matrix	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site