

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Reservoir Primary School (3960)

Reservoir

Primary School



Submitted for review by Helen SnookesMiller (School Principal) on 29 December, 2019 at 02:04 PM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 06 January, 2020 at 03:17 PM

Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement in all areas of the curriculum, at all year levels
12 Month Target 1.1	The percentage of students achieving medium and high growth in numeracy, reading and writing is greater than the average achieved in the previous 3 years.
12 Month Target 1.2	12 month target- by the end of 2020 at least 80% of our Year 4,5 & 6 students will be at or above in number as measured by teacher judgement By the end of 2020 maintain the percentage of students from Foundation to year 3 working at or above in number as measured by teacher judgement.
12 Month Target 1.3	To increase the percentage of positive responses for guaranteed and viable curriculum to 75%.
KIS 1 Building leadership teams	Build the instructional and shared leadership capacity of all members of staff
Actions	<p>Coach will be engaged to work with various levels of leadership across the school:</p> <ul style="list-style-type: none"> * Principal Team * School Improvement Team, consisting of Learning Specialists & Principal Team * Team Leaders <p>Structure of leadership personnel meeting will ensure Team Leaders with work with School Improvement Team</p> <p>Teaching Teams will have two hour planning together, facilitated by team leaders</p> <p>Allow time for SIT and team leaders to work in partnership.</p> <p>Further support peer observation as a strategy to improve teacher practice in literacy and numeracy.</p> <p>Focus during PLC meetings will be in line with whole school focus (via SIT meetings)</p> <ul style="list-style-type: none"> * professional learning * moderation

	<ul style="list-style-type: none"> * use of assessment data * reference to curriculum documents and professional resources * continue to focus on HITS, in particular metacognition as indicated by the staff evaluation. * differentiated teaching * providing critical feedback to students and teachers 			
Outcomes	<p>Collaboration during PLC's. Teachers confidently use assessment data to inform planning. Teachers will have a common understanding of differentiation. Common practices as a result of using the school wide documentation. Teachers value peer observation seeing it as a powerful strategy to improving strategies. SIT and Team Leaders working in partnership to achieve our AIP goals. Regular peer observations Increased coaching from Learning Specialists</p>			
Success Indicators	<p>Teachers will be using the school wide documentation and assessment data to inform planning.</p> <p>Teachers understanding of the structure of the instructional model; establish/improve peer coaching; skills; use the instructional model regularly to plan and deliver lessons.</p> <p>Students recognise and are familiar with the common lesson structure.</p> <p>Planning documents will show these strategies being used. PLC minutes/ discussions Improved student engagement Learning Outcomes show growth</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning Community Meetings	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Team Leader(s)			
Peer Observation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Meetings with SIT and Team Leaders each of these meeting with coach.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Evaluating impact on learning	Build the capacity of teachers to use data analytically to inform planning and teaching practice
Actions	<p>Coach will work with levels of leadership on their skills and abilities in using school data to improve targeted teaching.</p> <p>Mantra for whole school to be focus: Data, Curriculum, Pedagogy With High Expectations and improved student outcomes underlying all.</p> <p>Focus during weekly staff and PLC meetings will be on</p> <ul style="list-style-type: none"> * use of assessment data * professional learning * moderation * reference to curriculum documents and professional resources * focus on HITS, in particular metacognition as indicated by the staff evaluation. * differentiated teaching * giving critical feedback to students and teachers
Outcomes	<p>Collaboration during PLC's.</p> <p>Teachers confidently use assessment data to inform planning.</p> <p>Teachers have a common understanding of differentiation.</p> <p>Common practices as a result of using the school wide documentation.</p> <p>Teachers value peer observation seeing it as a powerful strategy to improving strategies.</p> <p>SIT and Team Leaders working in partnership to achieve our AIP goals.</p> <p>Regular peer observations taking place</p> <p>Increased coaching from Learning Specialists</p> <p>Students more able to discuss their goals and challenge themselves in attainment of them.</p> <p>Broader use and acceptance of assessment data: formative and summative</p>
Success Indicators	<p>Improved growth across the year levels</p> <p>Teacher judgement in line with other forms of assessment</p> <p>Teaching targeted at point of need</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coach to work with members of School Improvement Team and Team Leaders unpacking school data sets and establishing best way to use them.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff discussions and understanding around structure, role clarity and school mantra and how these will address our current goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Community meetings - regular and focused	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve student engagement in learning
12 Month Target 2.1	Based on the 2019 Attitudes to School Survey the result for student voice and agency and stimulated learning will be above 50%. To maintain the positive response levels according to the school based wellbeing survey
12 Month Target 2.2	To maintain or increase the percentage of positive responses on both criteria.
KIS 1 Empowering students and building school pride	Develop and implement a Student Voice and Agency strategy across the school
Actions	Reservoir Primary School will take the following actions to develop and implement a Student Voice & Agency strategy across the school: <ul style="list-style-type: none"> - Use of DET Amplify document including the Amplify online toolkit which provides implementation tools and student voice, agency and leadership resources. - Dedicated PLC and Curriculum meeting time that will provide professional learning and coaching on strategies identified to support student agency - Schedule regular peer observation to identify the implementation and development of effective student voice and agency practices - Monitor and seek frequent student feedback around student engagement, student voice and student agency
Outcomes	When the planned actions occur, the expected outcomes will be that: Students will: <ul style="list-style-type: none"> - be aware of student voice and agency and how it looks for them in the classroom - be able to be active participants in their learning through goal setting - be able to discuss their learning progress during conferencing Teachers will: <ul style="list-style-type: none"> - develop a common and shared understanding of what student voice and agency practice looks like - build knowledge and use of strategies to promote student voice and agency practices - continue to build understanding of the purpose of goal setting and feedback across all areas of the curriculum - seek increased feedback from students in relation to their learning Leaders will:

	<ul style="list-style-type: none"> - facilitate and support collaborative practices across the school - provide professional learning in relation to Student Voice and Student Agency - promote discussion about the relative success of interventions and practices - seek feedback from students through various forums - assemblies, class meeting, student leader forums 			
Success Indicators	<ul style="list-style-type: none"> - Achieve 'evolving working towards embedding' in both empowering students and building school pride and intellectual engagement and self-awareness as measured on the FISO continuum. - maintain positive responses in the areas of stimulating learning and student Voice and agency as measured in the Attitude to School Survey. - Evidence of students given opportunities to identify and select their own personal learning goals - Evidence of students given opportunities to identify and choose learning activities based on agreed personal goals. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use of DET Amplify document including Amplify online toolkit which provides implementation tools and student voice, agency and leadership resources.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Dedicated PLC and Curriculum meetings that will provide professional learning and coaching on strategies identified to support student agency	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to:Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Schedule regular peer observation to identify the implementation and development of effective student voice and agency practices	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Monitor and seek frequent student feedback around student engagement, student voice and student agency	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

