

# 2019 Annual Implementation Plan

## for improving student outcomes

Templeton Primary School (5196)



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

## 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	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Excelling

<b>Positive climate for learning</b>	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Excelling

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2020</b>	
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve student learning outcomes in literacy, particularly in strengthening the area of writing.
<b>Target 1.1</b>	<p>In Writing, teacher judgements will aim to achieve:</p> <p>P-2:</p> <p>Students achieving A-B - 20%</p> <p>Students Achieving A-C - 90%</p> <p>3-6:</p> <p>Students Achieving A-B - 30%</p> <p>Students Achieving A-B - 90%</p> <p>In NAPLAN writing, students will aim to achieve:</p> <p>Year 3: 75% of students achieving in the top 2 bands</p> <p>Year 5: 35% of students achieving in the top 2 bands</p> <p>*data based from Panorama school level report</p>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	<ul style="list-style-type: none"> <li>- Creation of moderated writing samples</li> <li>- Whole school PDP goals - writing focused</li> <li>- Review EAL program</li> <li>- 3-6 complete ICAS writing for added formal evidence</li> <li>- Ongoing PD</li> <li>- consistent whole school moderation practice</li> <li>- Implementation of new writing programs</li> <li>- Director of Learning (DOL), oversee whole school improvement to writing</li> </ul>
<b>Goal 2</b>	Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners.
<b>Target 2.1</b>	<p>Achieve an average score of 4.50 in our student attitudes to school survey in the following 3 areas:</p> <p>Learning Confidence</p> <p>Stimulating Learning</p> <p>Student Motivation</p> <p>In Student Attitudes to School Survey, the following will be targets based on the Panorama school level report:</p> <p>Sense of Confidence - 90% Positive Percentage Endorsement</p> <p>Stimulated Learning - 90% Positive Percentage Endorsement</p> <p>Motivation and Interest - 93% Positive Percentage Endorsement</p>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Increased use of goal setting, through student reflection, metacognitive strategies and professional development
<b>Goal 3</b>	To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community.
<b>Target 3.1</b>	Achieve a state mean in the dimension area 'parent input' of the parent survey  Maintain a 90% Positive Percentage Endorsement (based on Panorama Report) with parent opinion survey
<b>Key Improvement Strategy 3.a</b> Building communities	- Implement new strategies to improve parent connection and relationship to the school and their child's learning
<b>Goal 4</b>	To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.
<b>Target 4.1</b>	Teacher effectiveness in the Students attitudes to school survey be in the 4th quartile.  Teacher collaboration scores in the staff survey move into the top 25% of schools in the state.  Effective Teaching Time reach 90% Positive Percentage Endorsement  Teacher Collaboration maintain 90%+ Positive Percentage Endorsement

**Key Improvement Strategy 4.a**  
Building practice excellence

Skilling Coordinators to lead discussions and unpack data and evidence. Improve mindset towards the PLT time (planning vs discussion on student)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Improve student learning outcomes in literacy, particularly in strengthening the area of writing.</p>	<p>No</p>	<p>In Writing, teacher judgements will aim to achieve:</p> <p>P-2:</p> <p>Students achieving A-B - 20%</p> <p>Students Achieving A-C - 90%</p> <p>3-6:</p> <p>Students Achieving A-B - 30%</p> <p>Students Achieving A-B - 90%</p> <p>In NAPLAN writing, students will aim to achieve:</p> <p>Year 3: 75% of students achieving in the top 2 bands</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>



