

## 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 moving towards Embedding
	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	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

<b>Enter your reflective comments</b>	Collaboration between staff is strong and data literacy is now the norm. Student goal setting is embedded and conferencing in reading and writing, as well as the introduction of 3 way conferences has supported this. Identified need to continue to build learning rigour and a growth mindset, particularly with parents. Also continue with documented curriculum. Diversity and opportunities for this to be explored, particularly cultural diversity.
<b>Considerations for 2019</b>	Learning rigour, growth mindset, documented curriculum, learning growth, peer observations, case study model to continue.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student growth in Literacy
<b>Target 1.1</b>	Minimum of 12 months learning growth for at least 85% of learners, as measured by teacher judgements, NAPLAN and school based assessments.
<b>Target 1.2</b>	Increase in the number of students achieving medium to high relative growth using NAPLAN data
<b>Target 1.3</b>	Increase in the number of Year 3 and Year 5 students in the top two bands using NAPLAN data.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align writing and spelling practices across the school.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Implement collaborative planning and assessment using a structured PLT approach Continue to build data literacy through data driven PLTs Gain precision around using data to better inform differentiated teaching practice
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop teacher capacity to collaboratively understand, analyse and use student data to plan for effective, differentiated teaching in reading and writing Build teacher capacity to target teaching and learning for all students in literacy Writing Moderation/COPs Peer Observations/COPs
<b>Goal 2</b>	To increase the degree of engagement and resilience in all members of the school community.

<b>Target 2.1</b>	Using Student Attitudes to School Survey (ATSS) data, all factors within Learner Characteristics and Disposition Module to increase annually against 2017 benchmarks.
<b>Target 2.2</b>	Maintain all school climate factors on the Parent Opinion Survey in the fourth quartile.
<b>Target 2.3</b>	All classroom spaces to have visible data wall reflecting student learning goals/growth.
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Bounce Back Program
<b>Key Improvement Strategy 2.b</b> Building communities	Promote high expectations to the school community in regard to learning rigour Promote the importance of school attendance throughout the school community
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Development of a consistent, quality instructional model Visible individual student learning goals reinforced through a comprehensive conferencing model Reporting to parent forums to incorporate student voice/learning goals

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student growth in Literacy	Yes	Minimum of 12 months learning growth for at least 85% of learners, as measured by teacher judgements, NAPLAN and school based assessments.	85% of learners to show a minimum of 12 months growth as measured by teacher judgements, NAPLAN and school based assessments.
		Increase in the number of students achieving medium to high relative growth using NAPLAN data	<p>The percentage of students achieving medium to high relative growth in NAPLAN Spelling will increase from 64% in 2018 to 75% in 2019.</p> <p>Reading will show an increase from 73% in 2018 to 80% in 2019.</p>
		Increase in the number of Year 3 and Year 5 students in the top two bands using NAPLAN data.	The percentage of students achieving in the top two bands of NAPLAN Spelling, Reading & Writing will double in 2019 (2018 Yr3 - 1, 3, 1) (2018 Yr 5 - 2, 2, 0)
To increase the degree of engagement and resilience in all members of the school community.	Yes	Using Student Attitudes to School Survey (ATSS) data, all factors within Learner Characteristics and Disposition Module to increase annually against 2017 benchmarks.	The percentage of students positively responding to high expectations for success to increase from 91% in 2018 to 95% in 2019.

		Maintain all school climate factors on the Parent Opinion Survey in the fourth quartile.	The percentage of parents responding positively to General Satisfaction to increase from 90% in 2018 to 95% in 2019.
		All classroom spaces to have visible data wall reflecting student learning goals/growth.	Student goals to be visible in all classrooms, as supported by 3 Way Conferences.

<b>Goal 1</b>	To improve student growth in Literacy	
<b>12 Month Target 1.1</b>	85% of learners to show a minimum of 12 months growth as measured by teacher judgements, NAPLAN and school based assessments.	
<b>12 Month Target 1.2</b>	The percentage of students achieving medium to high relative growth in NAPLAN Spelling will increase from 64% in 2018 to 75% in 2019.  Reading will show an increase from 73% in 2018 to 80% in 2019.	
<b>12 Month Target 1.3</b>	The percentage of students achieving in the top two bands of NAPLAN Spelling, Reading & Writing will double in 2019 (2018 Yr3 - 1, 3, 1) (2018 Yr 5 - 2, 2, 0)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align writing and spelling practices across the school.	Yes

<b>KIS 2</b> Building practice excellence	Implement collaborative planning and assessment using a structured PLT approach Continue to build data literacy through data driven PLTs Gain precision around using data to better inform differentiated teaching practice	Yes
<b>KIS 3</b> Building practice excellence	Develop teacher capacity to collaboratively understand, analyse and use student data to plan for effective, differentiated teaching in reading and writing Build teacher capacity to target teaching and learning for all students in literacy Writing Moderation/COPs Peer Observations/COPs	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.	Student achievement data in Reading, Writing and Spelling indicate a need for improvement. A consistent instructional model is not apparent, which increases variability across classrooms .	
<b>Goal 2</b>	To increase the degree of engagement and resilience in all members of the school community.	
<b>12 Month Target 2.1</b>	The percentage of students positively responding to high expectations for success to increase from 91% in 2018 to 95% in 2019.	
<b>12 Month Target 2.2</b>	The percentage of parents responding positively to General Satisfaction to increase from 90% in 2018 to 95% in 2019.	
<b>12 Month Target 2.3</b>	Student goals to be visible in all classrooms, as supported by 3 Way Conferences.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Bounce Back Program	Yes
<b>KIS 2</b>	Promote high expectations to the school community in regard to learning rigour Promote the importance of school attendance throughout the school community	Yes

