

Annual Implementation Plan - 2019

| Goal 1 | | Improve the learning growth in English and Mathematics for every student with a particular emphasis on writing. | | | |
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| 12 Month Target 1.1 | <p>TEACHER JUDGEMENT: 100% of students deemed capable will achieve 12 months growth in Writing 2019 academic year.</p> <p>NAPLAN: 5% more students will achieve in the top two bands in Year 3 and Year 5 in 2019 for Writing compared to 2018. 5% fewer students will achieve in the bottom two bands in Year 3 and Year 5 in 2019 for Writing compared to 2018.</p> <p>MATHEMATICS: 100% of students deemed capable will achieve a minimum of an average stanine (4-6) in PAT Maths assessment that corresponds with their current year level.</p> | | | | |
| KIS 1 Curriculum planning and assessment | Implement a consistent school-wide approach to planning, teaching and assessing WRITING. | | | | |
| Actions | <ul style="list-style-type: none"> - Ensure that the school-wide instructional model for teaching WRITING is implemented in all classrooms. - Develop teacher capacity to collaboratively analyse and evaluate student data to drive planning, which targets each student's point of need in WRITING. | | | | |
| Outcomes | <ul style="list-style-type: none"> - Students will be able to articulate their individual learning goals for WRITING. - Learning intentions and at least two success criteria for WRITING will be included in all planning documents, and used effectively in all lessons in all classrooms. - Student-centred coaching will be maintained, focussing on consistent practices that support learning growth in WRITING. - All classroom teachers will have received coaching in WRITING. - The Bellbridge Instructional Writing Model will be implemented in all classrooms, with progress discussed and supported as part of the PDP process. - School-wide documents will be developed to support teaching and learning practices in WRITING. - Students in LLI program will have made 12 months' growth in a 6-month period | | | | |
| Success Indicators | <ul style="list-style-type: none"> - NAPLAN data comparison 2018-2019 - Learning walks - PDP mid-cycle self-reflection tool and meeting - VC teacher judgements - Achievement data for LLI students | | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget | |
| COACHING - TEACHING PRACTICES IN WRITING <ul style="list-style-type: none"> - Continue providing staff PL focused on all remaining traits for 6+1 Traits of Writing. - All new staff will be coached according to needs. - Continue to provide coaching in WRITING to remaining teachers, promoting the school-wide effective use of our instructional writing model. - Promote and demonstrate quality and complexity in writing through visible displays (e.g. "Bump it up wall") – in line with HITS "Explicit Teaching" and "Worked Examples". (Term 2) - Documents in the Teaching & Learning folder related to the teaching/assessment of WRITING will be updated and developed to ensure consistent understandings and practices. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | Term 1-4 | \$95,607.08 <input checked="" type="checkbox"/> Equity funding will be used | |
| CURRICULUM DAY - TEACHING COMPLEXITY IN WRITING <ul style="list-style-type: none"> - Whole-staff curriculum day based on WRITING in June 2019 – with expert Misty Adoniu. | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | Term 2 | \$3,330.00 <input checked="" type="checkbox"/> Equity funding will be used | |
| WRITING MODERATION <ul style="list-style-type: none"> - Team and whole-staff moderation of writing samples to continue. - Continue HCSC collaboration between Year 6 and Year 7 teachers. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | Term 1-4 | \$50,629.60 <input checked="" type="checkbox"/> Equity funding will be used | |

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| STUDENT VOICE/AGENCY IN WRITING - Student voice and agency will help drive teaching practices and learning experiences. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| VIDEO RESOURCES - The English Program Team will organise current videos and promote effective usage by teaching teams. - The English Program Team will manage the process of building a bank of videos to model elements of effective English teaching practices (e.g interactive writing). | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| CURRICULUM PLANNING FOR WRITING - Full implementation of revised work program and term planner guidelines to be monitored and supported, reflecting effective differentiation for both extension and support needs. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| WRITER'S NOTEBOOKS - Develop effective use of Writer's Notebooks. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-2 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| KIS 2 Curriculum planning and assessment | Implement a consistent school-wide approach to the differentiation of mathematics programs to maximise progress for all learners. | | | |
| Actions | - Ensure that the school-wide instructional model for teaching MATHEMATICS is implemented in all classrooms. - Develop teacher capacity to collaboratively analyse and evaluate student data to drive planning, which targets each student's point of need in MATHEMATICS. | | | |
| Outcomes | - Learning intentions and success criteria for MATHEMATICS will be included in all planning documents. - Students in the GRIN program will have made 12 months growth during Terms 2-4. - Essential Learnings in Number will be recorded in appropriate planning documents. - Tiered vocab: more detailed lists of maths vocabulary will be included in unit planners, with Number & Algebra being categorised into tiers. - Mathematics assessment will be effectively administered according to the school-wide Assessment Schedule for Mathematics. | | | |
| Success Indicators | - NAPLAN data comparison 2018-2019 - Learning walks - PDP mid-cycle self-reflection tool and meeting - VC teacher judgements - GRIN data | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| INTERVENTION (GRIN) - An intervention program (GRIN) will be implemented in selected year levels according to student needs. (Term 1-2) - Professional Learning about the key elements of GRIN will be delivered to all ES and teaching staff. (Term 2) - GRIN support will reflect the planned program for the teaching of maths concepts and key vocabulary to be taught in the classroom. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | Term 1-4 | \$72,132.80 <input checked="" type="checkbox"/> Equity funding will be used |
| CURRICULUM PLANNING FOR MATHEMATICS - Full implementation of revised work program and term planner guidelines to be monitored and supported, reflecting effective differentiation for both extension and support needs. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | Improve and sustain student engagement in a positive, safe learning environment, maximising student attendance and ensuring the transition program is viewed by the school community as a positive experience. |
| 12 Month Target 2.1 | All areas of our School Staff Survey will be in alignment with, or higher than, the results of 'all primary schools'. Students Attitude to Schools data re School Connectedness will be in alignment with or better than the state. The average number of student absent days will be 12 or less, excluding 'family holidays'. |

