

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Dorset Primary School (5132)



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	<p>To extend learning outcomes for all students through evidence-based, high-impact teaching and learning strategies. Consolidate on the consistent whole school approach to differentiated teaching and learning practices that challenges all learners and improves student learning, growth and engagement and focuses on the inclusion of students.</p>
12 Month Target 1.1	<p>WRITING: 45% of Year 3 students will exceed Level benchmark for Victorian Curriculum Writing in reporting from 33.2% in 2018 to 45% in 2019</p> <p>40% of Year 5 students will exceed Level benchmark for Victorian Curriculum Writing in reporting from 33% in 2018 to 40% in 2019</p> <p>NAPLAN: Year 3: Increase Writing % above Band 4 to 75% from (2018 - 69.4%).</p> <p>Year 5: Increase Writing % above Band 6 to 25% (2018 -- 11.5%)</p> <p>Relative Growth in Year 3 to Year 5: Reading: Decrease the % of students achieving LOW growth from 17.02% to less than 15%.</p> <p>Increase the % of students achieving MEDIUM growth from 59.67% to 60%.</p> <p>Increase the % of students achieving HIGH growth from 23.4% to 25%.</p> <p>Writing: Decrease the % of students achieving LOW growth from 18.75% to less than 15%.</p> <p>Increase the % of students achieving MEDIUM growth from 37.5% to 40%.</p> <p>Increase the % of students achieving HIGH growth from 43.75% to 45%.</p>
KIS 1 Evaluating impact on learning	<p>Review whole school approach to assessment and planning and build upon existing structures with strategic, evidence based documentation.</p>

Actions	<ul style="list-style-type: none"> * Build and develop teacher knowledge and capacity around data. * Analyse and understand data from a range of sources to improve upon student outcomes. * Utilise data walls to identify individual strength and area of support across multiple grade levels. * Develop planning knowledge of Writer's Workshop and ability to cater for a range of students. * Employ Alan Wright (consultant) to assist in the explicit delivery of the workshop model.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be able to identify progress in conferences and set effective goals. * utilise time to complete the 5 stages of writing. * develop creative writing that is cohesive. <p>Teachers will:</p> <ul style="list-style-type: none"> * work with students to develop goals through regular conferencing and explicit instruction. * regularly analyse data sources to determine and plan to improve student outcomes. * interpreting the data wall highlighting students at, above or below the expected level. * plan comprehensive writing programs to cater for the needs of their students. <p>Leaders will:</p> <ul style="list-style-type: none"> * model best practice and support staff with their learning. * compile, collate and analyse the data wall looking for areas of need, strengths and patterns. * provide Professional Development to staff highlighting key aspects. <p>Parents/carers will:</p> <ul style="list-style-type: none"> * be provided opportunities to assist with learning programs. * engage with classroom teachers to support writing program at home.
Success Indicators	<p>Data will be reviewed and monitored throughout the course of the year.</p> <ul style="list-style-type: none"> - NAPLAN data scores in Writing - Relative growth with a greater increase in high % of achievement in Writing - Attitudes to School Survey - Parent Opinion Survey - Staff Opinion Survey. <p>Grade Xpert data will be reviewed.</p>

	Data wall			
	Teaching and learning programs (walkthroughs)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Providing Professional Learning days that have a specific focus such as Writer's Notebook and the Workshop Model, Assessment and Reporting/Data Analysis/Moderation.</p> <p>Allocating equity funding on a needs basis to support students with additional literacy needs, through time allocation of Classroom Teacher Range 2-6 (3 hours weekly).</p> <p>Providing literacy support for students at risk in the Junior School ES 1-5 (30 hours weekly)</p> <p>Employ Writing consultant to assist in program development.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Assessment and Reporting (Brett Speed) Consolidate on current school practices (teaching, learning, data analysis and assessment / reporting) to cater for disadvantaged students.</p> <p>Targeted analysis of data sets within teams focusing on the individual, class, cohort and school.</p> <p>Curriculum (Justin Mackay) Coaching and supporting all classroom teachers to build capacity of best practice in literacy.</p> <p>Providing feedback through coaching sessions.</p> <p>(Learning Specialists and Level Leaders) The continued modelling of best practice with reciprocal observational sessions used to provide constructive and documented feedback and support.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used

<p>Consultant: Alan Wright to work school-wide on consistent practice and increasing teacher capacity around writing. Alan will model, coach and support staff throughout the process.</p>				
<p>School Improvement - Consolidating and reviewing the whole school approach to differentiated teaching and explicit teaching and learning practices in writing.</p>	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>F-10 moderation completed in teams for Writing in Terms 2 and 4. F-10 moderation completed whole school for Writing in Terms 1 and 3</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Providing Leaders with extra allocation of time to support teachers in building capacity e.g. classroom modelling, data analysis, observational feedback etc. Scheduling Professional Development days that build teacher knowledge and capacity including Alan Wright, Literacy consultant.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00 <input type="checkbox"/> Equity funding will be used
<p>Modelling effective best practice to staff. Coaching and supporting the development of staff and building teacher capacity through H.I.T.S etc. Review and analyse data sets at individual, cohort and whole school including trends, patterns etc. Conducting moderation sessions and providing samples of what an effective moderation session may look like.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00 <input type="checkbox"/> Equity funding will be used

Evaluating of writing planning documents to incorporate Learning Intentions and Success Criteria and ensure they are clearly documented, differentiated and collaborative tasks are incorporated.	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To empower students in their own learning, with improved student voice and agency through planning days, upcoming events and for student leaders to have a greater presence within the school.			
12 Month Target 2.1	<p>To empower students within their own learning the following targets will be identified:</p> <p>Stimulating Learning. 2018 result -92%- Target for 2019 - 93%</p> <p>Student Motivation 2018 result - 92% - Target for 2019 - 93%</p> <p>Connectedness to peers: 2018 result - 93% - Target for 2019 - 94%</p> <p>Student Motivation 2018 result - 92%-Target for 2019 - 93%</p> <p>Student voice and agency 2018 result - 85%-Target for 2019 - 90%</p> <p>School connectedness 2018 result - 90%-Target for 2019 -92%</p> <p>Teacher concern: 2018 result - 84%-Target for 2019 -87%</p> <p>Parent Opinion Survey: Stimulating Learning Environment: 2018 result - 85%-Target for 2019 -90%</p> <p>Effective teaching:</p>			

	<p>2018 result - 82%-Target for 2019 -88%</p> <p>Stimulating Learning Environment: 2018 result - 85%-Target for 2019 -90%</p> <p>Student Voice and Agency: 2018 result - 82%-Target for 2019 -90%</p> <p>Positive Transitions: 2018 result - 85%-Target for 2019 -90%</p> <p>School connectedness: 2018 result - 91%-Target for 2019 -92%</p>
<p>KIS 1 Empowering students and building school pride</p>	<ul style="list-style-type: none"> * Build a common understanding on ways to empower students in their learning through H.I.T.S (student voice and agency). * Increase the profile of student leaders within the school from Foundation to Year 6 and provide opportunities for students to direct learning experiences (planning days, circles and upcoming events)
<p>Actions</p>	<ul style="list-style-type: none"> * develop an understanding of emotional intelligence programs such as Revved Up, MPower, Rock and Water and the Real Schools Restorative Practices. * develop teacher knowledge and capacity to plan programs that provide children with regular opportunities to engage and receive quality feedback. * build teacher capacity around inclusive environment and apply that knowledge to foster this within the school.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> * actively engage in programs throughout the school * engage in quality feedback sessions with students and staff * have opportunities to develop knowledge and skills around emotional intelligence. <p>Teachers will:</p> <ul style="list-style-type: none"> * build teacher capacity through professional learning around Restorative Practices and providing constructive feedback to staff and students. * work with students individually and in groups around emotional intelligence programs to build connectedness and student voice and agency.. * plan effective lessons collaboratively with a clear focus of student voice.

	<p>* create an environment that is inclusive. * regularly analyse data to ensure students are catered for and in turn differentiate programs accordingly. * provide students with constructive and effective feedback through weekly circles including check in, learning and modelled.</p> <p>Leaders will: * source professional learning for staff. * modelling best practice to staff. * see student voice evolving through classroom programs during walkthroughs. * reviewing and analysing data sets.</p> <p>Parents will: * engage in classroom programs to support the growth of the emotional intelligence of all students.</p>			
<p>Success Indicators</p>	<p>* Work programs and planning documentation * classroom observations and walkthroughs * formal and informal mini-feedback sessions. * Professional Learning directly with several consultants including - Adam Voigt - Restorative Practices and building student voice and capacity - Alan Wright - Literacy support - building teacher capacity around the Writer's Workshop. - Justin Mackay/Brett Speed - building teacher capacity re: assessment, data and planning. - Jodi Wilkins/Nic Bell - whole school literacy support focusing on consistency of practice and embedding spelling into writing. * Meeting minutes * The success will be measured through Departmental surveys - Attitudes to School Survey - Parent Opinion Survey - Staff Survey</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Actively promoting the importance of an inclusive and secure learning environment.</p> <p>Ensuring that programs are implemented and that time is allocated for this to occur.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$27,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Expanding upon the approaches to support the emotional intelligence of every student within the school.				
Addressing the needs of students, staff and parents as identified in the Departmental surveys. Ensure strategies are implemented accordingly.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Continue to provide formalised and high level feedback for students and staff.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Encompassing the wider school community to engage in well-being programs.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Identify the effectiveness of inclusion programs school-wide.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Revisiting Professional Learning with Real Schools to ensure consistency across staff and to build capacity around Restorative Practices.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Commencing phase two of Restorative Practices, which entails building capacity school-wide.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

Allocating funding for identified programs and ensuring their implementation.			to: Term 4	<input type="checkbox"/> Equity funding will be used
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