

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Stratford Primary School (0596)



Submitted for review by Debra Nicholls (School Principal) on 17 February, 2019 at 04:52 PM
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 22 February, 2019 at 02:26 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To maximise student outcomes in Literacy and Numeracy
12 Month Target 1.1	<p>Teacher Judgement - percentages of Students achieving above, at and below to be at least: R & V above = 40% at= 50% below = 10% N & A above = 34% at= 58% below = 8%</p> <p>Value added of at least 1 year of growth R & V = 65% N & A = 75%</p> <p>AtSS Effective teaching practices for cognitive engagement: * Differentiated Learning Challenge = 82% pos * Effective classroom behav. = 75% pos * Effective teaching time = 82% pos * Stimulating environment = 80% pos</p> <p>Learner characteristics & Disposition * Motivation & interest = 75% pos * Self regulation & goal setting = 72% pos</p> <p>Staff Survey * Academic Emphasis = 50% pos * Collective Efficacy = 60% pos * Guaranteed & viable curric = 45% * Collective focus on student learning = 70%</p>
KIS 1 Building practice excellence	Staff led professional development sessions on the teaching, learning and assessment of reading
Actions	<ul style="list-style-type: none"> - Incorporate the learning from the 2018 and 2019 of the OG Literacy strategy across the school. - Participate in the PSMS program (maths)

	<ul style="list-style-type: none"> - Provide intervention programs with a focus on reading and number - Incorporate HITs and challenging learning elements in all teaching and learning programs, providing professional learning to support staff in further developing understandings. - Moderation of student work as a staff 			
Outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> - Core elements of reading and number - Assessment options (formative and summative), how to analyse data collected and how to use the knowledge gained to be able to plan for improvement for each student - HITs and CL elements and how they can be selected to enhance teaching and learning programs - Curriculum plans and the expectation for each student in order to positively affect learning growth - How to incorporate student voice and agency in teaching and learning program <p>Skills:</p> <ul style="list-style-type: none"> - plan a program that takes into account HITs with a focus on feedback and conferencing, CL, Blooms - organisation of program, assessment, student conferencing and goal setting and feedback <p>Attitude:</p> <ul style="list-style-type: none"> - Growth mindset - open to change and taking on new learning and challenge - Shared responsibility - Accountable as a staff - Showing initiative to improve practice and knowledge through professional reading and viewing, use of PPD to visit classroom of colleagues 			
Success Indicators	<ul style="list-style-type: none"> - Minutes of PLT/PLC meetings - Class data for reading and number show growth for each student - Program plans - Team plans - Staff Survey results in the professional learning elements - Feedback from students and families - Staff PDP conversations and comments 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Attendance at the OG Reading strategy sessions, Information to be delivered at PL to staff.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teaching teams to plan, trial and evaluate the elements delivered in PLT sessions with a focus on individual professional development and the impact on student learning, including intervention programs. Observation and feedback program to be instigated.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,100.00 <input checked="" type="checkbox"/> Equity funding will be used
Participation in the Primary School Maths Specialist Program. Specialist selected. PL attended. Processes trialled and delivered as PL to all teaching staff throughout the year. (Partly funded using equity funding)	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Participation in the PLC program. Whole school approach to the program with a focus on maths. (Unsure of funding allocation for this program as yet.)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Statement of educational philosophy completed and instructional models completed for at least writing, reading and number.			
Actions	<ul style="list-style-type: none"> - Implement and evaluate the newly devised whole school english and maths teaching and learning expectations. - Professional learning sessions on instructional model. Staff to trial and evaluate and revise as part of the english and maths programs. - Educational Philosophy statement to be completed 			
Outcomes	<ul style="list-style-type: none"> Knowledge - Benefits to learning of the different instruction models 			

	<ul style="list-style-type: none"> - How an instructional model can be demonstrated in planning to support effective teaching and learning <p>Skills:</p> <ul style="list-style-type: none"> - Able to plan a program using the instructional model - How to adapt and respond during a learning session <p>Attitude:</p> <ul style="list-style-type: none"> - Growth mindset - open to change and taking on new learning and challenge - Shared responsibility - Accountable as a staff - Prepared to be professionally challenged - Showing initiative to improve practice and knowledge through professional reading and viewing, use of PPD to visit classroom of colleagues with identified good practice 			
Success Indicators	<ul style="list-style-type: none"> - Work program indicate planning using the instructional model - Class observation reveals use of the model is embedded in practice - Class data for reading and number show growth for each student - Staff PDP conversations and comments - Student feedback has positively influenced classroom practices. - Greater opportunities for student voice exist in classrooms 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff following the whole school English and Maths planners, bringing individual style and expertise to teaching and learning.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Regular focus session on incorporating student voice, HITs (feedback and conferencing) in to classroom planning and procedures.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Classroom observations and feedback in place.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Focus on developing GMS approach for students and staff, employing the services of George Telford to assist staff development.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used