

2018 Annual Implementation Plan

Features of plan include:

- Page 1. **Goals and Targets** we are striving to achieve for 2018. Goals and Targets taken from the School Strategic Plan following Peer Review process and recommendation from panel.
- Page 2. **Evidence of Impact and Activities and Milestones** for:
 - Goal 1A (includes Key Improvement Strategy 1)
 - Goal 1B (includes Key Improvement Strategy 2)
- Page 6. **Evidence of Impact and Activities and Milestones** for:
 - Goal 2A (includes Key Improvement Strategy 1)
 - Goal 2B (includes Key Improvement Strategy 2)
- Page 9. **Evidence of Impact and Activities and Milestones** for:
 - Goal 3A (includes Key Improvement Strategy 1)
 - Goal 3B (includes Key Improvement Strategy 2)



Annual Implementation Plan - 2018

Goals and Targets

Four Year Strategic Goals	12 month targets				
To improve learning outcomes and learning growth for all students P-6	Increase high relative growth: 23% in writing 29% in reading 20% in spelling 28% in numeracy	Decrease low relative growth: 16% in writing 21% in reading 25% in spelling 23% in numeracy	Increase the average % of students in Years 3 and 5 achieving in the top 2 naplan bands in reading, writing & number. Year 3 Reading 35% Writing 35% Number 35% Year 5 Reading 30% Writing 20% Number 30%	Decrease the average % of students in Years 3 and 5 in the bottom 2 naplan bands in reading, writing & number. Year 3 Reading 14% Writing 20% Number 15% Year 5 Reading 23% Writing 12% Number 25%	Staff Survey (75% or above): Academic Emphasis Collective Efficacy Instructional Leadership
To deepen and strengthen students' learning motivation and sense of engagement in their learning	Attitudes to School: Positive responses to be maintained, or above the 60% range. Focus on: - Stimulated Learning - Learning Confidence - Student Safety	Attendance Improve F-6 attendance rates to be at or better than state level	Parent Opinion: Student engagement and behaviour variables of Safety and Learning Focus to be at least in the third quartile.		
To deepen and strengthen students' sense of wellbeing, connectedness to school and peers					

Goal 1. Evidence of Impact and Activities and Milestones

Goal 1A: To improve learning outcomes and learning growth for all students P-6

FISO Initiative: Building practice excellence

Key Improvement Strategy 1: To enhance teacher understanding of the instructional strategies that have the greatest impact on student learning. In 2018, we will be focusing on the instructional strategies of 'Cooperative Learning'.

Actions	<ul style="list-style-type: none"> ▪ Establish a 'Working Party' that will focus on supporting the teachers to enhance their understanding of the High Impact Instructional Strategies. ▪ Implement a unit of work in Term 1 that will support teachers to explicitly understand and teach students understandings around 'cooperative learning' and the variety of ways that they can develop their understandings with a focus on advance organisers and non-linguistic representations. ▪ Organise six staff members to attend the 3 day Classroom Instructions that Work professional learning sessions in 2018.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can articulate roles within a 'co-operative learning ' environment. This includes behaviours, skills and knowledge that determines the success of cooperative learning situations/environments - Can articulate various ways to demonstrate their understandings <p>TEACHERS:</p> <ul style="list-style-type: none"> - Demonstrate greater understanding of what we are doing well as a school in regards to the high impact strategies - Demonstrate the essential understandings that impact on the effectiveness of 'cooperative learning', use of advance organisers and non-linguistics representations - Work collaboratively with colleagues to enhance the use of the High Impact Strategies <p>LEADERSHIP:</p> <ul style="list-style-type: none"> - Support staff through professional learning and coaching conversations to deepen their understanding of the high impact instructional strategies - Facilitate and support collaborative practices across the school.

Activities and Milestones

Working Party established which includes a member from each team.

Working Party released to develop a system of how the working party will monitor the focus of the key improvement strategy over the course of the year.
Working Party released to identify what we are doing well in regards to the high impact strategies, and what we need to do better/gaps/priorities.

