

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Spring Gully Primary School (3505)



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

Define Actions, Outcomes and Activities

Goal 1	To optimise individual learning growth.
12 Month Target 1.1	<p>By 2019 in Reading, Writing and Number:</p> <ul style="list-style-type: none"> • NAPLAN 'high' Relative Gain to be at or above similar schools • NAPLAN 'low' Relative Gain to be at or below similar schools • NAPLAN % of students in top two bands to be at or above similar schools • The % of students achieving 'A' or 'B', as indicated by teacher judgements, will exceed the State mean <p>By 2020 the Staff Opinion Survey to show an increase in percentile scores:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning => 50 • Guaranteed and Viable Curriculum => 50 <p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Learning Confidence • Teacher Effectiveness
KIS 1 Building practice excellence	Build consistency and quality of teaching practice across the school, through effective feedback and a culture of professional learning, collaboration and reflection.
Actions	<ul style="list-style-type: none"> - Use Peer Coaching to support teachers to incrementally expand their mastery of high-impact strategies. - Develop teacher knowledge and capacity to implement strategies to support high-achieving students. - Learning Specialists to support all staff to effectively implement key initiatives and build teaching excellence in all staff members. - Provide ongoing professional learning to ensure the consistent implementation of the Big Write & VCOP. - School leaders to effectively implement the Professional Learning Communities (PLC) initiative across all teams. - Participate in the Leading Literacy Bastow course.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * routinely use goal setting. * experience writing success and will understand and be able to articulate why they have been successful. * understand what they need to do next to improve. * display improved attitudes around self-regulation and will use goal setting. * develop critical thinking skills around self- and peer-reflection. <p>Teachers will:</p> <ul style="list-style-type: none"> * will have developed a greater knowledge of high-impact strategies. * include high-impact strategies in their planning documentation. * have a common understanding of how to implement our writing program. * cater more effectively for high-achieving students, as demonstrated through their planning documentation. <p>Leaders will:</p> <ul style="list-style-type: none"> * understand the development needs of each staff member to support the development of their knowledge and capacity in providing a quality writing program. * support and facilitate the development of a consistent model for writing with staff. 			
Success Indicators	<ul style="list-style-type: none"> - Staff Opinion survey - Student Attitudes to School Survey - Pivot Survey - NAPLAN 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
As part of our Peer Coaching model, teachers to be partnered up to participate in four 4-week cycles, including planning meeting, 3 observations and a reflective meeting.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage Andrell Education to provide an 'In-School' support day.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Learning Specialists to develop and share a new reflective teaching and learning tool.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in the Leading Literacy Bastow course	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Enhance teacher capacity to better understand, analyse and interpret data so that we are teaching at each student's point of need.			
Actions	<ul style="list-style-type: none"> - Implement our new data schedule and provide professional learning opportunities that build teacher skills to understand, analyse and interpret data across all year levels. - Reengage with the Student Performance Analyser (SPA), along with other online assessment and reporting software (e.g. Essential Assessment, PAT Maths), as a means of providing differentiated teaching and learning experiences. - PLCs use student achievement data during each inquiry cycle to strategically plan learning programs. - A whole school focus on data will be led by Leadership and driven through the PLC Inquiry Cycle. - Learning Specialists to support whole staff and individual teachers, to use data and evidence-based teaching strategies to teach effectively at student's point of need. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * will routinely engage in setting goals and monitoring these goals. <p>Teachers will:</p> <ul style="list-style-type: none"> * include data analysis/discussion as a routine part of their PLC Inquiry Cycles. * provide an appropriate level of student feedback to support effective goal-setting. <p>Leaders will:</p> <ul style="list-style-type: none"> * ensure adequate time is provided to effectively implement the data schedule. * lead staff to unpack, understand and appropriately use data to improve student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - Student Performance Analyser data - Tool specific teaching and learning data, i.e. Essential Assessments - PLC documentation, including rationale and minutes. - Learning Specialist observation and planning notes. 			

