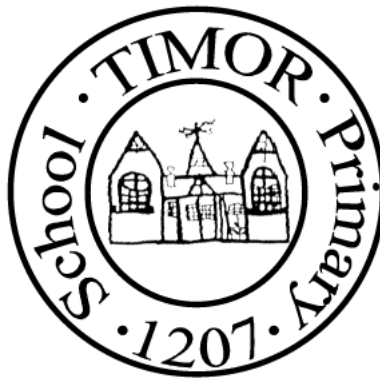


# Annual Implementation Plan - 2019

## Define Actions, Outcomes and Activities

Timor Primary School (1207)



Submitted for review by Carmen Huszar (School Principal) on 25 January, 2019 at 04:23 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To develop the teaching team to design a highly engaging, student focussed curriculum that leads to every child making more than 12 months progress in Literacy every year that they attend the school as measured by NAPLAN, On Demand and Teacher Judgement.
<b>12 Month Target 1.1</b>	85% of all students at or above expected level as indicated by Teacher Judgement  20% of students to be in top two bands (Year 5 NAPLAN)
<b>KIS 1</b> Building practice excellence	Implement a coaching model that focuses on curriculum planning and instructional practice which uses the HITS document and AITSL standards as a common language around quality teaching.
<b>Actions</b>	<p>Use the SWIVL robot for peer observations and feedback:</p> <ul style="list-style-type: none"> <li>- observations of the teaching of writing</li> <li>- observations of the teaching of mathematics</li> </ul> <p>Provide opportunities for training in effective writing instruction:</p> <ul style="list-style-type: none"> <li>- explicit teaching of writing</li> <li>- develop Writing Curriculum Continuum</li> </ul> <p>Reference HITS as it applies across P-6 in both teaching and planning</p> <p>Participate in PLC professional learning</p>
<b>Outcomes</b>	<p>TEACHERS:</p> <ul style="list-style-type: none"> <li>- If teachers routinely participate in video observations to give/receive feedback about their teaching, their practice will improve and lead to students achieving 12 months progress</li> <li>- If teachers collaborate on the assessment of student work, there will be greater consistency of teacher judgements of student achievement</li> <li>- If teachers have a clear direction for the what, how &amp; why of teaching writing students will receive high quality instruction and be better supported to achieve 12 months progress</li> <li>- If teachers actively participate in the PLC training and they incorporate the process into their practice and focus on point of need, then students will achieve improved outcomes.</li> </ul> <p>STUDENTS:</p>

	<ul style="list-style-type: none"> <li>- will participate in highly engaging and effective lessons in reading, writing and mathematics</li> <li>- will be able to articulate what makes a good writer and identify how they are performing as a writer</li> </ul> <p>PARENTS:</p> <ul style="list-style-type: none"> <li>- have the opportunity to share in their child's learning growth over time using student samples/artefacts (digital or portfolio)</li> </ul>			
<b>Success Indicators</b>	<p>SWIVL video footage with accompanying feedback/reflection comments for all classroom teachers  NAPLAN writing data will demonstrate at least 1 additional student has achieved within the top two bands  VCOP Student assessment rubrics demonstrate student growth in outcomes and skills  Writing Scope &amp; Sequence document implemented in all work programs and reflected on annually  Student Survey results show high % of engagement category  Teacher PDP plans with all teachers meeting writing improvement goal</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teach staff how to use SWIVL robot and the cloud for peer observations and feedback	<input checked="" type="checkbox"/> Principal <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
Fortnightly recording of one lesson; teacher self reflection; sharing video at T&L meeting for peer feedback - teach staff how to use SWIVL robot	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in Leading Literacy Professional Learning - Writing (5 days)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Build teacher knowledge of NAPLAN Writing Marking Guide	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Participate in Victorian Professional Learning Communities (PLC) initiative	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,250.00  <input checked="" type="checkbox"/> Equity funding will be used
Use VCOP Assessment rubric to inform teaching	<input checked="" type="checkbox"/> Literacy Leader <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
Adopt a consistent approach to writing instruction across the school	<input checked="" type="checkbox"/> Literacy Leader <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
<b>Goal 2</b>	To implement an agreed and visible teaching model that leads to authentic student learning that leads to all teachers meeting all goals in their Performance and Development Plans, and Students demonstrating more than 12 months growth in Numeracy every year that they attend the school as measured by On Demand, NAPLAN, and Teacher judgement.			
<b>12 Month Target 2.1</b>	85% of students to achieve minimum 0.3 growth according to On Demand  15% of students to be in top two bands (Year 5 NAPLAN)			
<b>KIS 1</b> Curriculum planning and assessment	Use external consultants to build the capacity of staff and quality control the curriculum program (eg. George Booker, Lyn Watts)			
<b>Actions</b>	Continue to work with Rob Vingerhoets and Dunolly PS to develop authentic math learning experiences			

