

# 2020 Annual Implementation Plan

## for improving student outcomes

Carlisle River Primary School (3497)



Submitted for review by Jeff Douma (School Principal) on 10 November, 2019 at 10:47 AM  
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 03 March, 2020 at 02:03 PM  
Endorsed by Nick Lucas (School Council President) on 03 March, 2020 at 02:59 PM

## Self-evaluation Summary - 2020

	<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 moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	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	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

<b>Enter your reflective comments</b>	We are continually working towards achieving better understanding of what we need to reflect and work on
<b>Considerations for 2020</b>	Implementing Respectful Relationships 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 capable 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>	All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix. Using MAPPEN Program
<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 capable 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 capable 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>All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix. Using MAPPEN Program</p>	<p>All students to demonstrate their progression through the standards in a "critical and creative thinking" matrix. Using MAPPEN Program Mappen program has been implemented and we will continue with this program. Mappen PD completed by relevant staff and to be updated in 2020.</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>Implement the Respectful Relationships Program. Average student responses (for student survey) to be at or above the state mean in the areas of:  safety,  peer relationships  student morale.</p>

			Review and assessing of all safety protocols and procedures to be undertaken annually. To be posted on school website or provided to all staff and families.
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<b>Goal 1</b>	Achievement: To improve the learning growth and achievement of every student.		
<b>12 Month Target 1.1</b>	Each capable 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.	To enhance all staff members the capacity to improve student outcomes through structured professional learning ( through the diagnostic use of data) To ensure that our school has a sound, documented guaranteed and viable curriculum Initialit providing a structural foundation for Literacy learning (F- 2) with accompanied diagnostic and online testing. Continue to undertake PDs to improve Literacy and Numeracy teaching practices		
<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. Using MAPPEN Program		

	Mappen program has been implemented and we will continue with this program. Mappen PD completed by relevant staff and to be updated in 2020.	
<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
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.	To develop students who are inquiring, creative, critical thinkers, engaged in and connected to their learning. Preparing students in a small, rural and alternative community to engage with their peers and wider community and to be thoughtful active citizens by interacting with the environment and members of the community on excursions. Students will engage with local community members and professionals in a respectful and collaborative manner, such as people working in disability and CFA etc. asking appropriate questions and engage in active dialogue	
<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>	Implement the Respectful Relationships Program. Average student responses (for student survey) to be at or above the state mean in the areas of:  safety,  peer relationships  student morale. Review and assessing of all safety protocols and procedures to be undertaken annually. To be posted on school website or provided to all staff and families.	



Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	To implement the “Respectful Relationships” program.	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.	To enable every student the ability to build their social and emotional capabilities in order to effectively apply the knowledge, attitudes and skills to display behaviours that reflect the schools values	

## 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 capable 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>	<p>Electronic data wall is up to date and relevant</p> <p>PLTs for all staff involving CAFE and other rural schools</p> <p>Assessment Schedule is reviewed annually to ensure of its relevance</p> <p>All staff attend Bastow - LDAP course PD regarding data analysis</p>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- demonstrate a growth mindset</li> <li>- can articulate the learning intentions of each lesson and how they will know if they have been successful (success criteria)</li> <li>- can understand and self assess their progress and articulate what they have to learn next, can explain concepts to peers and record their understandings in multiple ways</li> <li>- can discuss their progress during conferencing and explain how this supports their learning.</li> <li>- are skilled at giving feedback to each other.</li> <li>- understand the protocols for working together</li> <li>- have input into what and how they learn</li> <li>- demonstrate improved engagement and growth in Literacy &amp; Numeracy</li> </ul> <p>Teachers work collaboratively to::</p> <ul style="list-style-type: none"> <li>- build their knowledge, skills and mindset to effectively use the high impact teaching strategies to deliver quality teaching and learning across the school.</li> <li>- explicitly teach students required skills - lesson plans have evidence of explicit teaching of HITS</li> <li>- use the FISO Improvement Cycle when planning learning programs - analyse student data to reflect and evaluate the impact of</li> </ul>