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| KIS 1 Empowering students and building school pride | Student voice, leadership and agency in their own learning will be developed so they have positive experiences and can act as partners in school improvement. | | | |
| Actions | - Student voice will become a higher priority focus, through avenues such as SRC, Grade 6 Student Leaders (with an eSmart focus), and opportunities for students to become change agents with respect to their own learning. | | | |
| Outcomes | - Students will be more motivated and engaged in their learning due to a sense of ownership after influencing planned learning. | | | |
| Success Indicators | - The Student Attitudes to School Survey will show an increase in the overall positive result when compared to 2018 in the areas of "Student voice and agency" and "School Connectedness". | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| STUDENT AGENCY - A focus will continue to be maintained on student agency in their own learning - by providing further professional development to staff and through expectations within term planners. - Students will be provided with opportunities to measure and track their own learning progress, through assessment results and goal-setting. - Current curriculum programs will include more student input (through term planners and/or work programs) will provide more opportunities for students to influence their learning and decision-making. - Student contributions will be sought through tools such as a KWL chart (What I Know, Want to know, Learned) and other ways that determine student needs and interests, which will then guide lesson planning. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | Term 1-4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| THREE-WAY CONFERENCES - Grade 6 students will participate in three-way conferences. | <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| KIS 2 Empowering students and building school pride | Student attendance will be rigorously monitored and proactively supported. | | | |
| Actions | <ul style="list-style-type: none"> - The school will further raise parent awareness regarding the importance of school attendance, and more accurate recording of reasons for absences on Compass. - Teachers and student welfare officers will follow a clearly defined process for proactively following up on student absence concerns. - Attendance rolls on Compass will accurately reflect daily attendance. - High attendance rates will be acknowledged and celebrated. | | | |
| Outcomes | <ul style="list-style-type: none"> - At the end of each term, individual and class attendance will be analysed and shared with the school community, reflecting attendance in line with school targets. - The average number of student absent days will be 12 or less, excluding 'family holidays'. - All teachers will accurately record student attendance on Compass, and support CRTs to do the same. | | | |
| Success Indicators | - The Student Attitudes to School Survey will show an increase in the overall positive result when compared to 2018 in the area of "Attitudes to attendance". | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| ATTENDANCE MONITORING AND FOLLOW-UP - Sustain the following up of student attendance by one school leader. - School documents/guidelines will be established to support student attendance. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-4 | \$28,366.80 <input checked="" type="checkbox"/> Equity funding will be used |
| PROMOTION TO SCHOOL COMMUNITY - Increase the communication to school community regarding the importance of school attendance. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | Term 1-4 | \$14,183.00 <input checked="" type="checkbox"/> Equity funding will be used |
| REWARDING ATTENDANCE - Continue practices of celebrating and rewarding attendance - for individual students and whole grades. | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | Term 1-4 | \$10,601.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| KIS 3 Empowering students and building school pride | The Respectful Relationships program will be implemented across the school. | | | |
| Actions | <ul style="list-style-type: none"> - Implement our school ACTION PLAN for Respectful Relationship. - Engage the wider school community in understanding the purpose/benefit of the program. - Build capacity in staff to prepare for leading other schools in the successful implementation of this program. | | | |
| Outcomes | The Respectful Relationships program will promote and model respect, positive attitudes and behaviours, and teach our children how to build healthy relationships, resilience and confidence. | | | |
| Success Indicators | <ul style="list-style-type: none"> - RR audit tool will show an increase in elements being done in our school. - The staff survey (RR audit) will show an increase when compared to the 2018 survey data. - A student survey will show improvements in knowledge and understanding re. gender equality and RR. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| RESPECTFUL RELATIONSHIPS IMPLEMENTATION PHASE All classes will follow the established Scope & Sequence and undertake one activity from each of Topics 1-8. Action plan items will be undertaken, with a focus on promotion and understanding for the school community. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | Term 1-4 | \$0.00 <input type="checkbox"/> Equity funding will be used |