

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Huntly Primary School (0306)



Submitted for review by Jason Lee (School Principal) on 25 November, 2019 at 09:19 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes in Numeracy and Literacy
12 Month Target 1.1	In 2020 the percentage of students achieving medium to high growth will be at or above: reading 80% writing 75% numeracy 66%
12 Month Target 1.2	In 2020 the percentage of students in NAPLAN Numeracy top 2 bands will be at or above Year 3 22% Year 5 17%
12 Month Target 1.3	In 2020 the percentage of students in NAPLAN top two bands for Reading and Writing will be at or above: Year 5 Reading 43% Year 3 Writing 35% Year 3 Reading 28% Year 5 Writing 15%
12 Month Target 1.4	In 2020 the percentage endorsement in the Staff survey of the variable Academic Emphasis will be at or above 65%
KIS 1 Curriculum planning and assessment	Develop, document, monitor and evaluate a whole school sequential curriculum in Literacy and Numeracy linked to the Victorian Curriculum TERM 1
Actions	Enhance teacher knowledge of the curriculum to ensure detailed and sequential planning documentation is in place across the school.
Outcomes	Leaders will: - provide all teachers with the resources and professional learning to plan effectively using the Victorian Curriculum. - ensure a professional learning community approach to whole-school curriculum planning and assessment is implemented. - lead a whole-school audit of the current curriculum plan Teacher will:

	<ul style="list-style-type: none"> - undertake planning that reflects the revised and explicitly documented whole-school curriculum. - be able to articulate how they incorporate the Victorian Curriculum in their planning. 			
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - Minutes & Agendas - Professional learning evidence - HPS Curriculum documentation reflects the Victorian Curriculum content and explicitly outlines the requirements at each year level. <p>Teachers:</p> <ul style="list-style-type: none"> - Are using the revised curriculum planning templates, teaching & learning programs - Staff Opinion Survey data for factor 'Academic Emphasis' has improved by 10% 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Curriculum Leader & Learning Specialist lead the review of the whole school curriculum, updating the current curriculum documentation with teacher consultation.</p> <p>Milestone- Updated curriculum documentation (yearly, term and weekly planners) ensures consistency in planning by all teachers and improved curriculum knowledge.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Professional learning is provided to increase teachers understanding of the Victorian Curriculum and how it is used to drive program planning.</p> <p>Milestone- *Reference to the Victorian Curriculum is evident in all teacher planning documentation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build teacher knowledge and skill in evidence based pedagogical practices			

Actions	<p>Enhance teacher knowledge of the Victorian Teaching & Learning Model</p> <p>Ensure consistency in the delivery of instructional practice across all classrooms.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - facilitate professional learning to enhance pedagogical knowledge and practice. - have led the review & development of the instructional model documentation. - build knowledge and skills in the use of agreed high-impact strategies. <p>Teachers will:</p> <ul style="list-style-type: none"> - have a deep understanding of their teaching and the effect it has on student learning - understand the structure of the pedagogical model - use the pedagogical model regularly to plan and deliver lessons - demonstrate the confidence and skills to talk about quality teaching - plan together on a weekly basis ensuring consistency in how they implement class programs. <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate the 'usual' structure of lessons
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - minutes from staff / leadership meetings - professional learning - revised instructional models - pdp feedback - specialist timetabling to enable collaboration <p>Teachers:</p> <ul style="list-style-type: none"> - peer observations - coaching - professional learning notes - lesson plans - pdp notes - PLC minutes - weekly planners. <p>Students:</p> <ul style="list-style-type: none"> - The percentage of students achieving top two band results in year 3 & 5 numeracy has improved upon the 2019 results.

	- The percentage of students achieving medium and high relative growth in numeracy has improved upon the 2019 results. - Student forum notes			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish peer observation protocols All teachers will have an opportunity to undertake peer observations and coaching and receive feedback on instructional practice. Peer observations to be completed as part of the PLC Inquiry</p> <p>Milestone- Through the collaborative approach to improving practice, beliefs and understandings of effective instructional practice will be aligned leading to greater consistency of practice across the school.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Collaborative planning time will be allocated through specialist timetabling</p> <p>Milestone- Teachers have a greater opportunity to plan together with a more focused approach to data collection and analysis, leading to consistency in planning for student needs across the school.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>All teachers undertake professional learning of the High Impact Teaching Strategies.</p> <p>Milestone- All teachers are able to articulate how HITS are integrated into their lessons and the strategies used to enhance student learning</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Collaborate with partner schools, providing opportunities for teachers to observe the literacy and numeracy instruction.</p>	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$8,000.00