Building communities		
<b>KIS 3</b> Building practice excellence	Development of a consistent, quality instructional model Visible individual student learning goals reinforced through a comprehensive conferencing model Reporting to parent forums to incorporate student voice/learning goals	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.	School Review in 2017 indicated a need for school community to focus on resilience and development of a positive mindset.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student growth in Literacy			
<b>12 Month Target 1.1</b>	85% of learners to show a minimum of 12 months growth as measured by teacher judgements, NAPLAN and school based assessments.			
<b>12 Month Target 1.2</b>	<p>The percentage of students achieving medium to high relative growth in NAPLAN Spelling will increase from 64% in 2018 to 75% in 2019.</p> <p>Reading will show an increase from 73% in 2018 to 80% in 2019.</p>			
<b>12 Month Target 1.3</b>	The percentage of students achieving in the top two bands of NAPLAN Spelling, Reading & Writing will double in 2019 (2018 Yr3 - 1, 3, 1) (2018 Yr 5 - 2, 2, 0)			
<b>KIS 1</b> Building practice excellence	Development of a quality instructional model that is implemented consistently across the school which emphasise the High Impact Teaching Strategies and align writing and spelling practices across the school.			
<b>Actions</b>	<p>Continue with the development of a documented instructional model (particularly in Literacy)</p> <p>Implementation of Levelled Literacy Intervention model across all year levels</p> <p>Continue to consolidate mentor sentence process through explicit teaching, individual student goals and the transfer of learnt writing strategies/skills into everyday writing</p>			
<b>Outcomes</b>	<p>To emphasise a comprehensive approach to literacy learning and intervention</p> <p>To ensure that all students across the learning spectrum are catered for in a differentiated manner</p> <p>To provide a teaching and learning model that is cohesive and consistent across the school</p>			
<b>Success Indicators</b>	<p>Increase in number of students achieving medium to high relative growth in NAPLAN</p> <p>Higher number of students at expected level in Reading and Writing</p> <p>Increase in the number of students in top two bands in NAPLAN</p> <p>Consistency in teaching practices across the school as evidenced by assessment data and planning documents</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Professional learning to implement Levelled Literacy Intervention program	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Monitoring of mentor sentence process	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Building practice excellence	Implement collaborative planning and assessment using a structured PLT approach Continue to build data literacy through data driven PLTs Gain precision around using data to better inform differentiated teaching practice
<b>Actions</b>	Case Study Model for select students Alignment of Strategic Plan, Annual Implementation Plan, Principal PDP and Teacher PDP Emphasis on High Impact Teaching Strategies, particularly Setting Goals, Explicit Teaching, Feedback and Metacognitive Strategies, and explicit focus on these in classroom practice
<b>Outcomes</b>	Staff developing greater literacy in collecting, analysing and discussing student data sets so that the triangulation of data becomes automatic Use of data to provide targeted, point of need teaching and learning opportunities Consistency of quality practice across classrooms, which align with specific HITS (Setting Goals, Explicit Teaching, Feedback and Metacognitive Strategies) Classrooms which are environmentally rich in literacy resourcing Teachers engaging in professional readings to further their pedagogical knowledge
<b>Success Indicators</b>	Success evidenced by data sets (mentor sentence pre & post samples, writing samples, ZPDs, NAPLAN, teacher judgements, Essential Assessment pre and post testing) Writing moderation undertaken both within and across schools each term through involvement in Community of Practice Active involvement in Community of Practice, so that there is strong collaboration across schools through the provision of shared expertise and professional learning

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly PLTs to discuss student data sets Twice termly PLT to discuss Case Study students	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Writing Moderation undertaken each term (2 within the school, 2 collaborating with other schools)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00  <input type="checkbox"/> Equity funding will be used
Termly Community of Practice staff PLTs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Develop teacher capacity to collaboratively understand, analyse and use student data to plan for effective, differentiated teaching in reading and writing Build teacher capacity to target teaching and learning for all students in literacy Writing Moderation/COPs Peer Observations/COPs			
<b>Actions</b>	Cross classroom programming, so that students are able to access learning opportunities targeted at their level of learning Promotion of Student Voice, so that all students have individual learning goals and are able to articulate these and what they need to do to progress to the next level of learning Peer Observations implemented for all staff across all classrooms			
<b>Outcomes</b>	Visible data display of both student achievement data and learning goals Celebration of learning at Reporting to Parent forums - PTIs and 3 Way Conferences Daily conferencing with students in Reading and Writing through a consistent school wide process			

	Tangible data demonstrating student responses towards their learning goals and the next level of learning			
<b>Success Indicators</b>	Common conferencing notes Parent feedback from 3 Way Conferences Student Opinion Data Parent Opinion Data NAPLAN growth and achievement data Teacher judgement data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Peer Observations implemented, supported by agreed protocols and common pro formas	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Evidence of higher achieving students working across classrooms	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Reporting to Parents forums held in Term 1 & 3 (second year of 3 Way Conferences)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To increase the degree of engagement and resilience in all members of the school community.			
<b>12 Month Target 2.1</b>	The percentage of students positively responding to high expectations for success to increase from 91% in 2018 to 95% in 2019.			
<b>12 Month Target 2.2</b>	The percentage of parents responding positively to General Satisfaction to increase from 90% in 2018 to 95% in 2019.			