	<ul style="list-style-type: none"> - Leadership minutes - Planning and curriculum documents, i.e. assessment schedule, data schedule. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Upload relevant data onto SPA	<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
Goal 2	To build the capacity of each student to be actively engaged and involved with their learning through authentic student voice.			
12 Month Target 2.1	<p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • School Connectedness • Stimulating Learning • Student Motivation <p>By 2020 the Parent Opinion Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • School Connectedness • Stimulating Learning • Student Motivation <p>By 2020 the Student Absences will be as outlined below:</p> <ul style="list-style-type: none"> • Average student absence days =< similar schools, over the life of the Strategic Plan • % of students with 20+ absence days < similars school, over the life of the Strategic Plan 			

KIS 1 Empowering students and building school pride	Develop teacher knowledge and capacity to use authentic student voice in order to increase student engagement and ownership in their learning.			
Actions	<ul style="list-style-type: none"> - Consistently facilitate the active involvement of students in: <ul style="list-style-type: none"> * goal setting * strategies and approaches to learning achievement * monitoring their own learning growth/progress. - Develop and implement consistent mechanisms across the school to capture authentic student voice. - Develop and implement school-wide systems of providing feedback to students on changes made as a result of their authentic student voice. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * feel they have greater input into their learning, as evidenced by the student surveys. * participate in Circle Time activities each week, as a minimum. * have greater opportunities to contribute to decision-making e.g. student voice team <p>Teachers will:</p> <ul style="list-style-type: none"> * capture student voice to inform and improve learning experiences and outcomes. <p>Leaders will:</p> <ul style="list-style-type: none"> * continue to ensure professional readings are used to develop knowledge of authentic student voice. 			
Success Indicators	<ul style="list-style-type: none"> - Student surveys, such as the POLT and Pivot survey. - Making student voice visual in classrooms, i.e. feedback walls, learning choice charts. - PLC and staff meeting minutes - Learning Specialist and Leadership observations. - Respectful Relationship lessons and resources. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documented measures across the school to capture student voice.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To provide a respectful environment where inclusiveness, equity, resilience and empathy are valued and evident.
12 Month Target 3.1	<p>By 2020 the Attitudes to School Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers • Student Safety • Student Morale • Student Distress • Teacher Empathy <p>By 2020 the Parent Opinion Survey to have the following Survey Factors in the 4th quartile:</p> <ul style="list-style-type: none"> • Classroom Behaviour • Connectedness to Peers • Student Safety
KIS 1 Building communities	Develop a clear, well-documented approach to Student Welfare that includes a research based social and emotional learning framework that meets the diverse needs of our students and families.
Actions	<ul style="list-style-type: none"> - Begin training to become a School-Wide Positive Behaviour School (SWPBS). - The SWPBS implementation team to provide professional learning for all staff. - Strengthen the use of Compass, particularly Chronicle, to consistency document information relating to student engagement and well-being.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * articulate what a SWPBS is. * be able to put into practice their new knowledge and understandings gained from SWPBS. <p>Teachers will:</p> <ul style="list-style-type: none"> * have representatives from each PLC in the SWPBS implementation team.

	<ul style="list-style-type: none"> * monitor the consistent use of Chronicle via their team planning time. <p>Leaders will:</p> <ul style="list-style-type: none"> * ensure adequate time is provided to effectively discuss, monitor and implement SWPBS. * provide the the SWPBS implementation team with the necessary support (e.g. time and resources) to achieve the above-mentioned point. 			
Success Indicators	<ul style="list-style-type: none"> - School-wide documentation that captures our whole school approach to student welfare, i.e. policy documents, SWPBS documents. - Professional learning relating to SWPBS - Chronicle (Compass) - PLC meeting minutes - Regular meetings between Leadership and the School Chaplain. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS Implementation team to be finalised.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS Implementation team to commence training.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used