

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Grovedale Primary School (0283)



Submitted for review by Bradley Venn (School Principal) on 04 December, 2019 at 12:33 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 14 January, 2020 at 11:11 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

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| Goal 1 | To enhance point of need teaching to maximise student learning outcomes. |
| 12 Month Target 1.1 | Increase the percentage of students in the top two bands of NAPLAN in: - Numeracy - year 3, >30% to year 5, >22% - Reading - year 3, >43% to year 5, >31% - Writing - year 3, >52% to year 5, >16% |
| 12 Month Target 1.2 | 80 percent or more of students are showing medium or high growth in NAPLAN from Year 3 to Year 5. |
| 12 Month Target 1.3 | Increase the percentage of students achieving above the expected level according to Teacher Judgements F-6 in: - Reading & viewing >39% - Writing >21% - Speaking & listening >12% Number & algebra >20% Measurement & geometry >13% Statistics & probability >10% |
| KIS 1 Evaluating impact on learning | Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning. |
| Actions | Add an additional Year 1/2 class to ensure Foundation to Year 4 classes are established with low student numbers at the start of the year to enhance point of need teaching, target disadvantaged and below expected level students, and allow for a projected school population growth. Mathematics Learning Specialists to build teacher capacity through the NAPLAN Numeracy Growth Project with Anglesea and Winchlesea PS. Familiarise students with a range of online assessments. Develop and implement a broader range of assessment tasks to cater for individual learning styles (multiple intelligence). Refine the assessment schedule to accurately reflect individual points of need. Up-skill teachers to better understand and analyse data for future planning using PLT and PLC meetings. Improve use of data to inform teaching, learning and reporting. Broader use of technology, for example a greater range of applications and audio/visual tools, for data collection and analysis. Cross team and inter-team assessment and data analysis including moderation. |

| | Utilising the expertise of other schools and contexts – critical friends, including CoP with Mandama, South Geelong and Roslyn PS, Network CoP and NAPLAN Numeracy Growth Project. Utilise intervention staff to tailor specific programs for students at risk. | | | |
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| Outcomes | <p>By decreasing the student numbers our teachers will have increased contact time with each student and enhance wellbeing, engagement and student learning outcomes.</p> <p>Year 5/6 teachers will develop a targeted plan to maintain top 2 band achievement in NAPLAN Numeracy.</p> <p>Improved student outcomes from online assessments.</p> <p>Build teacher capacity to utilise student learning goals to inform unit planning.</p> <p>Students are able to more accurately demonstrate their skills, knowledge and understanding.</p> <p>Assessment tasks are meaningful, timely and worthwhile.</p> <p>Improved practices for collecting and utilising data.</p> <p>More accurate student reports and meaningful learning experiences.</p> <p>Increased efficiency of data usage.</p> <p>Improved moderation practices.</p> <p>Increased capacity of our staff to share expertise across the network/area.</p> <p>Identified students will receive targeted learning experiences.</p> | | | |
| Success Indicators | <p>Pivot survey data will indicate improved wellbeing, engagement and enhanced point of need teaching.</p> <p>Increased student learning growth across a range of learning areas as demonstrated in teacher reporting judgements.</p> <p>Improved Assessment Schedule as evidenced by the existence of the new schedule.</p> <p>Consistent data collection utilising SPA and Sentral</p> <p>All students will have current learning goals which accurately reflect their present level of progress and intended level of growth on SeeSaw/Google Classroom.</p> <p>Existence of a literacy support program.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Add an additional Year 1/2 class to ensure Foundation to Year 4 classes are established with low student numbers at the start of the year to enhance point of need teaching, target disadvantaged and below expected level students, and allow for a projected school population growth. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| NAPLAN Numeracy Growth Project | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$1,000.00 |

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| | | | to: Term 2 | <input type="checkbox"/> Equity funding will be used |
| Improve use of data to inform teaching, learning and reporting through professional learning. | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Refined Assessment Schedule | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Literacy intervention. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 2 | Embed and sustain excellence in teaching and learning to achieve student learning growth. | | | |
| 12 Month Target 2.1 | Staff Opinion Survey - Collective focus on student learning >92% - Teacher collaboration >80% | | | |
| 12 Month Target 2.2 | Student Attitudes to School Survey - Effective classroom behaviour >76% - Differentiated learning challenge >88% - Stimulated learning >82% - Motivation and interest >83% | | | |
| KIS 1 | Define and consistently implement a whole school instructional model, incorporating curricular approaches. | | | |