Working Party released to compile summaries for each teacher to support them in intentionally using the high impact strategies. Working Party released to establish recommendations for Team Leaders and Leadership of how planning documents, weekly planners, lesson plans and PLT structures can support the school to intentionally use the high impact strategies.

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Working Party released to develop expectations of what Summarising and Note-taking looks like in each year level. This also includes specific ways that these strategies could be used with students.
Working Party to support teachers within their team with continuing with the work and focus from the Term One unit of work.
Teams to work together to plan unit of work for Term 1 that focuses around 'cooperative learning' and different ways students can develop their understandings through the use of advance organisers and non-linguistic representations. Teams to use Professional readings 'HITS' and 'Classroom Instructions that Work' handbook during planning day sessions and PLT meetings to develop knowledge of 'cooperative learning' and 'advance organisers and non-linguistic representations'.
Implementation of Unit to be reviewed and monitored via weekly one hour Team Leader meetings. Focus includes - role of 'cooperative learning' in the classroom, and 'advance organisers' and 'non-linguistic representations'.
6 staff members to attend the 3-day 'Classroom Instructions that Work' workshop. Staff members that have attended the session to provide recommendations of what we are doing well as a school, and what we can better.

Goal 1B: To improve learning outcomes and learning growth for all students P-6

FISO Initiative: Building practice excellence

Key Improvement Strategy 2: To enhance teacher understanding of the instructional practices used in mathematics. This includes enhancing teacher content knowledge in the area of mathematics.

Actions	<ul style="list-style-type: none"> ▪ Appointing a full time out of the classroom Teaching and Learning Coach – Mathematics. ▪ Engaging Mathematics consultant Kathy Palmer for 16 days to work with all teams during Professional Learning Teams. ▪ Professional Practice Days focus x3 in 2018
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can articulate the goals of each lesson, and how they will know if they have successfully achieved them - Can understand and self-assess their progress, and articulate what they need to learn next - Discuss their progress during conferencing and explain how this supports their learning <p>TEACHERS:</p> <ul style="list-style-type: none"> - Demonstrate a deep knowledge of how mathematical understandings develop - Demonstrate understanding of the essential learnings for key concept areas in mathematics - Conduct conferences to support students to discuss their progress and identify their next learning goal - Work collaboratively with colleagues to moderate assessment data to develop consistent teacher judgements - Analyse student data to reflect and review the impact of their practice on learning outcomes - Identify and adopt differentiated pedagogical practices that meet the learning needs of their students <p>LEADERS:</p>

- Support staff through professional learning and coaching conversations to deepen their understanding of the development of essential learnings and unit planners
- Facilitate and support collaborative practices across the school.

Activities and Milestones

Kathy to work with all teams for one hour fortnightly. The focus and role of Kathy during these Professional Learning Team meetings includes:

- Asking probing questions that allows teams to think deeper.
- Challenging assumptions.
- Ensuring teams are using a researched based approach. This includes supporting teams to understand and use the research with a focus on Van de Walle.
- Providing feedback to team and team leaders on how they can enhance the way they work to support student learning.

Review and develop with staff essential understandings in mathematics for all key concepts.
Review and refine with staff the yearly overview in mathematics.

Teaching and Learning Coach – Mathematics to attend all weekly Professional Learning Team meetings related to mathematics to support teams to:

- Finalise Unit Planners.
- Establish a focus for the 'cross check' form.
- Analysis and use information gathered from the 'cross check' form.
- Make predictions about student learning developments using evidence/cross check form to make decisions about student learning developments on a regularly basis.

Teaching and Learning Coach – Mathematics to develop a Coaching plan to support the implementation of 'cross check' forms in the classroom. Coaching plan reviewed at the end of each term based on needs of teachers.

