

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Bona Vista Primary School (3612)



Submitted for review by Cara Brasier (School Principal) on 17 February, 2019 at 08:43 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Literacy and Numeracy to ensure a minimum of one year of growth for one year of learning.
12 Month Target 1.1	<p>In 2018, 54% of students (using teacher judgement data, excluding PSD data) achieved above the expected level in reading. Our goal in 2019 is to maintain 50% of students achieving above expected level in reading.</p> <p>Maintain 20% of students achieving above expected level in writing (using teacher judgement data, excluding PSD student data).</p> <p>In 2018, 39% of students (using teacher judgement data, excluding PSD data) achieved above the expected level in number. Our goal in 2019 is to maintain 30% of students achieving above expected level in number.</p> <p>To maintain the Relative Growth year 3 to year 5 NAPLAN trend matched cohort data for Reading and Numeracy to 50% high and 50% medium growth.</p>
KIS 1 Building practice excellence	Planning and classroom practice will reflect explicit teaching and learning.
Actions	<ul style="list-style-type: none"> - Continue to embed VCOP and the Big Write as a common and consistent approach to improve writing outcomes. - Implement the Fountas & Pinnell system as an approach to reading instruction and assessment. - All teachers will fully engage with the PLC initiative. This collective responsibility will support a change of practice in reading. - Continue to develop our practices in Maths through engagement with high quality professional learning opportunities. - Develop explicit and agreed assessments to inform teaching and assist in assessing student learning.
Outcomes	<ul style="list-style-type: none"> - Explicit teaching and learning in VCOP. - Knowledge about Fountas & Pinnell and the implementation of identified sections (all teachers will use the assessment component). - Every teacher will attend and be actively involved in all PLC work to further develop their practices in the teaching reading. - Improved understandings and practices in Mathematics.

	- Agreed data will be collected, analysed, shared and used for planning.			
Success Indicators	<ul style="list-style-type: none"> - Students' cold and big writes will be moderated throughout the year and will show improvement. - Staff will be using Fountas & Pinnell rather than PM benchmarking to assess reading and using this data to inform teaching. - Staff will attend and complete all PLC work. They will demonstrate changes in the way they also teach reading. - Student number data (NAPLAN and teacher judgement) will continue to show improvement. - Staff will continue to show an improvement in the way they use data to assess student achievement. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers to be trained in VCOP day 1 and 2 as required. Teachers to determine whole school weekly Big Write topics based on the same focus prep-grade 6 and inline with our BVPS teaching and learning overview (based on the identified Humanities strand and writing genre for that term).	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Teachers to attend the Fountas & Pinnell training offered including the PLC Curriculum Day. Teachers to fully implement the agreed components of Fountas & Pinnell and use this to improve teaching and learning in reading. Fountas & Pinnell kits to be purchased.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
All teachers will attend and fully engage with new learning through the PLC initiative. Meetings will allow for teacher collaboration and sharing of practice with a focus on a consistent and structured cycle of data-driven inquiry to improve the teaching and learning of reading. Identified staff members to be trained in the PLC initiative to assist in embedding a culture of continuous improvement focused on enhancing student reading outcomes at our school.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

<p>Staff continue to source and engage with professional learning to improve their understanding and teaching of Mathematics.</p>	<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
<p>Staff use agreed assessment data sets to identify each child's level of ability in English and Maths and use this data to plan appropriate and specific learning activities. Staff continue to build knowledge of different types of assessment- formative and summative through professional learning and use improved practices to monitor student achievement.</p>	<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
Goal 2	Develop a culture of high expectations through supporting and encouraging students to have a greater level of responsibility for their own learning.			
12 Month Target 2.1	Attitude to School Survey- Stimulated Learning factor score result to be 60% or higher. Attitude to School Survey- Effective Teaching Time factor score result to be 70% or higher. Parent Opinion Survey- Effective Teaching factor score result to be 60% or higher.			
KIS 1 Empowering students and building school pride	Through visible learning approaches/ principles including student goal setting, feedback & student's monitoring their own learning, students will be aware of themselves as learners.			
Actions	<ul style="list-style-type: none"> - Staff continue to build their knowledge of Visible Learning practices through professional learning. - Students will continue to set learning goals, receive quality feedback, monitor their learning and be able to articulate how they learn and why they are learning particular content. 			
Outcomes	<ul style="list-style-type: none"> - Staff will have a growing knowledge of Visible Learning with evidence of this in their classrooms. - Students will set and explain specific goals for improvement in English and Maths. - Students will be monitoring their own learning. 			

Success Indicators	<ul style="list-style-type: none"> - There will be evidence of Visible Learning practices in the classrooms including displays and goal setting folders/ books. - Students will have a better understanding of themselves as learners and will know what the next step is in their learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff access quality professional learning to develop their knowledge and skills further in this area.	<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
Students will be engaged in feedback that involves two-way dialogue and will set learning goals using the feedback from peers and staff.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Intentions and Success Criteria will be developed to ensure students know what they are learning and why.	<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
Staff teach students tools for monitoring their own learning including the use of 'I can' statements, self and peer assessment and reflection.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Develop targeted and comprehensive intervention strategies to support the inclusion of all students.			
12 Month Target 3.1	Attitude to School Survey- Classroom Behaviour factor score result to be 70% or higher. Parent Opinion Survey- Non Experience of Bullying factor score result to be 40% or lower.			

	Attitude to School Survey- Respect for Diversity factor score result to be 70% or higher.			
KIS 1 Setting expectations and promoting inclusion	To have more inclusive collaboration and a team approach to supporting all of our students.			
Actions	<ul style="list-style-type: none"> - Implement inclusive education practices to ensure all students are supported. - An 'Inclusive Facilitator' role will be developed in 2019 to support the work of aides and teachers. - The Inclusive Facilitator will meet with each aide for a minimum of 1 hour per week to review and maintain each PSD ILPs. - All aides will have a minimum of 1 hour per week for each student they work with to develop/ make resources, research new practices/ ideas and/or conduct professional learning. - All staff will have access to inclusion training and professional development. - Continue to implement an approach to intervention targeting students with specific academic learning needs by employing a Speech Pathologist and Occupational Therapist as required. 			
Outcomes	<ul style="list-style-type: none"> - All PSD student learning is planned for and appropriately supported and resourced. - All PSD students will show improvement when measured against their ILP goals and other appropriate achievement data. - All 'at risk' students are identified, their learning planned for and appropriately supported and resourced. - All 'at risk' students will show improvement when measured against their 'student support plan' and achievement data. 			
Success Indicators	<ul style="list-style-type: none"> - All PSD students will have a current ILP that is maintained and reviewed every week- fortnight. - Plans will be developed for all identified 'at risk' students which will highlight the intervention strategies in use. Student's identified as 'at risk' will show improvement in the identified areas of learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff will make reasonable adjustments to support all students to fully participate in school. This includes appropriately planning (either through weekly program, provision plan or ILP) and resourcing (human and physical) for their identified needs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

All staff will use their understanding of the Disability Standards for Education (DSE) eLearning modules completed in 2018.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A role description document will be created and adhered to. It will outline the responsibilities of the aide, inclusion facilitator, teacher and Principal.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Aides and the inclusion facilitator will work together collaboratively to review and maintain ILPs, develop resources and support the inclusion of PSD students.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Aides will use planning time to prepare for the students they are working with and to develop their capacity in supporting students.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Change our reporting template for PSD students to be aligned with ABLES.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Speech Pathologist and Occupational Therapists will provide staff with reports and session notes. Staff will implement recommendations made.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

