Sunshine Heights Primary School 2019 Annual Implementation Plan Summary

Targets

High relative gain targets: *Reading: 35% (2018 - 26%)* *Writing: 25% (2018 - 18.4%)* *Spelling: 40% (2018 - 38.4%)* *Numeracy: 30% (2018 - 27.5%)*	**Low relative gain targets:** *Reading: 23% (2018 - 26.3%)* *Writing: 20% (2018 - 39.5%)* *Spelling: 23% (2018 - 28.9%)* *Numeracy: 19% (2018 - 22.5%)*	**Year 3 Top 2 bands naplan targets:** *Reading: 53% (2018 49%; Sim 39%)* *Writing: 57% (2018 - 55%; Sim 41%)* *Spelling: 43% (2018 - 39%; Sim 29%)* *Numeracy: 50% (2018 - 45%; Sim 43%)*	**Year 5 Top 2 bands naplan targets:** *Reading: 52% (2018 - 44%; Sim 26%)* *Writing: 20% (2018 - 9%; Sim 10%)* *Spelling: 37% (2018 - 34%; Sim 30%)* *Numeracy: 36% (2018 - 33%; Sim 20%)*	**Attendance:** *Improve F-6 attendance rates to be at or better than state level.* Targets: *P-6 20% or less 20 or more absent days (2018 26%)*
Teacher Judgements (*based on similar and state averages and previous year's results*): *High Growth: P-6 Reading (F&P data) and Numeracy Target 25%*		**Teacher Judgements** (*based on similar and state averages and previous year's results*): Above Expected Level: *Reading: Prep 58%, Year 1 59%, Year 2 65%, Year 3 53%, Year 4 53% Year 5 52% and Year 6 55%.* *Numeracy: Prep Year 1, Year 2, Year 3 53%, Year 4 Year 5 and Year 6*		*P-6 40% or less <10 days (2018 50%)* *Unapproved 1% or less (2018 1.9%)*
Staff opinion survey targets: *% Positive responses to be at or above:* *Academic Emphasis* *81% (2018-78%; Sim 63%; State 68%)* *Collective Efficacy* *83% (2018-79%; Sim 64%; State 73%)* *Instructional Leadership* *96% (2018-93%; Sim 72%; State 74%)*	**Students Attitude to School:** *Positive responses on the 4-6 Student Attitudes to School Survey to be maintained, or above the 75% range.* *Focus on:* *Stimulated Learning* *(2018-91%; Sim 83%; State 81%),* *Learning Confidence* *(2018-92%; Sim 82%; State 82%) and the* *Student Safety Domain* *(all areas above 90% Sim and State below 90%)*	**Year 3 Bottom 2 bands naplan targets:** *Reading: 6% (2018 - 6%)* *Writing: 4% (2018 - 4%)* *Spelling: 20% (2018 - 25%)* *Numeracy: 11% (2018 - 14%)*	**Year 5 Bottom 2 bands naplan targets:** *Reading: 15% (2018 - 18%)* *Writing: 11% (2018 - 14%)* *Spelling: 12% (2018 - 16%)* *Numeracy: 10% (2018 - 11%)*	**Parent Opinion:** *To improve the student engagement and behaviour variables of Safety and Learning Focus on the Parent Opinion Survey to be at least 75% (fourth quartile or higher).*

Key Actions | Changes in behaviour/knowledge/mindsets

Goal 1: *To improve learning outcomes and learning growth for all students P-6*
KIS 1: *Improve the consistency of teacher judgments to ensure teachers are effectively using data to make accurate decisions regarding student learning*

Key Actions	Changes in behaviour/knowledge/mindsets
Employment of Curriculum Leader to oversee and monitor actions of KIS 1. **Employment of a School Based Teaching Coach and Learning Specialist. Focus includes:** - Supporting teachers with formative assessment practices - Supporting teams/teachers with developing learning intentions and success criteria - Supporting teams/teachers with using formative assessment data to make informed decisions about future actions **Allocate 1 full day for planning per term. Focus of planning day is based around developing shared understanding of learning expectations for reading, writing and numeracy.** **Enhance the work of Professional Learning Communities/Level Teams. Focus includes:** - Using evidence/research to inform all future directions and decisions - Using evidence to measure impact **Enhance the impact of 'reading data snapshot charts' to ensure students identified across the school as not making expected growth, achieve expected goals and targets. Focus includes:** - Strategically monitor the impact of actions and strategies used by teachers to support students on data snapshot charts. **Enhance the impact of 'F&P data walls' to ensure all students achieve expected goals and targets. Focus includes:** - Strategically monitor all students. This includes allocating time and dates. **Allocate time every term for teams to strategically moderate Writing expectations against the Victorian Curriculum.** **Enhance the impact of mathematics tracking document that is informed by formative assessment practices.** **Curriculum Leader and School Based Coach monitor students working in the Top 2 bands for Years 4 and 5. Monitoring to include: names of students, learning expectations, evidence of impact, support for teachers, classroom observations.** **Curriculum Leader and School Based Coach to work with and support teacher in Years 4 and 5 with supporting students working in the Top 2 bands.**	**Students:** - Able to articulate their learning goal - Able to articulate what they need to do to achieve their learning goal - Able to articulate how they can be supported to achieve their learning goal (e.g. environment) **Teachers:** - Support students to articulate and understand their students learning goal - Support students to articulate and understand what they need to do to achieve learning goal - Support students to articulate and understand what is available to support them with achieving their learning goal - Use information from students to inform practice - Able to articulate their own progress in relation to the actions and goals of KIS 1 **Leadership:** - Able to articulate where teams and teachers are at with the actions of KIS 1 - Able to articulate what teams and teachers need to do to achieve KIS 1 - Able to identify the next level of work for every teacher/team - Support teachers with being able to monitor impact of key actions - Review F&P charts, Data Snapshot Charts and Mathematics Tracking documents using following questions: What level is student currently working at? What is your evidence for this? Where to next? If students are not on track to reach their target, what will you do differently?