	<p>practice on student learning and to inform their teaching and learning programs</p> <ul style="list-style-type: none"> <li>- build capacity to lead change. Using the LDAP course to ensure best practice.</li> <li>-review assessment schedule to ensure that is is covering all the required outcomes</li> </ul> <p>Principal to:</p> <ul style="list-style-type: none"> <li>- build capacity to lead and monitor change and to lead adult learning</li> <li>- support staff through professional learning and coaching conversations to deepen their understanding of the HIT's</li> <li>- provide regular feedback to teams and individuals, based on evidence collected through observation of practice during learning walks/observations .</li> <li>- facilitate and support collaborative practices across the school - e.g. timetable for shared planning and coaching conversations, budget for relevant PD</li> <li>- put structures and processes in place to support teacher learning, including budgeting for PD, school visit.</li> </ul>			
<b>Success Indicators</b>	<p>Develop, implement and document a peer observation program based on HITS. Ensure appropriate structures are in place to support peer observation - including time for observation and coaching conversations, facilitating professional learning re HITS (each teacher's audit of HITS informs focus)</p> <p>Support staff to incorporate a peer observation goal in their PDP documentation and facilitate regular meetings with individuals to discuss progress against goal.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Using student progress through the Victorian Curriculum Achievement standards All staff to attend Peer observation	<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 - LDAP course PD regarding data analysis	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	<p>Engagement: To develop students who are inquiring, creative, critical thinkers, engaged in, and connected to their learning.</p>			

<b>12 Month Target 2.1</b>	All students to demonstrate their progression through the standards in a “critical and creative thinking” matrix. Using MAPPEN Program Mappen program has been implemented and we will continue with this program. Mappen PD completed by relevant staff and to be updated in 2020.			
<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>	Continue with the critical and creative thinking matrix (MAPPEN) 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 All staff having undertaken the required training to implement the MAPPEN successfully Principal has ensured that staff have the resources required to successfully the program.			
<b>Success Indicators</b>	All students are inquiring, creative, critical thinkers, engaged in and connected to their learning, this can be measured by the pre-test and post-test of specific learning areas All staff have undertaken the necessary training Principal has enabled all staff the opportunities to ensure best practice in MAPPEN			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue with the MAPPEN program including training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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.			

<p><b>12 Month Target 3.1</b></p>	<p>Implement the Respectful Relationships Program. Average student responses (for student survey) to be at or above the state mean in the areas of:</p> <p>safety,</p> <p>peer relationships</p> <p>student morale. Review and assessing of all safety protocols and procedures to be undertaken annually. To be posted on school website or provided to all staff and families.</p>
<p><b>KIS 1</b> Health and wellbeing</p>	<p>To implement the “Respectful Relationships” program.</p>
<p><b>Actions</b></p>	<p>Review and embed whole school approaches, welfare programs and policies.</p> <ul style="list-style-type: none"> <li>- Review and implement Student Engagement and Inclusion Policy.</li> <li>- Implement Respectful Relationships Program</li> </ul> <p>Look at external information or development programs for staff and students, such as Man Cave (secondary) Encourage and seek professionals to assist our learning within the school environment/ using the school facilities.</p> <p>Engage in Professional Development opportunities specific to the social and emotional needs of the student cohort e.g. Autism, Welfare etc.</p>
<p><b>Outcomes</b></p>	<p>Students will build the social and emotional capabilities in order to effectively apply the knowledge, attitudes and skills necessary to:</p> <ul style="list-style-type: none"> <li>- understand and manage emotions</li> <li>- set and achieve goals</li> <li>- feel and express empathy</li> <li>- establish and maintain positive relationships</li> <li>- make responsible decisions</li> <li>- develop resilience to deal with change, challenges and unpredictability</li> <li>- create positive gender norms</li> <li>- contribute to social cohesion</li> <li>- have improved engagement, connectedness and academic outcomes.</li> <li>- have input into the development of the Student Engagement and Inclusion Policy</li> </ul>

