

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Canadian Lead Primary School (5383)



Submitted for review by Darlene Cameron (School Principal) on 21 November, 2017 at 02:52 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 06 December, 2017 at 03:31 PM

Endorsed by Sophie Akers (School Council President) on 07 December, 2017 at 11:58 AM

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## FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve all student learning outcomes and learning growth from Foundation to year 6 to allow all students to reach their potential, particularly in English and Mathematics.	To increase the participation rate in Naplan testing to 95% or better To increase the percentage of Naplan High relative growth to be 25% or better in reading (2015-20%) and numeracy (2015 -10%) and 30% or better in writing (2015-25%) By 2018, at least 80% of students in all year levels area at or above indicative mean levels in English and Mathematics By 2018 increase the percentage of students assessed in the top two Naplan bands to. Reading - Yr 3 target 40% and yr 5 target 30% Writing - Yr 3 target 50% and yr 5 target 25% Numeracy yr 3 target 45% and yr 5 target 25%	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  To Increase the participation rate in the Naplan testing to be 95% or higher in 2018  Increase the percentage of NAPLAN High Relative Growth to be 25% or better in Reading (2017 – 11%) and Writing (2017 – 5%) and 40% or better in Numeracy (2017 – 33%)  Staff opinion survey: variable opinion related to Collective Efficacy to improve in 2018 and be above the state mean levels in the remaining years of the Strategic Plan.	Building practice excellence
To foster a stimulating and connected learning environment where all students are actively engaged in the learning process	By 2018 to increase the ATSS school mean for learning confidence (2015 - 4.39) to 4.80 or equivalent to 85% or higher in non comparable data set Parent opinion survey - The four variables relating to engagement (student motivation (2015 - 36.1%, 2016, 75.6% and 2017 84%) and school connectedness 2015, 50.4%, 2016 - 79.8% and 2017, 91%)) to trend up in 2016 and be above the state mean each remaining year of the Strategic plan period. The average number of student days absent to improve to be at the state mean level in 2016 and be below the state mean level in the remaining years of the Strategic plan period.	Yes	By 2018 to increase the ATSS school – positive % to 90% in Learning Confidence (2017 result – 76% overall) – results from previous survey non-comparable  Parent Opinion Survey to trend up 10% from 82% in 2017 in the area of Stimulating learning ATSS to trend up 10% from 72% in 2017 in the area of Stimulating learning  The average number of student days absent to improve from 20.05 in 2017 to 17.5 or below in 2018 and below state mean for the remaining years of the Strategic Plan period. To specifically target identified students currently attending between 90 and 95% (unexplained attendances)	Empowering students and building school pride
To continue to provide a safe, inclusive and supportive environment and culture, one that promotes positive relationships and supports the development of students' social and emotional skills so that all students can access learning and experience success.	Student attendance data to show continuous improvement over the review period so that student absence days per full time equivalent improves to be below the state mean by 2017 and remains below this average for the remainder of the Strategic plan period (2015 - 21.09, 2016 - 21.89, 2017 - 19.36 By 2018 ATSS school mean to be - Classroom behaviour (2015 - 3.63) to 4.60 or equivalent to 85% in non comparable data set Parent opinion survey - variable opinion of classroom behaviour and student safety to trend up in 2016 and be above the state mean each remaining year of the Strategic Plan period. (From 2017 - non-comparable data set)	No		

To strategically allocate resources to best support the achievement of the goals and targets in the school's Strategic plan 2016-2019	The schools global budget will have the capacity to support the expected growth in the school and remain out of deficit. Staff opinion survey - improvement in results in the area of collective efficacy over the period of the Strategic plan (mean scores 2015 - 74.00, 2016 - 76.22 and 2017 76.89) Parent opinion survey - improvement in results in area of stimulating learning over the period of the Strategic plan to remain above state mean (result for 2015 5.89 compared to state result of 5.68) (2017 result - on non comparable data set - 82%)	No		
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<b>Improvement Initiatives Rationale</b>
<p>All teachers at CLPS are now teaching literacy and numeracy using the schools agreed instructional model that was developed as part of our strategic goal in the first year of our plan in 2016. Teachers completed a survey monkey at the beginning of the year to identify areas of the instructional model where they would require coaching and support. This coaching has started and been undertaken by our school maths specialist and educational consultant Andrea Hillbrick, particularly in the areas of Reading and Mathematics. In 2018, it is vital that we consolidate this work to ensure sustainability and increased instructional practice and capacity of all teachers.</p> <p>Our schools leadership team conducted a thorough analysis of our 2017 Naplan data and sadly this indicates that no student at grade 5 was placed in the top two bands for Writing, further aligning with our midyear teacher judgement data at grade 5 with only three students performing 6 months above expected level from the cohort and 5% of grade 5 students making high relative growth from years 3-5 Upon further investigation, those students currently in grade three and four and those who have been identified as placing in the top two bands when in grade three have been identified by name. The leadership team then facilitated a professional learning workshop with all staff in late term three where we used Band/growth charts to plot all students. Writing for our school has been identified as requiring particular attention, in the areas of writing stamina and vocabulary. A thorough investigation has also taken place with regards to our whole school spelling program through our participation in the Bastow Leading Literacy program and the implementation of a new approach to the teaching of spelling, grammar and vocab. In 2017, the school has developed a whole school curriculum plan that has been modified as the year has progressed and will continue to be reviewed.</p>