Professional Practice Days x3 in 2018 to focus on teams being released for one full day during the middle of each term. Structure of these days to include:

- Reflecting on the past few weeks – what has been going well, what could we do better (in terms of setting a focus, developing success criteria, reflecting on the previous week).
- Reflecting on how students are going that have been identified on the Data Snapshot Chart.
- Reflecting on how the students are going that are not on the Data Snapshot Chart that are working above and below the level. Guiding questions include:
- Are the actions we are taking for these students effective? What is our evidence?
- What could we do to better support these students over the next 6 weeks?

Goal 2. Evidence of Impact and Activities and Milestones

Goal 2A: To deepen and strengthen students' learning motivation and sense of engagement in their learning	
FISO Initiative: Empowering students and building school pride	
Key Improvement Strategy 1: To build consistency and understanding across the school of the instructional practices that have the greatest impact on students as writers and readers. This will include a major focus on small group instruction to support differentiation in learning.	
Actions	Employment of Educational Consultant Vicki Froomes and Alan Wright for 16 days. Employment of a full time out of the classroom Teaching and Learning Coach - English.
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can articulate their role during small group instructions - Can understand their learning goals and what they need to do to achieve their goals <p>TEACHERS:</p> <ul style="list-style-type: none"> - Demonstrate a deep knowledge of instructional practices that can be used to support student learning in reading and writing - Demonstrate understanding of when and why to use an instructional practice to support student learning in reading and writing - Discuss ways to use instructional practices during PLT meetings - Work collaboratively with colleagues to ensure there is an in-depth common understanding of instructional practices that can be used to support student learning in reading and writing <p>LEADERS:</p> <ul style="list-style-type: none"> - Support staff through professional learning and coaching conversations to deepen their understanding of instructional practices that can be to support student learning in reading and writing - Facilitate and support collaborative practices across the school
Activities and Milestones	
<p>Alan Wright and Vicki Froomes to facilitate two half day workshop at the beginning of the year that will focus around:</p> <ul style="list-style-type: none"> - What are our current understanding of the instructional practices that have the greatest impact on students as writers and readers? - How are we currently using them? - What needs to change? - How small group instruction fits into this work 	
Teaching and Learning Coach - English and Consultants to develop recommendations and focus areas based on the two half day workshops.	
Teaching and Learning Coach - English, to develop and implement a coaching plan based on the feedback from Alan Wright and Vicki Froomes two half day workshops at the beginning of the year. Coaching plan to include Alan, Vicki and Teaching and Learning Coach – English. Plan to be reviewed at the end of each term.	

Alan Wright and Vicki Froomes to attend all Year Level PLT meetings once a fortnight. Focus during meetings include:

- Asking probing questions that allows teams to think deeper.
- Challenging assumptions.
- Supporting teams with the use of instructional practices. This includes when to use the practice, how it will influence learning, and the role of the teacher.
- Providing feedback to team and team leaders on how they can enhance the way they work to support student learning.

Teaching and Learning Coach - English to develop an action plan of what needs to occur in regards to enhancing consistency and understanding across the school regarding instructional practices (focus - small group instruction) for 2019.

Goal 2B: To deepen and strengthen students' learning motivation and sense of engagement in their learning

FISO Initiative: Empowering students and building school pride

Key Improvement Strategy 2: Building understanding and consistency across the school on how 'Word Study' is being implemented across the school. Focus to include: identifying a focus based on student writing.

Actions	<ul style="list-style-type: none"> ▪ Appointing a full time out of the classroom Teaching and Learning Coach – English ▪ Engaging Educational Consultant Vicki Froomes to work with all teams during Professional Learning Teams on a fortnightly basis
Evidence of impact	<p>STUDENTS:</p> <ul style="list-style-type: none"> -Can use word walls to support the spelling of words during Writing -Can use Look Say Name Cover Write Check as a consistent process to support when learning to spell new words -Can write every day and make plausible attempts at spelling unknown words and using some conventional grammar and punctuation -Can source their own spelling words to practise from their personal writing <p>TEACHERS:</p> <ul style="list-style-type: none"> -Analyse student work samples to identify possible foci for Word Study -Discuss and analyse students work samples during PLT meeting -Explicitly plan for the teaching of Word Study which is included in their weekly timetable <p>LEADERS:</p> <ul style="list-style-type: none"> - Develop a coaching plan each term based on: conversations with teachers, discussions within PLTs and classroom visits -Attend PLTs to support teams with sourcing spelling words -Develop, monitor and review the whole school expectations in regards to an appropriate Word Study Guide for each year level -Identify areas for support and/or further learning

