Annual Implementation Plan - 2020
Define Actions, Outcomes and Activities

Albany Rise Primary School (5427)

VICTORIA State Government | Education and Training

Define Actions, Outcomes and Activities

Goal 1	To maximise student performance and learning growth in literacy and numeracy.
12 Month Target 1.1	Improved student outcomes in NAPLAN growth from Years 3 to 5 in Reading, Writing, Numeracy, with low growth less than 25% and high growth at least 25%
12 Month Target 1.2	All students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics
12 Month Target 1.3	For Year 5 students, increase the number of students in top two bands for Reading, Writing and Numeracy by 5% (for matched cohort, Year 3 2018: Reading 41%, Writing 39%, Numeracy 35%) Decrease the number of students in year 3 and 5 at or below NMS to less than 2018 results for Reading, Writing, Numeracy.
12 Month Target 1.4	Increase Staff Opinion data in the area of Academic Emphasis to > 55 % positive
KIS 1 Curriculum planning and assessment	Implement a highly effective and differentiated assessment and planning approach for teaching and learning.
Actions	Embed PLC processes for planning, assessment and instruction
Outcomes	Students will: * be engaged with work that is appropriate for their current skill level * have ownership of their learning through agency (setting personal goals, choice in texts and authentic tasks) * know what they are learning, why they are learning it and where to next * record and track their thinking and learning Teachers will: * provide opportunities for students to have agency in their learning (eg. conferencing, co constructed class libraries, individual book boxes and authentic tasks.) * develop and use a range of tools and evidence to reflect on, track and celebrate student personal learning progress (eg. VCOP student checklists, portfolios, rubrics, pre and post assessments). * model and provide the opportunity for students to track their thinking in their readers notebook. * develop processes and opportunities for PLC teams and students to track their progress in Maths Masters (Ninja)

	* collaborate in PLC learning intentions and co construct success criteria. * Consistently refer to whole School Scope and Sequence when planning for cohorts and individuals in PLC teams * work in PLC teams to use valid, current formative and summative assessment data to plan for the learning. * implement and review the assessment schedule for reading and number * have a clear and deep understanding of the definition of Mathematics and Numeracy and how to embed this knowledge in planning and practice Leaders will: * provide opportunities for the PLC to lead professional learning within their teams (PLC level team leaders). * Lead the development and implementation of a whole school Assessment Schedule in Reading and Number * Lead the development and implementation of Scope and Sequence in Reading and Number * upskill all staff PL on Ninja Maths. * provide a budget and human resources for development of quality classroom libraries, mentor texts and student texts. * provide resources for students to access targeted differentiated teaching and learning opportunities
Success Indicators	6 months Students have reading logs and Readers Notebooks showing variety, volume and growth in learning LWT data shows students able to articulate what they are learning and why Victorian Curriculum Scope and Sequence and assessment schedule used to inform planning in NFTF PLC meetings Students take part daily in one of: automatic response/ problem solving /NAPLAN style / Real life problems Data Wall created for Mathematics and updated for Reading 12 months Evidence of student voice in Readers Notebook Students' goal progress evident in teacher conferring notes Explicit instruction in reading and number is evident through weekly programs, L.I. & S.C., anchor charts and observable in classrooms LWT data shows students able to articulate what they are learning, why and next steps Classroom practice reflects differentiated planning and assessment PLC meeting minutes show improvement of practice on PLC maturity matrix Data collection (formative and summative) matches PLC inquiry cycle and assessment schedule Evidence of whole school agreed teaching practices for Reading and Number

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Enrol staff in the following Bastow Courses: - Leading Literacy for Networks / Literacy Local Leaders - Literacy Data Assessment Practices online course. - Leading curriculum and assessment - Middle Leaders - High Ability Practice Leader training (Budget: average 6 sessions with CRT per course)	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ Equity funding will be used
Teachers will embed 1 hour Maths Masters learning in planning and practice all classes -weekly session focusing on personal learning goals.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers use 'I can statements' to support students develop individual learning goals for Reading, Writing and Number	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assessment & Reporting Leaders to develop Mathematics schedule in line with Reading schedule template	☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Collaborate to review of meeting schedule, team structure and best use of PL opportunities for all staff	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Engage in FISO Community of Practice shared professional learning and Moderation with a Focus on Numeracy (4 schools).	☑ Leadership Team ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Targeted professional learning in data use, collection, tools and understanding data.	☑ Assessment & Reporting Coordinator ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Embed Maths Masters (Ninja) in Scope and Sequence aligned with VC and whole school Integrated Studies term/year plan	☑ Assessment & Reporting Coordinator ☑ Curriculum Co-ordinator (s) ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Compass: Professional Learning for teachers to share learning tasks and progress with all stakeholders: students, parents, staff - Essential Assessment, SPA, Mathetlics PL provided for new and returning staff - Staff induction includes mentoring for differentiated approach to planning and assessment - Data wall created for Maths and used for Reading - Fountas and Pinnell training for new/returning staff	☑ Assessment & Reporting Coordinator ☑ Curriculum Co-ordinator (s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$1,600.00 ☐ Equity funding will be used
Provide targeted, timetabled, individual and small group intervention support for students a year or more below in Reading,	☑ Literacy Support	☐ PLP Priority	from: Term 1	$64,763.00