		<p>Year 5: 35% of students achieving in the top 2 bands</p> <p>*data based from Panorama school level report</p>	
<p>Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners.</p>	Yes	<p>Achieve an average score of 4.50 in our student attitudes to school survey in the following 3 areas:</p> <p>Learning Confidence</p> <p>Stimulating Learning</p> <p>Student Motivation</p> <p>In Student Attitudes to School Survey, the following will be targets based on the Panorama school level report:</p> <p>Sense of Confidence - 90% Positive Percentage Endorsement</p> <p>Stimulated Learning - 90% Positive Percentage Endorsement</p> <p>Motivation and Interest - 93% Positive Percentage Endorsement</p>	<p>Our AIP goal for these 12 months is in two parts. One aspect is to improve student goal setting and develop a consistent approach with a structured element in Grade 3-6 and a more simplified and visual version for the Junior School. The second aspect to ensure we are targeting improvements in stimulated learning and motivation and interest is the development of an inquiry-based model throughout the school. The AIP goal will explicitly revolve around curriculum development and developing planners for inquiry that can work off the hard work already put in place in our literacy and numeracy planners. Finding direct links and linking lessons and units of work that are effective to lines of inquiry will be the target. Added to this will be skilling up key staff, visiting schools running effective inquiry based learning and developing a model that will work for Templeton.</p>
<p>To improve parent relationships through creative and meaningful</p>	Yes	<p>Achieve a state mean in the dimension area 'parent input' of the parent survey</p>	<p>This goal is crucial as we have made strong gains in linking to our parent community in 2018 but need to develop</p>

<p>opportunities and develop stronger links with our parent community.</p>		<p>Maintain a 90% Positive Percentage Endorsement (based on Panorama Report) with parent opinion survey</p>	<p>strategies for making these community links more explicit to see improvements in our targets. A side note to this is we need to make sure we communicate and stress the importance to families selected for the parent survey to get them completed. Low response numbers has impacted our data. Aligning to this goal will be the formation of a parent body for running and organising our 40th birthday celebration fair for 2020. Development and invitation towards a parent body for running this event is an important step in having parents more directly involved in our school. Making more explicit parent links already being undertaken is another goal. Aspects to this target to also explore in 2019 will be small initiatives for parent links. These will include parent reps for classes or year levels, a buzz list for parents to link and meet if they opt in, 3 way conferences for students to share work with family and exploration of using the app 'wechat' for improved communication with our Chinese background families.</p>
<p>To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.</p>	<p>No</p>	<p>Teacher effectiveness in the Students attitudes to school survey be in the 4th quartile.</p> <p>Teacher collaboration scores in the staff survey move into the top 25% of schools in the state.</p>	

		Effective Teaching Time reach 90% Positive Percentage Endorsement  Teacher Collaboration maintain 90%+ Positive Percentage Endorsement	
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<b>Goal 1</b>	Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners.		
<b>12 Month Target 1.1</b>	Our AIP goal for these 12 months is in two parts. One aspect is to improve student goal setting and develop a consistent approach with a structured element in Grade 3-6 and a more simplified and visual version for the Junior School. The second aspect to ensure we are targeting improvements in stimulated learning and motivation and interest is the development of an inquiry-based model throughout the school. The AIP goal will explicitly revolve around curriculum development and developing planners for inquiry that can work off the hard work already put in place in our literacy and numeracy planners. Finding direct links and linking lessons and units of work that are effective to lines of inquiry will be the target. Added to this will be skilling up key staff, visiting schools running effective inquiry based learning and developing a model that will work for Templeton.		
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	Increased use of goal setting, through student reflection, metacognitive strategies and professional development		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.	Rationale behind this is this goal was partially met in 2018 and new strategies and focus areas have been implemented based off the self-assessment and relevant data. This is a critical goal to see student learning improve and is an important aspect within our School Strategic Plan.		

