

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Flowerdale Primary School (3098)



Submitted for review by Sandra Horwood (School Principal) on 24 January, 2020 at 11:55 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 24 January, 2020 at 04:15 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes for all students in English and Mathematics
12 Month Target 1.1	To improve the NAPLAN and teacher judgement data to reflect 25% of students in the top two bands in Reading and Writing. To improve NAPLAN and teacher judgement data to reflect 20% of students in the top two bands in Mathematics (this as a key area of focus in 2020 and beyond)
KIS 1 Building practice excellence	Create, document and consistently implement agreed pedagogical practices and processes. Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models Principal to review planning documents and complete classroom walks, coaching and feedback
Actions	Implement a school wide approach to giving and receiving feedback Embed research based practice in writing Add rigor to the teaching of Mathematics
Outcomes	Teachers will: <ul style="list-style-type: none"> • explicitly teaching the Six traits of Writing and using checklists and rubrics for ongoing teacher and peer assessment. • use data to inform targeted teaching and future learning goals for students. • participate in peer observations will become a regular practice across the school with fortnightly times built into schedules. • adapt teaching practice in response to feedback • participate in PLT's to increase rigor in Mathematics The Principal will: <ul style="list-style-type: none"> • target learning walks to look at the implementation of new teacher practice. • complete regular feedback documents and share feedback with colleagues as part of classroom obs. • ensure SIT meetings will review student data to inform targeted teaching and use evidence from peer observations and feedback will be reviewed to lead the next piece of learning for staff. The Students will: <ul style="list-style-type: none"> • explain the learning process and steps they need to take to improve their learning • discuss the Six traits of Writing when participating in self and peer feedback • explore Mathematical Problem solving with increasing confidence
Success Indicators	Student achievement data in Mathematics will show at least 20% of students in the top two bands. Student achievement data in Writing will show at least 25% of students in the top two bands in Writing. Evidence of Peer Observation and feedback recorded on proformas

	Clearly documented planners for Numeracy following the new school models stored on the shared drive. Evidence of the "third teacher" Anchor charts and bump up walls clearly visible in classrooms and regularly changed to suit the current learning.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Create, document and consistently implement agreed pedagogical practices and processes.</p> <p>Continue to implement classroom walks, coaching, peer observations and feedback</p> <p>Continue to implement the Six Traits of Writing</p> <p>Implement the use of challenging tasks and real world problems in Mathematics.</p> <p>Purchase software and IPad to support sentence and story making for students with learning difficulties</p> <p>Design and deliver peer observations and feedback - All staff involved</p> <p>Develop a structure and schedule for observations fortnightly in term 1 for Mathematics, monthly there after</p> <p>Incorporate peer obs and feedback into all staff PDP's</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Student Engagement and Wellbeing Provide a high quality learning environment which engages all students in their learning.			
12 Month Target 2.1	To improve attendance by reducing students who have 20 or more days absent from 19% in 2019 to 10% in 2020 To improve trust in Parents and Students from 67% in 2019 - 80% in 2020 To maintain a high positive approval score for Learning Confidence in 2020, 100% in 2019			
KIS 1 Health and wellbeing	Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back. Revise SWPBS Matrix with students at the start of the 2018 School year Weekly sessions using the Bounce Back program and SWPBS			

Actions	<p>Create and embed the SWPBS approach to social and emotional Learning Enhance engagement with families Track and monitor student attendance</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • become more confident and independent learners through the use of learning goals monitoring • regulate their emotions and behaviours more readily • know the positive behaviours expected in the 10 zones around the school and can articulate these clearly (use posters around the school to reinforce same) • attend school on a regular basis <p>Teachers will:</p> <ul style="list-style-type: none"> • implement the protocols for communications with families • refer to and reinforce the SWPBS matrix and consequence flowchart • implement weekly Social and Emotional learning sessions, including Bounce Back, eSmart and Respectful Relationships • give positive praise and rewards for following SWPBS to reinforce expectations • encourage student attendance through the use of bronze, silver and gold attendance rewards <p>Principal will:</p> <ul style="list-style-type: none"> • Oversee the implementation of protocols for teaching and learning • Develop and oversee the tracking of minor and major behaviours to improve student wellbeing • Deliver parent programs to support working with children in Mathematics • Confer with the attendance officer to track student attendance and to work with families <p>Parents will:</p> <ul style="list-style-type: none"> • understand the role of the positive behaviour model used at our school • feel more comfortable to contribute to school events and to work in classrooms.
Success Indicators	<p>Students will use learning goals regularly and record whether they have been achieved using classroom website or classroom checklists More parents will be recorded participating in Parents and Friends groups and attending teacher student conferences. Less students recorded in the minor and major behaviours books Students attending school more often Increased data sets around Trust and Learning confidence in DET data sets.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop scope and sequence documents for Social and Emotional Learning Build learning confidence through knowledge of how we learn best. Unit of work Term 1, 2020. Continue to promote parent involvement in school activities, volunteering in classrooms and attendance at formal and informal interviews and discussions. Attendance officer and teachers to continue to ask parents to be accountable for student absences and record reasons for absence Register and participate in training in the eSmart program; Chaplain and Class teacher Refresher training in the use of emotional regulation zones in the classroom (Liz Roos) Creation and publication of Minor and Major behaviour record books Participate in Respectful Relationships induction Conduct parent evening to reinforce School Wide Positive Behaviour</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Promote the use of student voice in curriculum planning and school leadership. SRC and school Leaders develop and implement learning and social opportunities for students Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding</p>			
<p>Actions</p>	<p>Empower students to participate in the decision making process Enhance student voice in teaching and learning</p>			
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • contribute to the Inquiry Questions as part of our planning models. • provide feedback to classroom teachers • co-create rubrics for self and peer observation practices within the classroom 			

	<ul style="list-style-type: none"> • be able to communicate how they progressed along the learning continuum <p>Teachers will:</p> <ul style="list-style-type: none"> • Adapt teaching activities or methods to support the needs of students with an understanding of how they learn best • Ensure students have opportunities to impact decision making within classrooms • Respond to feedback from students and plan future lessons accordingly <p>The Principal will:</p> <ul style="list-style-type: none"> • Source and share research with staff on the best use of student voice • Oversee the development of school wide processes for empowering students through legitimate student voice • Support staff to better understand feedback and its uses • Monitor staff response to student feedback 			
Success Indicators	<p>Decreased student absences Improved communication between teachers and students. Students completing inquiries with greater independence following a co constructed rubric of success criteria. Students acknowledging their strengths and weaknesses through self and peer feedback Greater engagement in school activities beyond the classroom increased student led initiatives evident across the school</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Students nominate to be on the fire Reduction Garden committee Students to contribute to planning lessons in Social and Emotional Learning Students and teachers co construct goals, feedback rubrics, success criteria and anchor charts Teachers to participate in PD opportunities to support student voice in classroom planning and inquiries Student participation in Leadership conference</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$800.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

