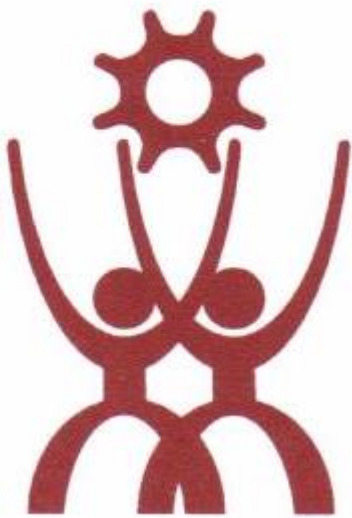


# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Deer Park North Primary School (5084)



Submitted for review by Lynne Ord-Oraniuk (School Principal) on 03 December, 2019 at 02:19 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 15 December, 2019 at 01:39 PM  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student learning achievement and growth in literacy and numeracy
<b>12 Month Target 1.1</b>	<p>Naplan Relative Growth            20% in high gain in Naplan reading (2019 14%)            22% in high gain for Naplan numeracy (2019 20%)            24% in high gain for Naplan Writing (2019 24%)</p> <p>Naplan Top Two Bands            Year 5 Naplan reading 20% (2019 13%)            Year 5 numeracy 20% (2019 13%)            Year 5 Writing 13% (2019 7%)</p> <p>Year 3 Reading 43% (2019 41%)            Year 3 Numeracy 26% (2019 22%)            Year 3 Writing 50% (2019 39%)</p>
<b>KIS 1</b> Curriculum planning and assessment	Consistent and collaborative planning structures and approaches to improve student learning.
<b>Actions</b>	Develop and implement a consistent planning model that includes differentiation.
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Complete worked as planned</li> <li>• Make growth connected to the targets</li> <li>• Take ownership of learning and set goals</li> <li>• Understand learning intentions and success criteria</li> <li>• Understand the next step in their learning and know what to do to achieve this</li> <li>• Engage in learning</li> <li>• Demonstrate relevant skills</li> <li>• Share interests</li> </ul> <p>- Use pre and post test data to reflect on their learning and set goals.</p> <p>Teachers Will</p>

	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively and be actively involved in PLT planning sessions</li> <li>• Have a deep knowledge of department teaching and learning policies and curriculum, for example HITS, FISO.</li> <li>• Differentiate learning to provide personalise learning for every student</li> <li>• Plan lessons that reflect the instructional model for English and Mathematics</li> <li>• Collect relevant and specified data and bring data to all planning sessions</li> <li>• Planners include assessment practices and timelines for assessment</li> <li>• Implement a research-based strategy that includes directed use of resources.</li> <li>• Build leadership knowledge, skills and practice of PLT leaders</li> <li>• Consistent planning proformas and documentation for PLT program planning</li> <li>• Timetabled weekly PLT planning sessions for literacy and numeracy supported by school coaches</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Follow assessment schedule</li> <li>• Conduct pre and post tests</li> </ul> <p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Teach planned lessons</li> <li>• Conduct peer observations</li> <li>• Collect data to inform teaching and learning programs</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>• Work with children to create learning goals</li> <li>• Give effective and timely feedback</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Seek clarification if unsure</li> <li>• Contribute to discussion</li> </ul> <p><b>Leaders will</b></p> <ul style="list-style-type: none"> <li>• Set structures in place to allow for collaboration during timetabled planning times</li> <li>• Read weekly agendas and minutes from planning meetings noting actions</li> <li>• Follow up with team leaders in relation to meeting agenda and action</li> <li>• Check planning against agreed evidence-based learning outcomes</li> <li>• Be a part of peer observations where applicable</li> </ul>
<p><b>Success Indicators</b></p>	<p>Planning documents that outline differentiated program  Student feedback- shadowing and surveys</p>

	Cross walk Data in literacy and numeracy Staff survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Cohort data/differentiation- all staff are to bring current student data to each planning meeting and PLTs Action Research around identified areas of need by PLTs Scheduling of planning meetings Peer Observations around best practice in differentiation Use of continuum of learning, HITS, Amplify to plan for learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Activate greater opportunities for student voice and engagement with their own learning.			
<b>Actions</b>	To build teacher capacity in pedagogical practice supporting learners through questioning, goal setting and feedback.  Refine Student Learning Conferences approach to include greater student voice and agency.			
<b>Outcomes</b>	Students will <ul style="list-style-type: none"> <li>• Take ownership of learning</li> <li>• Understand and articulate learning intentions and success criteria</li> <li>• Set goals</li> <li>• Understand the next step in their learning and know what to do to achieve this</li> <li>• Engage in learning</li> <li>• Share interests</li> <li>• Give effective and timely feedback to teachers</li> <li>• Track their learning on visible continuum of learning</li> </ul>			