Goal 2: *To improve learning outcomes and learning growth for all students P-6* **KIS 2:** *Embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice.*	
Employment of Curriculum Leader to oversee and monitor actions of KIS 2. **Employment of a School Based Teaching and Learning Specialist. Focus includes:** - Supporting teams/teachers with developing their understanding of instructional practices to differentiate student learning, and how to effectively use them in the classroom - Embedding Instructional model and working with teachers to identify HITS within the model **School Based Coach, Curriculum Leader and Learning Specialist to develop a coaching plan using SHPS Coaching guidelines and expectations.** **Allocate 3 hours weekly for teams to meet as a Professional Learning Community with a focus on improving student learning outcomes.** **Allocate 1 full day for planning per term. Focus of planning day is based around developing shared understanding of learning expectations for reading, writing and numeracy.** **Allocate 1 hour per week for all leaders of Professional Learning Communities to meet with members of the leadership team as a School Improvement Team. Focus of meetings: leadership skills and behaviours, enhancing the function of PLCs.** **Provide targeted leadership support for Team Leaders which will include attending Middle Leaders Bastow Course and 'Daring to Lead' book.** **Enhance the work of Professional Learning Communities/Level Teams. Focus includes:** - Using evidence/research to inform all future directions and decisions - Using evidence to measure impact - How will we respond when they don't learn? How will we respond if they already know it? - Using Instructional Practices	**Students:** - Able to articulate their learning goal - Able to articulate what they need to do to achieve their learning goal - Able to articulate how they can be supported to achieve their learning goal (e.g. environment) **Teachers:** - Support students to articulate and understand their students learning goal - Support students to articulate and understand what they need to do to achieve learning goal - Support students to articulate and understand what is available to support them with achieving their learning goal - Support students to understand their role and responsibility within a small group - Able to articulate and use all the instructional practices and demonstrate how they are used effectively to support student learning - Able to articulate and use the instructional model and identify HITS within this model - Able to articulate their own progress in relation to the actions and goals of KIS 2 **Leadership:** - Able to articulate where teams and teachers are at with the actions of KIS 2 - Able to articulate what teams and teachers need to do to achieve KIS 2 - Able to identify the next level of work for every teacher/team - Demonstrate shared understanding of how to embed a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice.
Goal 1: *To improve learning outcomes and learning growth for all students P-6* **KIS 3:** *Consolidate and embed whole school instructional improvement plan*	
Review and refine school's Instructional Model and ensure that it is consistently being used to a high standard in all classrooms **Work with Chris Egan to review and refine Guaranteed and Viable curriculum practices and processes. Identify what is working well and what needs to be added/removed/refined.** **Support teachers with identifying the HITS within the Instructional Model (note 2019 will be the year that we move staff from CITW to HITS)** **Coaching plan developed to support teachers with embedding and understanding instructional model and HITS. Coaching plan to include School Based Coach, Learning Specialist and Curriculum Leader.**	**Students:** - Able to articulate their learning goal - Able to articulate what they need to do to achieve their learning goal - Able to articulate how they can be supported to achieve their learning goal (e.g. environment) **Teachers:** - Able to articulate and demonstrate the school's Instructional Model - Demonstrate understanding of HITS and how it is embedded within the school's instructional model - Able to articulate their own progress in relation to the actions and goals of KIS 3 **Leaders:** - Regularly update and refine whole school instructional improvement plan - Support staff through professional learning and coaching conversations to deepen their understanding of HITS, use of the instructional model and GVC - Strategically monitor actions of KIS 3
Goal 2: *To deepen and strengthen students' sense of wellbeing, connectedness to school and peers* **KIS 1:** *Deepen a strategic and coordinated approach to supporting student wellbeing*	
Employment of Wellbeing Leader to oversee the implementation of all actions for Goal 2 KIS 1 **Participation in School Improvement Partnership initiative with Whittington Primary School to strengthen community engagement to enhance student learning.** **Implementation of School Wide Positive Behaviours initiative. First year will focus around developing understanding of SWPB and auditing what we do well and how this initiative can strengthen the work.**	**Leaders** - Enhanced understanding of how to deepen and strengthen student sense of wellbeing, connectedness to school and peers - Knowledge of School Wide Positive Behaviours initiative