<b>12 Month Target 2.3</b>	Student goals to be visible in all classrooms, as supported by 3 Way Conferences.			
<b>KIS 1</b> Health and wellbeing	Build student resilience and a growth mindset through the introduction of the Bounce Back Program			
<b>Actions</b>	Introduction of the Bounce Back Program across all classrooms Continue to empower student leaders in the delivery of daily Mindfulness sessions Continue to refine consistency and quality of classroom Community Circles, implemented at least 3 times each week			
<b>Outcomes</b>	To promote a growth mindset in students Students valuing Mindfulness and the positive implications this practice has on learning focus and outcomes ATS data to maintain Self Regulation & Goal Setting in the 4th quartile			
<b>Success Indicators</b>	All classes participating in the Bounce Back program Daily whole school Mindfulness program implemented by student leaders, following a schedule as devised by students Staff, students and parents using consistent 'Bounce Back' language ATS data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Planning documents to reflect high expectations, academic rigour and resilience (Bounce Back) focus (monitored by Principal)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00  <input type="checkbox"/> Equity funding will be used
Whole school Mindfulness implemented by student leaders on a daily basis	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input type="checkbox"/> Equity funding will be used

Start Right program implemented at the beginning of the year and in the first week of each term	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Community Circles implemented at least three times a week in all classrooms, and documented in weekly planners	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Promote high expectations to the school community in regard to learning rigour Promote the importance of school attendance throughout the school community			
<b>Actions</b>	Consistent and relentless communication of high expectations and learning rigour as being prioritised at Anakie PS (newsletter, Compass, School Stream, student voice, school sign) To promote a growth mindset throughout the school community To continue to focus on high expectations across all levels of schooling To continue to instil key messages in regard to learning rigour so that learning time is valued			
<b>Outcomes</b>	Improvement in attendance data Greater parent interest in student learning outcomes Greater parent awareness of school programming, intervention and support plans Reporting to Parent forums being valued and well attended			
<b>Success Indicators</b>	Decrease in students arriving late and being collected early in the school day Improvement in class and whole school attendance data Improvement in individual student attendance data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Monitoring of termly individual, cohort and whole school attendance	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP	from:	\$200.00

data	<input checked="" type="checkbox"/> Teacher(s)	Priority	Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Development of a consistent, quality instructional model Visible individual student learning goals reinforced through a comprehensive conferencing model Reporting to parent forums to incorporate student voice/learning goals			
<b>Actions</b>	To promote high expectations across all levels of schooling To continue to promote learning rigour through all key messages so that learning time is valued and productive To offer purposeful, engaging reporting to parent forums To encourage feedback from parents and families in regard to school processes			
<b>Outcomes</b>	School community valuing and acknowledging the importance of attendance and schooling success for all students Parents willing to provide feedback to the school through Parent Survey (greater than 10 parents responding) Positive parent feedback All students to have individual learning goals and are able to articulate these. Also to be able to articulate 'where to next' in their learning Students to successfully participate in 3 Way Conferences and gain competency in this process			
<b>Success Indicators</b>	DET Parent data sets School survey feedback Student ATS data Student goals and data visible in all learning spaces			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Response rate for Parent Opinion Survey	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Students demonstrating competency in 3 Way Conferences and	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP	from:	\$500.00

able to articulate their learning goals	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	Priority	Term 1 to: Term 4	<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	\$6,700.00	0.00
Additional Equity funding	\$20,000.00	\$20,000.00
<b>Grand Total</b>	<b>\$26,700.00</b>	<b>\$20,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning to implement Levelled Literacy intervention program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$25,214.00
Termly Community of Practice staff PLTs	from: Term 1 to: Term 4		\$200.00	
Peer Observations implemented, supported by agreed protocols and common pro formas	from: Term 1 to: Term 4		\$5,000.00	
Start Right program implemented at the beginning of the year and in the first week of each term	from: Term 1 to: Term 4		\$500.00	

Community Circles implemented at least three times a week in all classrooms, and documented in weekly planners	from: Term 1 to: Term 4		\$0.00	
<b>Totals</b>			\$6,700.00	

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Remainder of equity funding will be utilised to support specialist programming (staffing) and also reduce student classroom numbers (staffing)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
<b>Totals</b>			\$20,000.00	\$20,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning to implement Levelled Literacy Intervention program	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Peer Observations implemented, supported by agreed protocols and common pro formas	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site