Writing or Number. Support staff to develop and implement IEPs for individual students.	☑ Numeracy Support		to: Term 4	☑ Equity funding will be used
Provide Literacy and Numeracy resources to support the implementation of Equity and Intervention program, including time for staff to collaborate with Literacy Support Coordinator	☑ Literacy Support ☑ Numeracy Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Provide targeted, timetabled, individual and small group Extension Opportunities for High Abilities students a year or more above in Reading, Writing or Number. Support staff to develop and implement IEPs for individual students. Provide access to Professional Learning for the High Abilities Practice Leader	☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$800.00 ☐ Equity funding will be used
Performance and Development plans for all teaching staff to include agreed level cohort and teacher class cohort goals and targets for Reading and Number (Student Outcomes).	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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.
Actions	Engage in Peer Observations of practice with a focus on Differentiation and Feedback (HITS)
Outcomes	Students will: * develop broader vocabulary * participate in substantive conversations * articulate and demonstrate their understanding of the difference between mathematics and numeracy * demonstrate growth from concrete materials to abstract maths concepts

	* understand and articulate the routine and structure of Reading and Number lessons * know and articulate processes for giving and receiving feedback in the classroom Teachers will: * use the swivl camera to film and then reflect on their practice. * participate in peer observations * Plan open ended questions and prompts to develop substantive conversation. * utilise a range of processes to ensure specific and differentiated feedback to enhance learning * Utilise key numeracy vocabulary in planning and instruction. Mathematics and Numeracy. * Review and utilise the Instructional Model – Best practice for Mathematics teaching and learning * Develop learning sequences which align to the instructional model and curriculum scope and sequence Learning Specialist will: * Further Develop agreed practices, protocols and knowledge to embed effective peer observations of practice * Provide support, resources and Professional Learning to embed HITS in instructional practice (differentiation, feedback). * Facilitate and Coordinate the Peer Observation practices across the school Leaders will: * provide staff with an opportunity to participate in learning walks, peer observations and reflective conversations. * Establish agreed (collaboratively constructed) agreed classroom practices (eg. environment) for Reading and Mathematics (Number) * provide school based professional learning opportunities to develop staff knowledge and understanding of substantive conversation, co-constructed success criteria, writers notebooks and vocabulary instruction (eg. plan vocabulary cycles using tier 2 words from rich mentor texts)
Success Indicators	6 months Peer Observation notes and records show teacher self reflections leading to a change in practice (based on evidence/ HITS) Students demonstrate the effectiveness of teaching through independent application to learning Explicit instruction in Reading and Number is evident through weekly classroom planning and programs; LI & SC, quality, relevant anchor charts, feedback and differentiation 12 months Evidence of student growth in vocabulary in Readers Notebook Each student has completed at least 2 conferences per term in Reading LWT evaluations demonstrate improvements in students ability to: explain the lesson structure, verbalise the role of teacher ans students in components of the Instructional Model, describe the vocabulary of reading an numeracy A minimum of 7 LWT sessions per term, with teaching staff attending sessions

	Walk-throughs to support the consistency and growth of practice and whole school agreed expectations in Reading and Number

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage an evidence based Numeracy consultant (Rob Vingerhoets) for: - whole school curriculum day (HITS, questioning, Instructional practice, assessment and tracking, curriculum and planning) - modelling instructional practice - team planning using the instructional model	☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$6,000.00 ☐ Equity funding will be used
Collect staff data on areas of expertise to be used for Peer Observations Review Teacher survey and re-do for peer observations.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Collaboratively develop whole school agreed expectations for the classroom environment in Reading, Writing and Mathematics; Use classroom displays and annotated student work to support goal setting and differentiation, including anchor charts, 'bump it up walls', student assessment rubrics, VCOP wall, Reading Logs, student work books, classroom library.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Improvement Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Agreed practices for the use of anchor charts developed and adhered to: - Date anchor charts for future reference - develop anchor charts for each introduction to new learning and vocabulary	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