	<p>Teachers will :</p> <p>Work collaboratively with students to create learning goals that are specific to their learning needs</p> <ul style="list-style-type: none"> <li>• Give effective and timely feedback</li> <li>• know students as a learner and as a person</li> <li>• articulate and make learning intentions easily understood and visible</li> <li>• build capacity to enhance student voice and engagement</li> </ul> <p>- engage with students in Number Talks</p> <p>Leadership will</p> <p>Work collaboratively with students to create learning goals that are specific to their learning needs</p> <ul style="list-style-type: none"> <li>• Give effective and timely feedback</li> <li>• Know students as a learner and as a person</li> <li>• articulate and make learning intentions easily understood and visible</li> <li>• plan for student voice and choice</li> </ul>			
<b>Success Indicators</b>	<p>Parent feedback</p> <p>Student feedback</p> <p>Planners inclusive of the strategies used to support student agency</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Learning conferences scheduled in June and December	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used
Student Agency Research Circle (Ed Partnerships)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development for staff in the areas of conferring and number talks to ensure greater student input into their own learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build teacher capacity to effectively use data to inform teaching and learning.			
<b>12 Month Target 2.1</b>	Collective Efficacy 70% (2019 64%) Academic Emphasis 72% (2019 68%) Instructional Leadership 80% (2019 78%) Shielding and Buffering 75% (2019 69%)			
<b>KIS 1</b> Building practice excellence	To implement whole school approach to the collection, analysis and the use of student learning data which informs the provision of targeted learning opportunities and maximises the learning for all students.			
<b>Actions</b>	Develop and implement an Action Research model (Collective Efficacy) through inquiry consultancy.  To provide professional learning in Pre and Post test design to meet requirements of the program to inform planning  To continue to use SPA as a management tool for data collection and analysis  To review data collection schedules to ensure the effective and efficient management of whole school data.			
<b>Outcomes</b>	Teachers will <ul style="list-style-type: none"> <li>• Ensure data walls are up to date and used in PLT cycle</li> <li>• Forward plan assessment for each unit (pre, during and post)</li> <li>• Have a method to collect data</li> <li>• Use data to plan and teach a differentiated program</li> <li>• Bring data to planning (SPA)</li> <li>• Create target teaching groups based on student need</li> <li>• Use the PLT structure to unpack data and plan for learning and teaching</li> <li>• Build teacher capacity in planning, collecting and analysing assessment data to accurately identify students' needs through PLT cycle</li> <li>• Provision of professional learning for teacher to identify developmentally appropriate learning goals to provide effective feedback to students</li> </ul> Students will			

	<ul style="list-style-type: none"> <li>• Have personalised learning goals that are co-constructed</li> <li>• Know the next step for learning</li> <li>• Self-reflect and self-monitor</li> <li>• Achieve growth</li> <li>• Provide the teacher feedback about learning and performance</li> <li>• Be engaged and challenged</li> <li>• Know where they are 'at' and track their learning</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>• Attend planning meetings and PLT meetings</li> <li>• Attend weekly intervention Team Meetings</li> <li>• Meet with PLT leaders to discuss student progress and Team needs</li> </ul> <p>- Track and monitor all data sets within the school</p>			
<b>Success Indicators</b>	<p>Fountas and Pinnell Benchmark data  PAT Maths and Reading Data  Pre and post test data: Writing, Reading and Numeracy</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Intervention Programs</p> <ul style="list-style-type: none"> <li>- Levelled Literacy Intervention</li> <li>- Oral Language Program</li> <li>- Sound check</li> <li>- Numeracy intervention</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$180,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Using available data for teachers to identify an area for improvement as a focus for an action research project. ( Jeni Wilson to facilitate)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Scheduled planning meetings (PLT) with school based coaches in Literacy and numeracy with a focus on student learning data	<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
Professional Development with Philip Holmes Smith	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To build a safe, supportive and inclusive environment for all school community members.			
<b>12 Month Target 3.1</b>	Unexplained absence- less than 5 days (2019 6.5 days)  Attitude to School School connectedness 84% (2019 77%) Stimulated Learning 90% (2019 84%) Learning Confidence 90% (2019 83%) Student Safety 84% (2019 77%)			
<b>KIS 1</b> Setting expectations and promoting inclusion	To establish a consistent approach to and understanding of inclusion, positive behaviour and engagement practices.			
<b>Actions</b>	Develop teacher capacity and understanding of the Respectful Relationships Program and Berry Street Model..  Develop and implement a process to monitor and manage attendance.  Develop and strengthen the relationships and school connectedness of parents, teachers and students			
<b>Outcomes</b>	Students will : -Attend school on every possible opportunity			



	<ul style="list-style-type: none"> <li>-Demonstrate respectful relationships</li> <li>-Demonstrate positive behaviours as identified in School matrix</li> <li>-Report any suspicions or observations of behaviours that are not respectful and/or positive</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Expect everyone to promote a safe, positive and gender equal environment</li> <li>-Demonstrate confidence and capability to deal with suspicions and disclosures of gender based or family violence issues</li> <li>-Recognise the need for gender equality and actively communicate this to school community</li> <li>-Identify and respond safely and effectively to suspicions of gender based disclosures</li> <li>-Demonstrate consistent messages about gender, violence and gender equality within school and the broader community</li> </ul> <p>Leadership will :</p> <ul style="list-style-type: none"> <li>-Expect everyone to promote a safe, positive and gender equal environment</li> <li>-Demonstrate confidence and capability to deal with suspicions and disclosures of gender based or family violence issues</li> <li>-Recognise the need for gender equality and actively communicate this to school community</li> <li>-Identify and respond safely and effectively to suspicions of gender based disclosures</li> <li>-Demonstrate consistent messages about gender, violence and gender equality within school and the broader community</li> </ul>			
<b>Success Indicators</b>	<p>Student Survey  Parent Survey  Survey tools provided through the Respectful Relations initiative  Student Attendance Data</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Respectful Relationships Lead School	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Completion of referral forms of unexplained absences	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Berry Street Model Curriculum Days	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Lifeskills Mindfulness	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$26,000.00  <input checked="" type="checkbox"/> Equity funding will be used
School based Psychologist and Well Being Coordinator	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Inclusion Room (sensory room)	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage Consultant John Hendry (Relationships Education)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