<b>Goal 1</b>	To improve all student learning outcomes and learning growth from Foundation to year 6 to allow all students to reach their potential, particularly in English and Mathematics.
<b>12 month target 1.1</b>	<p>To Increase the participation rate in the Naplan testing to be 95% or higher in 2018</p> <p>Increase the percentage of NAPLAN High Relative Growth to be 25% or better in Reading (2017 – 11%) and Writing (2017 – 5%) and 40% or better in Numeracy (2017 – 33%)</p> <p>Staff opinion survey: variable opinion related to Collective Efficacy to improve in 2018 and be above the state mean levels in the remaining years of the Strategic Plan.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	To further develop the instructional practice of every teacher, ensuring a whole school, consistent approach to teaching and learning.
KIS 2	Further build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student

<b>Goal 2</b>	To foster a stimulating and connected learning environment where all students are actively engaged in the learning process
<b>12 month target 2.1</b>	<p>By 2018 to increase the ATSS school – positive % to 90% in Learning Confidence (2017 result – 76% overall) – results from previous survey non- comparable</p> <p>Parent Opinion Survey to trend up 10% from 82% in 2017 in the area of Stimulating learning ATSS to trend up 10% from 72% in 2017 in the area of Stimulating learning</p> <p>The average number of student days absent to improve from 20.05 in 2017 to 17.5 or below in 2018 and below state mean for the remaining years of the Strategic Plan period. To specifically target identified students currently attending between 90 and 95% (unexplained attendances)</p>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Ensure a whole school process for setting challenging goals and providing effective feedback for every student and teacher.
KIS 2	Continue to strengthen the supportive school culture that has fostered positive and productive relationships between staff, students, parents and the wider community.

## Define Evidence of Impact and Activities and Milestones - 2018

Canadian Lead Primary School (5383)



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## Define Evidence of Impact and Activities and Milestones - 2018

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<b>12 month target 1.1</b>	<p>To Increase the participation rate in the Naplan testing to be 95% or higher in 2018</p> <p>Increase the percentage of NAPLAN High Relative Growth to be 25% or better in Reading (2017 – 11%) and Writing (2017 – 5%) and</p> <p>Staff opinion survey: variable opinion related to Collective Efficacy to improve in 2018 and be above the state mean levels in the remainder of the year</p>		
<b>FISO Initiative</b>	Building practice excellence		
<b>Key Improvement Strategy 1</b>	To further develop the instructional practice of every teacher, ensuring a whole school, consistent approach to teaching and learning.		
Actions	<p>Consistently implementing whole school agreed approaches to the teaching of reading, writing and mathematics</p> <p>All teaching staff will implement, monitor and review the agreed model for teaching of the 2 hour literacy block as a result of the work</p> <p>All teaching staff will engage in professional learning and coaching with Ed consultants Andrea Hillbrick (Reading and Mathematics) and</p> <p>Embedding the use of ICT across and between all year levels using both existing and new technologies to enhance, stimulate and engage</p> <p>All staff will align a minimum of one goal in their P&amp;D to further developing an area of their practice linked directly to the AIP and the KIP</p>		
Evidence of impact	<p>Teachers will implement a sustainable model to support differentiation across all year levels with a specific focus on at level and high</p> <p>Teachers, students and parents will continue to engage in the schools agreed BYOD program 3-6 with continued exposure to ICT and</p> <p>student use.</p> <p>Students will be able to articulate the goals of each lesson, and know how they will be successful in the lesson</p> <p>Students will be able to identify when they are participating in a particular component of the schools agreed instructional model</p> <p>Students will be able to discuss their progress during conferencing and explain how this supports their learning</p> <p>School Leaders will align the staff Professional Learning Plan, with the Performance &amp; Development Process</p> <p>Teachers will align a minimum of one P&amp;D goal to the development of particular High impact teaching strategies and PIVOT student</p>		
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>
Investigation by leadership and teaching staff of – What a quality literacy block consists of for CLPS by engaging in changes to practice to reflect the re-	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term to: Term

designed two hour block including explicit teaching of reading, writing, spelling, grammar and vocabulary.			
Teachers and leaders will engage in peers observations, professional learning and in-classroom coaching and mentoring over 2018 and commit to whole school agreed actions	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term to: Term