	Explore and implement processes to provide explicit feedback to students in every lesson, including specialist classes, based on clearly-defined learning intentions and success criteria.			
	Enhance the use of data to track and monitor student growth.			
<b>Outcomes</b>	<p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>- If teachers routinely collaborate on the assessment of student work, greater consistency of teacher judgements of student learning will be achieved</li> <li>- If teachers collaborate to develop a scaffolded mathematics program students will achieve improved outcomes in mathematics</li> <li>- If teachers identify, implement and reflect on high impact teaching strategies that improve students mathematics skills students will achieve 12 months growth</li> <li>- If teachers build their subject knowledge in the area of teaching and the assessment of mathematics, students will be highly engaged and achieve the expected growth</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- will experience high quality and engaging math learning sessions</li> <li>- will gain greater confidence in math</li> <li>- will be able to articulate what they are learning, how they are doing it and what they need to be able to do to improve further</li> </ul> <p><b>PARENTS:</b></p> <ul style="list-style-type: none"> <li>- will have the opportunity to share in their child's learning growth over time using student samples/artefacts (digital or portfolio)</li> </ul>			
<b>Success Indicators</b>	<p>NAPLAN data showing improved 3 to 5 year growth</p> <p>On Demand quarterly data demonstrating 12 months growth</p> <p>Essential Assessments - pre and post assessments to demonstrate improvement</p> <p>Mathematics Scope &amp; Sequence document to inform the teaching and learning program</p> <p>Student Survey results indicating positive results</p> <p>Teacher PDP plans with all teachers meeting writing improvement goal</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Participate in professional learning with Dunolly PS - provided by Rob Vingerhoets. Once per term (to be confirmed). - Dunolly PS will pay for 2 days/Timor PS will pay for 1	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Publish revised scope & sequence documentation for Mathematics	<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
Participate in peer observations and feedback of Mathematics lessons using SWIVL robot	<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
Publish revised planning documentation for Mathematics - use G suite/drive for planning documentation	<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
Use Essential Assessment mathematics assessments to inform teaching	<input checked="" type="checkbox"/> Numeracy Leader <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
<b>Goal 3</b>	To build a learning community that is characterised by strong student voice and leadership throughout the school's learning program that leads to an improvement in student learning confidence and student wellbeing.			
<b>12 Month Target 3.1</b>	ATtS Sense of Confidence to be at 100% ATtS Student voice & agency to be at 70% Attendance rate to be at 93%			
<b>KIS 1</b> Empowering students and building school pride	Implementation of PoLT (or school developed) surveys so that students have an opportunity to provide feedback on teaching and learning.			
<b>Actions</b>	Create a student survey, using Google Forms for all students to complete to capture their perceptions			

<b>Outcomes</b>	<p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>- If teachers routinely engage student voice in curriculum planning and daily program students will feel empowered and an increased voice in their learning</li> <li>- If teachers routinely gather student feedback to measure the impact of their programs students will feel they have greater voice in their learning and teachers will have a greater understanding of student needs</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- will articulate the relationship between their learning and Strengths</li> </ul> <p><b>PARENTS:</b></p> <ul style="list-style-type: none"> <li>- will articulate the benefits of their child's ability to discuss their own learning</li> </ul>			
<b>Success Indicators</b>	<p>ATtS survey data showing improved confidence and maintaining managing their learning  School developed survey data indicating student confidence levels  Parent Opinion survey data demonstrating improved results in collective efficacy and academic emphasis</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Students surveyed in Semester 1 using school developed document (using Google forms)	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Discuss and interrogate data from survey - identify areas for improvement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Build the capacity of students to become active participants in their learning.			
<b>Actions</b>	Students to learn the meta language of student voice and agency			

<b>Outcomes</b>	<p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>- If teachers routinely engage student voice in curriculum planning and daily program, then students will feel empowered and positive about their learning</li> <li>- If teachers use "Learning Pathway" documents for their planning (incorporating student goals), then students will feel greater ownership and responsibility for their learning</li> <li>- If teachers routinely gather data to measure the impact of student agency, then they will continue to improve the teaching practice and outcomes for students</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- will articulate the relationship between their learning and Strengths, Growth Mindsets and their achievements</li> </ul> <p><b>PARENTS:</b></p> <ul style="list-style-type: none"> <li>- will proactively discuss learning goals with students/teachers during Student Led Conferences</li> </ul>			
<b>Success Indicators</b>	<p>ATtS survey data at 98% or above for student efficacy, confidence and stimulated learning  School developed survey data demonstrating positive data at 95% or above  Parent Opinion survey data at 75% or above for collective efficacy and academic emphasis</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum planning documents and lesson observations include student voice	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Participate in professional learning using DET AMPLIFY as reference	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to use "My Learning Pathway" document with students in Reading, Writing and Number & Algebra.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
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