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| Evidence-based high-impact teaching strategies | | | | |
| Actions | Utilise Teaching Partnership initiative to build teacher capacity to enhance point of need teaching in English. Maintain and embed the reading pedagogical model. Embed the writing pedagogical model. Develop and implement a mathematics pedagogical model based on learning from the PMSS initiative. Incorporate student voice into the pedagogical models. Incorporate interventions, extensions and HITS into daily classroom practice. Utilise coaching and critical friends, including learning walks, to ensure consistent implementation of pedagogical models. Consistency in the language we use to describe teaching and learning. | | | |
| Outcomes | Teaching Partners will support our teachers in the consistent implementation of English pedagogical models. Consistent implementation of all pedagogical models and HITS. Further incorporation of HITS in planning and teaching. Our teachers will have a framework of excellent practice to utilise as a base for exceptional teaching and learning. | | | |
| Success Indicators | All teachers using the reading, writing and mathematics pedagogical models all of the time as evidence through learning walks. Our students will know what teaching and learning looks like at GPS. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Incorporate interventions, extensions and HITS into daily classroom practice. | <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 |
| Utilise Teaching Partnership initiative to build teacher capacity to enhance point of need teaching in English (teacher release). | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |

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| Develop and implement a mathematics pedagogical model based on learning from the PMSS initiative. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| English coaching and learning walks. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Mathematics coaching and learning walks. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Goal 3 | To enhance student agency within a defined, whole school curriculum. | | | |
| 12 Month Target 3.1 | Staff Opinion Survey - Collective efficacy >76% - Guaranteed and viable curriculum >83% | | | |
| 12 Month Target 3.2 | Student Attitudes to School Survey - Student voice and agency >71% - Effective teaching time >86% - Self regulation and goal setting >84% | | | |
| 12 Month Target 3.3 | Parent Opinion Survey - Student agency and voice >84% - Effective teaching >79% - Teacher communication >74% - School communication >89% | | | |
| KIS 1 | Develop an agreed and consistently implemented curriculum framework, with a focus on student agency. | | | |

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| Curriculum planning and assessment | | | | |
| Actions | Develop a Guaranteed and Viable Curriculum incorporating scope and sequence with an emphasis on student voice and agency. The initial emphasis will be upon English and Mathematics, and then extend into inquiry and specialist learning areas. Consistent curriculum documentation which allows for flexibility and creativity Enable students to have some choice in how they learn, present and prepare their learning. Modality of assessment tasks. | | | |
| Outcomes | Consistently developed and utilised scope and sequence documents for English, Mathematics, Inquiry, PE, Digi Tech, The Arts and Italian. A Guaranteed and Viable Curriculum for English and Mathematics. Teachers co-developing their weekly planner with their team, but adapting learning tasks based on their students' input. Teachers using a range of methods to assess student learning outcomes. Student-choice based learning/engagement activities. | | | |
| Success Indicators | The existence of GVC in English and Mathematics. GVC encompassing student voice evident in planning documents . Consistently applied curriculum documentation. Existence of assessment tasks that incorporate student voice. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Develop a Guaranteed and Viable Curriculum incorporating scope and sequence with an emphasis on student voice and agency in English. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop a Guaranteed and Viable Curriculum incorporating scope and sequence with an emphasis on student voice and agency in Mathematics. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Student voice and agency professional learning. | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2 Building practice excellence | Develop the digital capabilities of students and staff. | | | |
| Actions | <p>Ensure staff and students have access to sufficient devices across the school.</p> <p>Allocation of subprogram budgets to purchase relevant applications and programs.</p> <p>Creation of a STEAM subprogram budget.</p> <p>Ensure all networking and hardware is sufficiently capable of supporting a digital learning environment.</p> <p>Professional learning for staff to support the attainment of improved digital capabilities.</p> <p>Embed digital technologies in learning, teaching and assessment.</p> <p>Further develop STEAM in day to day classroom teaching and learning.</p> | | | |
| Outcomes | <p>Students and teachers are engaged with technology to promote learning outcomes.</p> <p>Adequate resources are provided to support programs.</p> <p>Existence of a STEAM subprogram budget.</p> <p>Staff have increased capacity to engage students with technology.</p> <p>Incorporating STEAM in English and Mathematics learning experiences.</p> <p>Continued involvement with Deakin UIniversity to support and promote digital learning.</p> | | | |
| Success Indicators | <p>Classroom observations and learning walks will demonstrate Students and teachers are engaged with technology to promote learning outcomes.</p> <p>Utilised sub programs that support learning technologies.</p> <p>Utilised STEAM subprogram budget.</p> <p>Broader use of technology in teaching and learning as evidenced in daily work planners and student learning experiences.</p> <p>Students participating in activities such as the Deakin STEM Awards and other local STEAM events.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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| Provision of technological devices for the new classroom. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Audit of existing devices and purchasing any additional devices as required. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Utilising STEAM subprogram budget. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Professional learning for staff to support the attainment of improved digital capabilities. | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Deakin STEM Awards (or similar) | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |