

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Albany Rise Primary School (5427)



Submitted for review by Judith Drew (School Principal) on 04 December, 2018 at 07:43 PM

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Define Actions, Outcomes and Activities

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 Month Target 1.1	Improve student outcomes in NAPLAN growth from Years 3 to 5 in Reading and Numeracy, with low growth less than 25% and high growth at least 25%. Maintain Writing growth (low growth less than 25% and high growth at least 25%).
12 Month Target 1.2	Increase percentage of students achieving 12 months growth or more based on teacher judgements in Reading.
12 Month Target 1.3	Improve student performance in top two bands of NAPLAN reading and number by 10%.
12 Month Target 1.4	Improve Staff opinion survey data for: Academic Emphasis to above 65% endorsement.
KIS 1 Curriculum planning and assessment	Implement a highly effective and differentiated assessment and planning approach for teaching and learning.
Actions	<p>Principal Class/ Leadership/ DSSI will:</p> <ul style="list-style-type: none"> - Allocate the role of Assessment Leader and PLC leaders and provide access to data, training and support - Support staff to effectively audit and use the whole school assessment schedule including formative (e.g. conferring) and summative practices - Ensure the PLC inquiry approach is modelled and implemented with staff teams by appointed PLC leaders - DSSI to ensure Fountas and Pinnell Training is undertaken by key staff to use the continuum to inform planning in Reading. - allocate key roles in English and Mathematics and PLC leaders and develop role clarity through team collaboration - English PLT leader and Assessment Leader to create a data wall for reading which is regularly used and available to all staff to track student progress - Mathematics PLT Leader works with team to develop a skills based Number program - re-write policy for IEPs and Inclusion and develop a common template with staff input <p>Learning Specialist will:</p> <ul style="list-style-type: none"> - Develop staff capacity and model best practice in the development and implementation of IEPs, class planning and use of data <p>Teachers will:</p> <ul style="list-style-type: none"> - Audit Assessment schedule and utilise available data and assessment tools for planning and feedback - Work in PLC teams to develop consistency in using the inquiry model to develop and implement curriculum learning plans for

	<p>cohorts and individuals</p> <ul style="list-style-type: none"> - Develop and implement Individual Education plans for all students well above or below year level outcome expectations using 5 week inquiry cycle <p>Education Support staff will:</p> <ul style="list-style-type: none"> - Ensure student IEPs are utilised (as instructed) and provide feedback to students and teachers on progress towards set goals and targets
<p>Outcomes</p>	<p>By the end of the 2019 school year...</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Be engaged in work appropriate to their learning needs in reading and number according to formative and summative assessment results 2. Articulate personal learning goals and strategies to achieve them in reading and number 3. Work with the teacher to collect and track evidence of their learning progress 4. Understand and articulate the process for selecting goals and tracking their learning progress <p>Teachers will</p> <ol style="list-style-type: none"> 4. Use the FISO Inquiry cycle to identify problems of practice for a focus for improvement 5. Work collaboratively and consistently use data (including as per Assessment Schedule) to inform differentiated curriculum planning aligned to PLC initiative 6. write and implement a plan for students with IEPs to achieve individualised learning goals in reading and number 7. develop and implement a skills based number program 8. Use conferring with individual students in Reading as a data collection, feedback and goal setting opportunity 9. implement a reading data wall which is purposeful and accurate Include a team goal, actions and outcomes from this KIS in their PDP <p>Leaders will facilitate:</p> <ol style="list-style-type: none"> 10. the implementation of the PLC approach -collaborative team planning producing learning programs that are developmental and differentiated to meet all student needs 11. increased understanding in the use of highly effective Individual Education Plans 12. development and trialing of a common IEP template 13. staff delivering a Professional Learning Plan with a focus on data literacy and increasing curriculum knowledge
<p>Success Indicators</p>	<p>6 Months:</p> <ul style="list-style-type: none"> · Assessment schedule in place and used effectively

	<ul style="list-style-type: none"> · Formative assessment practices are evident in weekly programs · weekly class planning documents include time on Reading and Number, as per whole school curriculum plan · teachers monitoring, assessing and supporting students during independent reading through conferring and small focus groups · skill based number program introduced in all classes and evidence of impact · IEP template is in use across the school <p>12 Months:</p> <ul style="list-style-type: none"> · As a result of moderation in teams, teachers are differentiating work tasks to meet student needs · Increase in measured growth against PLC maturity matrix · students talking about their reading – what they can do and what they need to do next · students able to track their skills growth in number fact knowledge and identify next steps for learning - Student growth evident against IEP goals 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> - Rewrite IEP and inclusion policy - Develop role statements with English and Mathematics PLC leaders - Participant in Level team meetings to provide support and input 	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - DSSI team to provide support for ARPS teachers to facilitate PL for IEP development by staff - Build capacity of LS and Assessment Leader through opportunities to share and model best practice in planning and differentiation - Provide Access to Bastow Leadership programs for LS and Assessment leader - Work with DSSI team to oversee development of Assessment Schedule & use of PLC approach - Support Assessment Leader to access data, resources and leadership training - Develop a plan & provide professional learning and resources in assessment, PLC and IEPs 	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,460.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - Essential Assessment, SPA, Compass PL provided for new and returning staff - Staff induction includes mentoring for differentiated approach to planning and assessment - Data wall created and used for Reading - Inquiry PLC approach to curriculum planning across all year levels - Fountas and Pinnell training for key staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,100.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Professional Learning ½ day with Glen Pearsall (3rd May 2019) with FISO group - Writing moderation and professional learning with our Robust Writers FISO group 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Planning documentation and IEPS to be shared and stored on Google docs - PL and ICT support for the use of Google Docs to be undertaken (to be sourced) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> - Small group and individual intervention and extension group work for students identified, with additional support and intervention staff (in and out of the classroom), focused on Reading and Number. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed the school's instructional model and reflective pedagogical practices schoolwide to enhance learning growth.			

<p>Actions</p>	<p>Principal Class/ Leadership/ DSSI will:</p> <ul style="list-style-type: none"> - Facilitate learning walks to ensure consistency of practice - Provide professional learning and resources to document and embed the agreed instructional model in reading and number - Empower staff to lead professional learning and share best practice through peer observations including use of HITS <p>Learning Specialist will:</p> <ul style="list-style-type: none"> - Develop staff capacity and model best practice in the use of the Reading Workshop model - Support the facilitation of all teaching staff undertaking peer observations of practice in relation to reading and number using the agreed instructional model <p>Teachers will:</p> <ul style="list-style-type: none"> - Refine the use of the whole school instructional model in reading and number - Ensure Reading and Number sessions are allocated in daily classroom planning - Establish a 'Reading Community' in all classes which includes Reader's Notebooks, classroom libraries, anchor charts and substantive talk - Engage in regular peer observations of practice in reading and number <p>Education Support staff will:</p> <ul style="list-style-type: none"> - Support individuals and groups of students to follow the instructional model
<p>Outcomes</p>	<p>By the end of the 2019 school year...</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Understand and articulate the routine and structure of Reading and number lessons 2. Show evidence of their thinking about their reading through notebook reflections and substantive conversations 3. Demonstrate the effectiveness of explicit teaching through independent application of learning 4. Articulate Learning intentions and success criteria in reading and number <p>Teachers will:</p> <ol style="list-style-type: none"> 5. implement an agreed instructional model which is best practice 6. Challenge each other and build capacity as measured by the AITSL standards through peer observations and collegiate conversations 7. Deliver an effective reading program aligned to the documented school practices (Curriculum Plan) 8. identify problems of practice to be a focus for improvement through learning walks 9. hold reflective conversations about their pedagogy with DSSI leadership partners 10. develop a positive reading environment in the classroom, using appropriate resources and student input 11. Include a team goal, actions and outcomes from this KIS in their PDP <p>Leaders will facilitate:</p> <ol style="list-style-type: none"> 12. the implementation and embedding of an agreed and documented whole school approach by all staff for teaching Reading

	using the Reading Workshop Model 13. development and use of the 'gradual release of responsibility' instructional model for teaching Mathematics (Number) 14. the Peer Observation program being reintroduced and ensuring that it is an embedded and sustainable practice 15. staff delivering Professional Learning with a focus on effective teaching practices (HITS) 16. regularly scheduled Learning Walks with opportunities for staff to participate, debrief and create new goals			
Success Indicators	6 Months . explicit instruction in reading is evident through weekly programs, L.I. & S.C. anchor charts and observable in classrooms . students have reading logs showing variety and volume of reading materials . quality libraries available in all classrooms for students . explicit instruction in number evident through student workbooks . co-constructed anchor charts for reading and number displayed in all classrooms 12 Months . Student notebooks with evidence of quality work in reading . Quality and content of anchor charts for reading and number reflect growth in teacher capacity and student learning . Students able to identify their level of success in number through collected evidence . Peer observations ARPS booklet updates and effectively in use			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- DSSI to support Learning Specialist and PLC leaders to facilitate PL for teacher on components of instructional model: L.I.,S.C., explicit teaching/ mini-lesson, conferring	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
- School based Curriculum Planning Planning/Professional Practice days to focus on building skills and knowledge in relation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

to components of the Instructional model (peer observations, reading environment, HITS).			to: Term 4	<input type="checkbox"/> Equity funding will be used
- Staff development and input into ARPS Peer Observation Booklet (protocols and practices) driven by Learning Specialist with DSSI support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <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
Goal 2	Develop, implement and continuously review the school's instructional model to enhance learning growth, engagement and a productive school culture.			
12 Month Target 2.1	Increase 'Attitudes To School' survey (ATOS) results in stimulating learning and teacher effectiveness to at least 85% endorsement.			
12 Month Target 2.2	Increase 'Attitudes To School' survey (ATOS) results in learning confidence to at least 85% and Managing Bullying (classroom behavior) to 80% endorsement.			
12 Month Target 2.3	Improve Staff opinion survey data for: Collective Efficacy (>65%), Teacher Collaboration (>65%), Professional Learning (overall score >71)) and Collective Responsibility (>83%).			
12 Month Target 2.4	Increase Parent opinion Survey data in the area of Teacher Communication compared to 2017 and 2018.			
KIS 1 Setting expectations and promoting inclusion	Implement a school wide approach to ensuring a safe, supportive and inclusive learning environment, where students will be motivated, collaborative and productive.			
Actions	Principal Class/ Leadership will: <ul style="list-style-type: none"> - Provide access for all staff to professional learning in trauma informed practice and consistent positive behavior approaches - Facilitate the development of whole school protocols and processes through SWPB - Create and promote regular, planned opportunities which promote and celebrate individual student and school achievements in learning and personal capabilities. - Enhance and further develop current student leadership and voice opportunities (eg. Captains, House Team leaders, Peer Mediators, Buddies, JSC, State School Spectacular, school Musical). 			

	<ul style="list-style-type: none"> - Build connectedness with parents/carers and the broader community to strengthen social ties, care and support for students through inclusion in the 'Culture, Agency, Relationships, Engagement' (CARE) team PLT. <p>Teachers will:</p> <ul style="list-style-type: none"> - co-design (with students) learning & behaviour norms & protocols using SWPB, Berry Street, Respectful Relationships and Quality Beginnings resources - build and enhance productive relationships through daily circle time activities, restorative practices, weekly goal setting conferences and feedback - develop and use a range of tools to receive regular (at least twice yearly) student feedback on classroom climate. - Enable students to negotiate assessment methods and criteria matched to their learning goals and individual needs - Ensure all students know and understand the Student Code of Conduct, and have a voice in its implementation <p>Education Support staff will:</p> <ul style="list-style-type: none"> - Engage in whole school professional learning for trauma informed practice and utilise new learning with individual students and groups, as needed - Promote and use the whole school approach to positive behaviours with all students <p>Student Wellbeing Officer will:</p> <ul style="list-style-type: none"> - Work with C.A.R.E. PLC team to facilitate the implementation of a whole school Quality Beginnings program - Facilitate staff, student and parent access to additional support services and resources - Ensure attendance policy is enacted
<p>Outcomes</p>	<p>By the end of the 2019 school year...</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Articulate school wide positive behavior expectations and their role in delivering those expectations 2. Engage in circle time discussions with correct protocols and an understanding of the school values 3. Seek and take part in a range of leadership and student voice opportunities (eg. JSC, musical, assembly) 4. Be able to identify their role in developing curriculum plans and goals relating to inquiry and STEM 5. Provide feedback to teachers about their learning engagement and school pride which shows positive growth over time <p>Teachers will:</p> <ol style="list-style-type: none"> 6. Undertake training & use Berry Street practices when interacting with students & ensuring students are 'Ready to Learn' 7. Undertake Professional Learning and implement whole school practices for School Wide Positive Behaviours (SWPB) 8. Utilise Respectful Relationship resources in class planning and instruction 9. Create a positive learning environment in the classroom, using appropriate resources, student input and multiple modes to celebrate and share student success (eg. Dojo, Newsletter, Website Blog, Facebook) 10. Use daily class circles and restorative practices to model and support students in developing social capabilities 11. Monitor all students' engagement in learning through feedback surveys, tracking behavior data, tracking attendance and home/school communication 12. Include a team goal, actions and outcomes from this KIS in their PDP <p>Leaders will facilitate:</p>

	<p>13. the implementation and embedding of an agreed and documented whole school approach by all stakeholders to School Wide Positive Behaviours</p> <p>14. Dissemination of information from CARE team actions and further collaboration in the development of the whole school Engagement, Inclusion and Wellbeing practices and processes.</p> <p>15. Professional Learning and schools level support to establish consistent application of knowledge gained from Berry Street.</p> <p>16. Access to SWO, resources and external agencies</p>			
Success Indicators	<p>6 Months</p> <ul style="list-style-type: none"> · Students in all classes able to articulate the positive behaviours in the class agreement and evidence they are being enacted · All students able to articulate or demonstrate target positive behaviours from the SWPB matrix · Co-constructed agreements visible in all classrooms · 'Ready to Learn' planners for all students developed (Berry street) · Daily Circle time occurring in all classes · Weekly SWPB/ Respectful Relationships proactive learning sessions planned and occurring in all classes · One feedback survey for all students - completed and data collated · JSC plan of events for the year minuted and shared, with some actions taken · Students more prominent in Leadership roles across the school, and celebrated in various forums (online, at assembly, etc) <p>12 Months</p> <ul style="list-style-type: none"> · Inquiry and STEM planners have evidence of student voice and input · Parents engaged in the CARE team PLC · Feedback survey collated data shows positive growth in school climate over time · Student attendance data improved · All stakeholders aware of (and students signed) Student Code of Conduct 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Berry Street Training undertaken by all staff for 'Day 3 and 4' of the training modules.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
School Wide Positive Behaviours (SWPB) training and ongoing staff PL.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
- RRRR (Respectful Relationships) Professional Learning for staff to access and effectively use DET resources	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <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
- Development of Whole school and classroom protocols and practices in line with the Student Code of Conduct - Staff co-design practices for celebrating and sharing student success (eg. Dojo use in all year levels).	<input checked="" type="checkbox"/> PLT Leaders <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
- School based Student Survey - Parent Survey (SWPB/ Berry Street/ RRRR)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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

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