<b>Goal 2</b>	To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community.	
<b>12 Month Target 2.1</b>	This goal is crucial as we have made strong gains in linking to our parent community in 2018 but need to develop strategies for making these community links more explicit to see improvements in our targets. A side note to this is we need to make sure we communicate and stress the importance to families selected for the parent survey to get them completed. Low response numbers has impacted our data. Aligning to this goal will be the formation of a parent body for running and organising our 40th birthday celebration fair for 2020. Development and invitation towards a parent body for running this event is an important step in having parents more directly involved in our school. Making more explicit parent links already being undertaken is another goal. Aspects to this target to also explore in 2019 will be small initiatives for parent links. These will include parent reps for classes or year levels, a buzz list for parents to link and meet if they opt in, 3 way conferences for students to share work with family and exploration of using the app 'wechat' for improved communication with our Chinese background families.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building communities	- Implement new strategies to improve parent connection and relationship to the school and their child's learning	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.	This goal and KIS is yet to be explicitly targeted within an AIP since the school review took place in 2016. It is an area of clear improvement for the school and we can make clear gains with some small initiatives. It aligns perfectly with our school strategic plan and improving aspects of our data including our parent opinion survey.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student engagement and motivation through goal setting and development of skills in students to be more independent learners.			
<b>12 Month Target 1.1</b>	Our AIP goal for these 12 months is in two parts. One aspect is to improve student goal setting and develop a consistent approach with a structured element in Grade 3-6 and a more simplified and visual version for the Junior School. The second aspect to ensure we are targeting improvements in stimulated learning and motivation and interest is the development of an inquiry-based model throughout the school. The AIP goal will explicitly revolve around curriculum development and developing planners for inquiry that can work off the hard work already put in place in our literacy and numeracy planners. Finding direct links and linking lessons and units of work that are effective to lines of inquiry will be the target. Added to this will be skilling up key staff, visiting schools running effective inquiry based learning and developing a model that will work for Templeton.			
<b>KIS 1</b> Building practice excellence	Increased use of goal setting, through student reflection, metacognitive strategies and professional development			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- consistent goal setting across the school using an explicit tool outlined in whole staff PD.</li> <li>- development of an inquiry approach built into all classroom teaching</li> <li>- PD to key staff and linking in with expert educators around inquiry e.g. Kath Murdoch</li> <li>- Begin to link in planning documentation and develop scope and sequence of inquiry work</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- We should see all teachers and students continuously and effectively setting challenging and purposeful goals. These goals should be clear to the students about what they could improve on and hopefully change their mindset towards being more self motivated and driven towards meeting these goals and improving their learning.</li> <li>- By years end we should have developed a very clear pathway and direction for the school to take towards implementing a more inquiry based approach to learning.</li> <li>- Skilled staff and leaders on our approach towards inquiry with possible leader of this curriculum development.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- scope and sequence of inquiry based lines of inquiry</li> <li>- PD attended by key staff</li> <li>- current planning documents linked with lines of inquiry</li> <li>- whole staff PD sessions skilling them towards a more inquiry based approach</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Scope and Sequence development - Lines of Inquiry	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Planning Documentation Linked to Lines of Inquiry	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Connecting with PD and experts in inquiry based approach	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community.			
<b>12 Month Target 2.1</b>	This goal is crucial as we have made strong gains in linking to our parent community in 2018 but need to develop strategies for making these community links more explicit to see improvements in our targets. A side note to this is we need to make sure we communicate and stress the importance to families selected for the parent survey to get them completed. Low response numbers has impacted our data. Aligning to this goal will be the formation of a parent body for running and organising our 40th birthday celebration fair for 2020. Development and invitation towards a parent body for tuning this event is an important step in having parents more directly involved in our school. Making more explicit parent links already being undertaken is another goal. Aspects to this target to also explore in 2019 will be small initiatives for parent links. These will include parent reps for classes or year levels, a buzz list for parents to link and meet if they opt in, 3 way conferences for students to share work with family and exploration of using the app 'wechat' for improved communication with our Chinese background families.			
<b>KIS 1</b> Building communities	- Implement new strategies to improve parent connection and relationship to the school and their child's learning			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Better promotion of parent opinion survey and its importance for the school as evidence towards key targets</li> <li>- Development of parent committee to help development of our 40th birthday celebrations</li> <li>- Explore initiatives linked to improving and building our community aspect. This can include parent representatives for classes, buzz</li> </ul>			

	list for parents to link and meet with other students and families, 3 way conferences for students to share work - Explore using the app 'wechat' for our Asian background families to continue to improve our communication			
<b>Outcomes</b>	- With development of these actions, we hope to see improvement in our responses to the parent opinion survey. We hope this will ultimately lead to improvements in key responses to the survey which links to our SSP. We hope to see increases in all areas of building communities.			
<b>Success Indicators</b>	- Parent Opinion Survey - Potential survey developed on google survey to reach to more families on specific community based questions related to Templeton.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of Parent Committee	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
Explore initiatives to improving and building our community aspect	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Explore using the app 'wechat' as a tool to improve communication to our Asian background families.	<input checked="" type="checkbox"/> Leadership Team	<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	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Additional Equity spend

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



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Connecting with PD and experts in inquiry based approach	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Hoping to work with an expert in inquiry based approaches in schools e.g. Kath Murdoch	<input checked="" type="checkbox"/> On-site