Activities and Milestones

Vicki to work with all teams for one hour fortnightly. The focus and role of Vicki during these Professional Learning Team meetings includes:

- Asking probing questions that allows teams to think deeper.

- Challenging assumptions.
- Ensuring teams are using a researched based approach. This includes supporting teams to understand and use the research with a focus on K-8 Spelling
- Providing feedback to team and team leaders on how they can enhance the way they work to support student learning

Teaching and Learning Coach – Literacy to attend all weekly Professional Learning Team meetings related to Literacy to support teams to:

- Support students to source spelling words from their personal writing
- Explicitly plan for the teaching of word study every week, including investigations

Teaching and Learning Coach – Literacy to develop a Coaching plan to support the implementation of a consistent Prep to Grade Six Word Study program

Goal 3. Evidence of Impact and Activities and Milestones

<p>Goal 3A: To deepen and strengthen students' sense of wellbeing, connectedness to school and peers</p>	
<p>FISO Initiative: Empowering students and building school pride</p>	
<p>Key Improvement Strategy 1: To enhance the way in which Professional Learning Teams function to ensure there is consistency across the school.</p>	
<p>Actions</p>	<p>Employment of a Curriculum Leader to oversee the functioning of Professional Learning Teams.</p> <p>Allocating 3 hours each week to the functioning of Professional Learning Team meetings (note that this does not include 3 hours of APT allocation).</p> <p>Allocating 1 hour a week for a Team Leaders meeting.</p>
<p>Evidence of impact</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can articulate the goals of each lesson, and how they will know if they have successfully achieved them - Can understand and self-assess their progress, and articulate what they need to learn next - Discuss their progress during conferencing and explain how this supports their learning <p>TEACHERS:</p> <ul style="list-style-type: none"> - Demonstrate a deep knowledge of their role within a PLT - Work collaboratively with colleagues to refine the way in which PLTs function <p>LEADERS:</p> <ul style="list-style-type: none"> - Support staff through professional learning and coaching conversations to deepen their understanding of collaboration and use of data/assessment, and to reduce variation between the functioning of PLT across the school - Facilitate and support collaborative practices across the school
<p>Activities and Milestones</p>	
<p>Curriculum Leader to schedule times to work with all PLTs minimum 3 times a term to identify:</p> <ul style="list-style-type: none"> - What is working well? - What needs to change to enhance the way in which the group functions? - What support/resourcing does leadership need to consider? 	
<p>Curriculum Leader to share findings from observations during PLT meetings with Team Leaders during the Team Leader meeting in Week 4 and Week 8 of each term. This includes:</p> <ul style="list-style-type: none"> - What you have noticed that we are doing well and consistently across the school based on our expectations of how successful Professional Learning Teams function? - To share recommendations on what we can do better. This includes sharing future goals and possible support actions. 	
<p>Curriculum Leader to develop coaching plan at the end of each term to work with individual Team Leaders to support them in leading their teams.</p>	
<p>Develop Specialist and Meeting Schedules at the beginning of each term to ensure time allocated to 3x hours of PLT meetings each week and 1 hour a week for Team Leader meetings.</p>	

Work with Team Leaders to review agreed focus of Team Leader meetings for 2018. Current agreed focus includes:

- Implementation of Data Walls/Rooms
- Reviewing implementation of 'Developmental Checklist' and 'Cross Check' forms
- Identifying ways to track and monitor student learning in writing
- Reviewing the role of Team Leader, Leadership and Consultant within a PLT meeting
- Identifying challenges/successes in establishing focuses and success criteria
- Identifying whole school actions that need to occur to support the functioning of PLTs

Goal 3B: To deepen and strengthen students' sense of wellbeing, connectedness to school and peers

FISO Initiative: Empowering students and building school pride

Key Improvement Strategy 2: To enhance and build consistency across the school in the way that we track and monitor student learning in reading, writing and mathematics through the use of Data Walls/Rooms and Developmental Continuums.

<p>Actions</p>	<ul style="list-style-type: none"> ▪ To establish Data Walls/Rooms for each team, and to implement the agreed guidelines and expectations (Appendix 1.) as developed in 2017. ▪ To implement 'Developmental Mathematics Checklists' and 'Cross Check' anecdotal forms developed in 2017. ▪ Appoint an Intervention Coach at a time fraction of 0.8 to oversee and monitor the implementation of the Data Walls/Rooms, and the implementation and use of 'Developmental Mathematics Checklists' and 'Cross Check' anecdotal forms.
<p>Evidence of impact</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> - Can articulate the goals of each lesson, and how they will know if they have successfully achieved them - Can understand and self-assess their progress, and articulate what they need to learn next - Discuss their progress during conferencing and explain how this supports their learning <p>TEACHERS:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the purpose and role of data rooms and walls in supporting teams to track and monitor student learning developments - Demonstrate understanding of how to effectively use data rooms and walls - Conduct conferences to support students to discuss their progress and identify their next learning goal - Work collaboratively to create intervention actions for students identified by teams - Use intervention actions that are researched based - Develop monitoring processes to ensure they are having an impact on the actions they are taking for the identified students - Use the 'Developmental Mathematics Checklists' and 'Cross Check' forms - Demonstrate an understanding of the agreed expectations of how 'Developmental Mathematics Checklists' and 'Cross Check' forms will be used in the classroom - Demonstrate understanding of how to use 'Cross Check' forms to differentiates the success criteria for high achieving students and those requiring extra support <p>LEADERS:</p> <ul style="list-style-type: none"> - Support staff through professional learning and coaching conversations to deepen their understanding of tracking and monitoring student learning - Facilitate and support collaborative practices across the school.

Activities and Milestones

Finalise features of the Data Rooms / Walls to ensure all structures are in place for the beginning of the year.
Review role description of Intervention Coach.

Teams to review agreed expectations of 'Developmental Mathematics Checklists' and 'Cross Check' anecdotal forms.
Teams to develop agreed expectations of how the 'Cross Check' anecdotal forms will be used in the classroom.

Intervention Coach to develop a schedule/process to support team leaders and leadership in monitoring the implementation and effectiveness of the Data Walls/Rooms.

Intervention Coach to develop a schedule to monitor the implementation and effectiveness of the Data Walls/Rooms.

Intervention Coach to attend two Leadership and Team Leader meetings per term to provide feedback regarding the implementation Data Walls/Rooms. Review/feedback to focus around:

- What is working well?
- What needs to change to enhance the way in which the Data Rooms/Walls support teachers to track and monitor student learning
- What support/resourcing does leadership need to consider?

Intervention Coach to attend Professional Learning Team meetings to review and refine agreed strategies used in the classroom to monitor and track student learning developments. This includes:

- Mathematics – 'Cross Check' form and 'Developmental Checklist'.
- Focus re: 'Cross Check' document – how is the success criteria differentiated for the high achieving students and those requiring extra support.

Intervention Coach to develop a coaching plan to work with teachers in the classroom to refine agreed strategies used to monitor and track student learning developments. This includes:

- Mathematics – 'Cross Check' form and 'Developmental Checklist'.
- Focus re: 'Cross Check' document – how is the success criteria differentiated for the high achieving students and those requiring extra support.