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Further build teacher capacity to differentiate teaching and personalise learning to ensure challenge and progress for every student
Actions	Consistently implementing whole school agreed approaches to the teaching of reading, writing and mathematics through the use of the school's resources and high achieving students. Team planning with Literacy and Numeracy leader each fortnightly using agreed space (Data room) Embedding the use of ICT across and between all year levels using both existing and new technologies to enhance, stimulate and engage students. Developing deeper understandings by teachers of the role of formative assessment and how to give students timely and ongoing constructive feedback. Review of schools assessment schedule
Evidence of impact	School leaders and Teachers will implement a sustainable model to support differentiation across all year levels with a specific focus on literacy and numeracy. Students can articulate how they have been extended in their learning. Teachers will have clear evidence in planning documents to confirm how they are re-shaping tasks to suit all abilities, particularly high achieving students. Teachers, students and parents will continue to engage in the schools agreed BYOD program 3-6 with continued exposure to ICT and digital technologies. Teachers and students will focus on student reflection and monitoring of own progress to plan future learning goals. Students will provide biannual feedback using PIVOT to teachers about the effectiveness of their practice. School leaders will review the schools current assessment plan and involve teaching staff in the process.

Activities and Milestones	Who	Is this a Professional Learning Priority	When
All teachers will engage in weekly planning together for literacy and numeracy with fortnightly support from schools literacy and numeracy leaders	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term to: Term
All teachers will survey their students using PIVOT to determine the perceptions from students of their teaching to provide specific areas that the teacher can reflect upon and set a personal P&D goal to grow professionally.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term to: Term

<b>Goal 2</b>	To foster a stimulating and connected learning environment where all students are actively engaged in the learning process
<b>12 month target 2.1</b>	By 2018 to increase the ATSS school – positive % to 90% in Learning Confidence (2017 result – 76% overall) – results from previous  Parent Opinion Survey to trend up 10% from 82% in 2017 in the area of Stimulating learning ATSS to trend up 10% from 72% in 2017 in the area of Stimulating learning  The average number of student days absent to improve from 20.05 in 2017 to 17.5 or below in 2018 and below state mean for the region To specifically target identified students currently attending between 90 and 95% (unexplained attendances)
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Ensure a whole school process for setting challenging goals and providing effective feedback for every student and teacher.
Actions	Explore and implement strategies aimed at building a culture of aspiration and self-belief. - Promoting the map of teaching and learning strategies that cognitively engage students (positive learning behaviours), ensuring school.  - Gaining student feedback across all year levels and increasing opportunities for student voice to assist in monitoring student learning confidence
Evidence of impact	Teachers will surveys their students twice per year using PIVOT and share their results and subsequent setting of teacher goal with s Teachers will support all students to self-assess against the schools agreed Positive Learning Behaviours to determine a personal lea Teachers will report to parents on the schools Positive Learning Behaviours twice per year Students will participate in ATSS and teachers and school leaders will review and discuss with students

	Parents will be randomly selected to participate in the Parent opinion survey and results will be shared with parent community through JSC Coordinator will elevate roles of JSC student members and JSC members will have increased opportunity at school assemblies All CLPS student leaders will engage in a leadership day at school.		
Activities and Milestones	Who	Is this a Professional Learning Priority	When
Inclusion of Schools agreed positive learning behaviours and attendance summary in reporting to parents	Leadership Team	<input type="checkbox"/> No	from: Term to: Term
All students will self-assess against the schools Positive Learning behaviours to determine a personal learning goal for each term of 2018.	Teacher(s)	<input type="checkbox"/> No	from: Term to: Term
All student leaders will participate in a CLPS Leadership Day with particular reference to elevating the JSC across the school and increasing opportunities for student voice	Assistant Principal	<input type="checkbox"/> No	from: Term to: Term

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<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 2</b>	Continue to strengthen the supportive school culture that has fostered positive and productive relationships between staff, students, parents and the community
Actions	Strengthening the three way education partnership through strategies such as - The development of a parent compact (Parents and Carers Guide to CLPS) This compact would make explicit expectations regarding assessment, homework policy, ICT rationale and policy, expectations, homework, reporting, etc...



	- Strategic approach to increasing positive parent involvement through offering a variety of forums - Student Led conferences, Family whole school events		
Evidence of impact	School leaders will continue to implement the actions of SWPBS with particular reference to developing a whole school matrix and involving School leaders in conjunction with teachers and a parent group – draft the parents and carers guide to CLPS Assistant Principal and Chaplain to attend Parents Association meetings to collect feedback regarding suggested content of - Parents Increase in Parent Opinion survey data in the area of Stimulating Learning		
Activities and Milestones	Who	Is this a Professional Learning Priority	When
Teachers will explicitly teach using the Resilience Project, Positive learning behaviours, Zones of Regulation and Respectful Relationships Curriculum in a targeted wellbeing hour each week.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term to: Term
Wellbeing Teacher team Rep to be released each term to coordinate the delivery of explicit teaching content in the wellbeing hour	Teacher(s)	<input type="checkbox"/> No	from: Term to: Term
Parent forums and survey monkey to parents to collect feedback regarding contents of and creation of parents and carers guide to CLPS to be developed and implemented	Assistant Principal	<input type="checkbox"/> No	from: Term to: Term
Minimum of twice per term, the wellbeing team will analyse school incident data and use the SWPBS matrix to target specific whole school interventions to address the behaviour with the aim of increasing whole school positive behaviours	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term to: Term