

Annual Implementation Plan - 2019

Cobram and District Specialist School (5147)



Submitted for review by Leah Willis (School Principal) on 04 March, 2019 at 10:06 AM

Endorsed by Wendy Larcombe (Senior Education Improvement Leader) on 05 March, 2019 at 09:34 AM

Endorsed by Kim Marshall (School Council President) on 07 March, 2019 at 12:47 PM

Term 2 Monitoring submitted by Leah Willis (School Principal) on 26 June, 2019 at 03:13 PM

Term 4 Monitoring submitted by Leah Willis (School Principal) on 15 November, 2019 at 11:00 AM

Goal 1	To develop and sustain a shared approach to instructional leadership that achieves continual school improvement
12 Month Target 1.1	To improve the endorsement percentage of Collective Focus on Student Learning in Staff Opinion Survey results. To Improve the endorsement percentage of Learning Confidence in Attitudes to school Survey results.
Has this 12 month target met	Met
KIS 1.a Instructional and shared leadership	Build teacher capacity to implement the Literacy Strategy to address writing.
Actions	Learning Specialist - PLCs: workshop model and Formative assessment. Timetable to insure teachers deliver writing workshop twice a week. HITS - Use of Gradual Release of Responsibility Model.
Outcomes	Knowledge of HITS, Practice Principles, and aligned staff Performance and Development Plans.
Success Indicators	Completion of writer's notebook. Improvement in endorsement percentage of 'Learning Confidence' in Attitudes to School survey.
Delivery of the annual actions for this KIS	On schedule or completed
Enablers	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)

<ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Staff capability and consistency of practice ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Staff readiness for change / limited change management and support in place
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Staff have been reminded that the Writer's workshop is a goal in their performance plans and evidence of implementation is to be produced. All classes are implementing the workshop model to some degree with some teachers being slower to take it up than others.</p> <p>Positive endorsement of Collective Focus on Student Learning in Staff Opinion Survey has increased from 77% in 2018 to 84% in 2019.</p> <p>Positive endorsement of Learning Confidence in Attitudes to School Survey has increased from 65% in 2018 to 70% in 2019.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>The Writers Workshop will be a goal in the 2020 AIP.</p> <p>Our Learning Specialist will continue to monitor staff. Observations from learning walks will direct future learning across the school</p>

OPTIONAL: Upload Evidence		<ol style="list-style-type: none"> 1. Formative Vs Summartive Assessments Powerpoint for CDSS.pptx (0.35 MB) 2. snipped attitudes graph 1.PNG (0.06 MB) 3. Work program WW.docx (0.04 MB) 4. Writers Workshop at CDSS 6th May.pdf (0.56 MB) 5. WW notebook 2.jpg (0.63 MB) 		
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Teachers will deliver the writer's workshop twice a week.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 2	Facilitate regular meetings to introduce the writer's workshop and revise the Four Blocks model. Teachers will attend both writer's workshop and Four Blocks model PLC. ESS will attend Four Blocks model PLC. Leadership will develop a goal for staff to include in their Performance and Development Plans.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
Activity 3	Leadership team to conduct walk throughs. Purpose: observing implementation of the instructional model, implementation of writer's workshop and Four Blocks model.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	75%
Goal 2	Develop and implement exemplary curriculum and planning and processing to support improved outcomes for students.			

12 Month Target 2.1	<p>To improve the endorsement percentage of Collective Focus on Student Learning in Staff Opinion Survey.</p> <p>To improve the endorsement percentage of Resilience in the Attitudes to School Survey.</p> <p>To improve the endorsement percentage of Respect for Diversity in the Parent Opinion Survey.</p>
Has this 12 month target met	Met
KIS 2.a Evidence-based high-impact teaching strategies	To develop a deep understanding of the Respectful Relationships Curriculum.
Actions	<p>Follow Action Plan</p> <p>Embedding the culture in the school community and local community through policies and education.</p> <p>PBS matrix will have links to RR curriculum.</p> <p>Working with Lead school.</p> <p>Monitor teacher goal setting so it matches delivery of RR curriculum.</p> <p>Implementation of A-D RR lesson plans.</p>
Outcomes	<p>The Staff will have knowledge of Respectful Relationships</p> <p>The Staff will have knowledge of and deliver Respectful Relationships curriculum</p> <p>The Students will have increased knowledge and change in mind set about gender violence</p> <p>The Community will have knowledge of Respectful Relationships</p> <p>The staff will have a Uniform dress code</p>
Success Indicators	<p>Improvement in the endorsement percentage of 'Collective Focus on Students Learning' in Staff Opinion survey.</p> <p>Improvement in the endorsement percentage of 'Resilience' in the Attitudes to School survey.</p> <p>Improvement in the endorsement percentage of "Diversity" in Parent Opinion survey.</p>
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule

<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Unable to access support
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Our Leading Teacher attended a workshop to develop goals at the A-D level of Victorian curriculum. The group didn't get far as there was no direction on the day. We decided that this has been an ongoing issue so Lisa was not going to attend another workshop in Melbourne. This term Staff have been directed by Lisa to work on the Respectful Relationships curriculum F - 10 applicable for their year level. Respectful Relationships replaced Sex Ed this term. We haven't had contact with our lead school until this week when a meeting is being organised between the Cobram schools.</p> <p>Staff worked in consultation to develop a staff dress code. Staff are adhering to the dress code and look more professional.</p> <p>The Whole school endorsement percentage of Collective Focus on Student Learning in the Staff Opinion Survey has increased from 77% in 2018 to 84% in 2019.</p> <p>The endorsement percentage of Resilience in the Attitudes to School Survey decreased by 4%, however the negative score moved from 6% in 2018 to 0% in 2019.</p> <p>The endorsement percentage of 'Diversity' in Parent Opinion survey was 100% in 2019.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>We will continue to deliver Respectful Relationships in 2020 and hopefully, have more contact with our Lead School.</p>

<ul style="list-style-type: none"> • <i>How will the outcome influence the next AIP?</i> 				
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. Asnipped attitudes survey.PNG (0.05 MB) 2. snipped attitudes graph 1.PNG (0.06 MB) 3. snipped staf opinion.PNG (0.10 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>The SIT will develop a goal for all staff to include in their performance and development plans. The SIT team will Monitor the teachers' goal setting.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 1</p>	100%
Activity 2	<p>The staff will Implement the RR lesson plans for levels A-D F-10.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	100%
Activity 3	<p>The Respectful Relationship team will follow the Action Plan developed by the team. The RR team will Work with their Lead School to implement the curriculum.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	25%

Monitoring and Self-assessment - 2019

SEIL Feedback