Milestone- Teachers are able to reflect on observations and use new knowledge to enhance their instructional practice.	<input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement			
12 Month Target 2.1	In 2020, the percentage endorsement of the following AToS variables will be at or above: Stimulating Learning 70% Motivation and Interest 78%			
12 Month Target 2.2	In 2020 the percentage of students with 20 or more days absent will be 20% or less			
12 Month Target 2.3	In 2020, the percentage endorsement in the Staff survey of 'Use student feedback to improve practice' will be at or above 55%			
KIS 1 Setting expectations and promoting inclusion	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for future learning			
Actions	Teachers collaborate with students to set individual learning goals and assist students to monitor their learning progress.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - will clearly be able to clearly articulate how individual learning goals support student agency <p>Teachers will:</p> <ul style="list-style-type: none"> - be able to articulate how they facilitate goal-setting in their classroom for individual students - use feedback to support students to develop goals and access their own progress against the goals - explicitly teach students to set and track progress against individual learning goals <p>Students will:</p> <ul style="list-style-type: none"> - develop their own learning goals with the support of their classroom teacher - be able to track their progress against individual learning goals - be able to articulate their progress towards their learning goals 			

Success Indicators	<p>Positive percentage (endorsement) increase in the following surveys: Student Attitudes to School Survey- Student Voice & Agency & Motivation and Interest Staff Opinion Survey- Use Student Feedback to Improve Practice</p> <p>Leadership: - formal processes for teachers and students to set and monitor goals in partnership - SIT agenda/minutes,</p> <p>Teachers: - planning documentation - PLC agenda/minutes - notes on progress of student goals,</p> <p>Students: - individual goals - monitoring of goals -discussions during Learning Walks</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Teachers provide opportunities for students to set goals and reflect on them regularly through explicit teaching & conferencing.</p> <p>Milestone-Students can track, measure and articulate their own learning growth.</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Teachers use feedback to provide support to students which fosters student agency by accessing their own work and solving their own problems.</p> <p>Milestone- Students have greater ownership over their learning and a clear understanding of the learning expectations.</p>	<input checked="" type="checkbox"/> Student(s) <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
<p>Teachers & leadership visit schools implementing student agency effectively</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$6,000.00

Milestone- reflect on conversations and observations and use new knowledge to enhance student feedback and goal setting			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Improve student wellbeing			
12 Month Target 3.1	In 2020, the percentage endorsement of the following AToS variables will be at or above: Effective Classroom Behaviour 70% Resilience 77%			
12 Month Target 3.2	In 2020, the percentage endorsement in the Staff survey of the variable 'Trust in students and parents' will be at or above 70%			
12 Month Target 3.3	In 2020, the average absences per student will be 15 days or less and unapproved absences 5 days or less.			
KIS 1 Health and wellbeing	Embed the School Wide Positive Behaviour Support framework across the school			
Actions	Further embed the use of the School Wide Positive Behaviour framework within the classroom and across the school.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - have a strong knowledge of SWPBS - regularly monitor implementation and effectiveness of SWPBS - support staff to use effective classroom practices - communicate SWPBS actions to the school community <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement SWPBS at all times - model positive and respectful relationships - communicate SWPBS actions to parents <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate the school's expected behaviours - be able to identify the SWPBS in action (Inside and Outside expectations; use of Whirrakee Cards) 			
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - minutes from meetings and professional learnings 			

	<ul style="list-style-type: none"> - notes from teachers/support staff with specific incidents - notes from learning walks/classroom observations - SWPBS data (including a reduction in the number of 'Red' Chronicle incidents) <p>Teachers:</p> <ul style="list-style-type: none"> - SWPBS data - records of individual interventions or plans for students - Chronicle notifications <p>Students:</p> <ul style="list-style-type: none"> - SWPBS data - conversations focused on school-wide expectations <p>Positive percentage (endorsement) increase in the following surveys: AToS- 'Effective classroom behaviour' & 'Resilience'</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Internal coach is released to undertake professional learning, reviews and planning of SWPBS.</p> <p>Milestone- The internal coach is able to facilitate the sharing of new information with the Wellbeing Team.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Compass used as a platform for the collation and recording of Chronicle data, student Individual learning Plans, Behavior Plans, Student Support Group minutes and student academic data.</p> <p>Milestone- All staff are using Compass as the central point to create and save all student well-being documentation. Chronicle data is reviewed regularly and decisions made and actioned according to analysis outcomes.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Professional learning opportunities facilitated by the SWPBS team</p> <p>Milestone- Professional learning sessions complementing and building upon the previous PBS work undertaken; all staff have an increased understanding of SWPBS framework and when implemented correctly supports student engagement.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>The Wellbeing team regularly monitors the Chronicle data for patterns/trends and considers actions as a result</p> <p>Milestone- Based on results of data analysis actions are put in place to address the concerns</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>