	<p>Teachers will :</p> <ul style="list-style-type: none"> <li>- create an environment that supports the development of positive relationships with all students</li> <li>- model appropriate, non-violent, non- discriminatory behaviours</li> <li>- build knowledge of the RR learning program and how it aligns with the Vic Curriculum (HAPE and Personal and Social Capability)</li> <li>- explicitly plan and teach an effective, ongoing and sequenced social and emotional learning program (RR) to improve student wellbeing and social and academic outcomes.</li> <li>- attend relevant Respectful Relationship training as available and implement learnings in classroom.</li> <li>- Have RR goal in their PDP</li> </ul> <p>Principal :</p> <ul style="list-style-type: none"> <li>- Attend relevant Cluster meetings/PD to build capacity to lead the implementation of whole school approach to RR - build networks to support learning.</li> <li>- Ensure a comprehensive approach - conduct audit, develop action plan and establish school policies and practices that promote wellbeing, respectful relationships and gender equality.</li> <li>- Explicitly budget to provide access to relevant professional learning to build teachers skills and confidence in delivering RR program.</li> <li>- Model non- violent, non-discriminatory behaviours.</li> <li>- Partner with families, carers, the community and services working in the area of wellbeing, mental health and gender-based violence</li> <li>- Support students requiring additional assistance including referral to appropriate services as required</li> <li>- Have RR goal in PDP.</li> </ul>			
<b>Success Indicators</b>	<p>Every student has the ability to build their social and emotional capabilities in order to effectively apply the knowledge, attitudes and skills to display behaviours that reflect the schools values</p> <p>Completed a Respectful Relationships audit and developed an Action Plan for 2020.</p> <p>Principal and classroom teachers and have completed relevant Respectful Relationships training, as available</p> <p>PD to build teacher knowledge of the RR content and how it aligns with the Vic Curriculum (HAPE and Personal and Social Capability).</p> <p>Regular updates on newsletter and on webpage.</p> <p>Reviewed policies to ensure that they have the necessary RR references.</p> <p>RR be a standing agenda item on staff and school council meeting agenda.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>Principal and all teaching staf complete relevant Respectful Relationships training, as available  PD to build teacher knowledge of the RR content and how it aligns with the Vic Curriculum (HAPE and Personal and Social Capability)</p>	<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
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,000.00	\$8,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$8,000.00</b>	<b>\$8,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Using student progress through the Victorian Curriculum Achievement standards All staff to attend Peer observation	from: Term 1 to: Term 4	<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	\$1,000.00	\$2,000.00
All staff attend Bastow - LDAP course PD regarding data analysis	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$3,000.00
Continue with the MAPPEN program including training	from: Term 1 to: Term 4	<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	\$2,000.00	\$1,000.00



Principal and all teaching staf complete relevant Respectful Relationships training, as available PD to build teacher knowledge of the RR content and how it aligns with the Vic Curriculum (HAPE and Personal and Social Capability)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$3,000.00	\$2,000.00
<b>Totals</b>			\$8,000.00	\$8,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	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 the Victorian Curriculum Achievement standards All staff to attend Peer observation	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Planning</li> <li>☑ Preparation</li> <li>☑ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>☑ Professional Practice Day</li> <li>☑ Timetabled Planning Day</li> <li>☑ Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li>☑ PLC Initiative</li> <li>☑ Teaching partners</li> </ul>	☑ On-site
All staff attend Bastow - LDAP course PD regarding data analysis	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Design of formative assessments</li> <li>☑ Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>☑ Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li>☑ Bastow program/course</li> </ul>	☑ Off-site Bastow
Continue with the MAPPEN program including training	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Planning</li> <li>☑ Preparation</li> <li>☑ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>☑ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>☑ External consultants MAPPEN</li> </ul>	☑ On-site
Principal and all teaching staff complete relevant Respectful Relationships training, as available PD to build teacher knowledge of the RR content and how it aligns with the Vic Curriculum (HAPE and Personal and Social Capability)	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>☑ Planning</li> <li>☑ Preparation</li> <li>☑ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>☑ Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li>☑ School improvement partnerships</li> <li>☑ Departmental resources</li> </ul> <p>Respectful Relationship leading schools and department</p>	☑ Off-site Regional