IEPS- staff formative survey re capacity/ confidence.: Provide PL to ensure IEP template is in use across the school	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Support ☑ Numeracy Support	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Performance and Development plans for all teaching staff to include agreed practices, undertaking Learning Walk and Talks, and Peer Observations of Practice using feedback and reflection tools, and HITS (Professional Practice).	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ 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 (ATOSS) results in: - stimulating learning >80% positive - teacher effectiveness (Effective Teaching Time) > 86% positive
12 Month Target 2.2	improvements in student ATOSS measures for: - resilience > 80% - learning confidence > 78% - classroom behaviour > 80% - student voice and agency > 66% - high expectations for success >95%
12 Month Target 2.3	Improve Staff Opinion survey Data in: - collective efficacy >50% positive - teacher collaboration >65% positive - collective responsibility >83% positive
12 Month Target 2.4	-Increase parent opinion survey results in area of teacher communication.> 78% positive -Increase parent opinion survey results in area of behaviour management (promoting positive behaviour) >91% positive

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	Embed Tier 1 and implement Tier 2 components of SWPBS.
Outcomes	By the end of the 2020 school year: Students will: - Know and demonstrate school values - Be able to articulate components of the SWPB matrix using consistent language - Understand the ARPS behavioural continuum - Demonstrate behaviors consistent with SWPB matrix - Articulate known consequences for their actions - Engage in circle time practices - Build resilience skills through SEL lessons - Use consistent language around SWPBS at ARPS Teachers will: - Complete daily circles in class - Complete weekly SEL lesson linked to school values, ARPS matrix, behavioural data and RRRR - Explicitly unpack matrix with students - Unpack student code of conduct with students - Have consistency of language around SWPBS school resources - Enter all major behaviours on Compass - Make ARPS matrix interactive - Consistently use behavioural continuum - PLT team members to explicitly share relevant information with their PLC teams Student Wellbeing Officer & Counsellor will: - Develop and implement an Action plan to address student attendance - Continuously monitor and communicate with stakeholders regarding attendance (student, teacher, parent/s) - be and active member of the school CARE PLT and SWPB implementation team Leaders will: - PL with staff around weekly SEL sessions and daily circle times - Implement new student code of conduct

	- Implement a SWPBS scope and sequence for each level for weekly planning and instruction - PL with staff around ARPS matrix and school signage - PL around major behaviour data entry on Compass - Create a behaviour purpose statement (SWPBS vision statement) - Administer relevant well-being surveys to student and parent population - Complete LWT once a term with a CARE/Well-being focus
Success Indicators	6 Months - SWPBS scope and sequence consistently used for weekly SEL lessons · Co-constructed agreements visible and accessible in all classrooms (SWPBS Matrix) · Daily Circle time occurring in all classes · Weekly SWPBS/Respectful Relationships (SEL) proactive learning sessions planned and occurring in all classes · One feedback survey for all students around school values and culture completed and data collated · JSC plan of events for the year minuted and shared, with some actions taken - Staff to have completed PL around circle time and regular weekly SEL lessons. - Behavioural Purpose statement created and implemented into the SWPBS framework at ARPS - Two LWT completed with a CARE Team focus · All stakeholders aware of (and students signed) Student Code of Conduct - Consistent use of the ARPS behavioural response continuum 12 Months · Parents engaged in the CARE team PLC · Student attendance data improved (compared to 2017, 2018 & 2019) - Two LWT completed with a CARE Team focus - PL for staff focused on major behaviour data entry in Compass - SWPB Compass data routinely used and analysed in CARE PLT · 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 SWPBS matrix - CARE Team members explicitly sharing information with their PLC Teams

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review student data from our values and school culture survey. Utilize whole school survey data (such as PIVOT) to track , monitor and respond to focus areas: resilience - classroom behaviour - student voice and agency	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

			☐ Equity funding will be used

Co-constructed agreements visible and accessible in all classrooms (SWPBS Matrix, class agreements)	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Analyse and review our ATOSS survey results with a focus on developing whole school actions for improving resilience - classroom behaviour - student voice and agency	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Access and share RRRR resources with all staff to supplement SWPBS actions, planning and resources	☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide Staff PL and induction focussed on SWPBS Matrix, major behaviour data entry (Compass), circle time, Weekly SEL sessions and the behavioural response continuum.	☑ Principal ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Collect ARPS data on areas of student absentees, note and respond to trends, school refusal, individual needs of stakeholders	☑ Assistant Principal ☑ Education Support ☑ Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☑ Teacher(s) ☑ Wellbeing Team			
Analyse and review our Parent Opinion Survey results with a focus on developing and implementing actions to improve data: behaviour management (promoting positive behaviour)	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Initiate a whole school approach, including the Quality Beginnings program, to Implement updated student code of conduct in all year levels	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used