

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Fyans Park Primary School (4919)



Submitted for review by Peter Walsh (School Principal) on 04 March, 2019 at 01:44 PM

Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 05 March, 2019 at 01:27 PM

Endorsed by Timothy Postgate (School Council President) on 21 March, 2019 at 10:59 AM

Define Actions, Outcomes and Activities

Goal 1	Achievement - Every student will achieve at least one year's growth or more for one year's learning in English and Mathematics
12 Month Target 1.1	NAPLAN: % of students in top 2 bands Yr 5 (Reading) – 70% or above (2017-51.4% 2018-69.4%) % of students in top 2 bands Yr 5 (Numeracy) – 60% or above (2017-51.1% 2018-58.3) % of students achieving high/med growth (Years 3-5) Reading 90% (2017-81.4% 2018-87.9%) % of students achieving high/med growth (Years 3-5) Numeracy 80% (2017-93.0% 2018-71.9%)
KIS 1 Curriculum planning and assessment	Develop an instructional and planning model that ensures the individual learning needs of all students are being met
Actions	<ul style="list-style-type: none"> • Dedicated focus upon effective instructional practices linked to High Impact Teaching Strategies • Design and implementation of a consistent planning model that is utilised within P-6 and specialists • Time allocated within PLC's to assist development and feedback for review and implementation. • To develop links between PLC initiative goals and implementation of consistent curriculum documents • Development of School Improvement Teams to support goals and development work within Literacy, Numeracy, Innovative Learning and Engagement & Wellbeing • Consistent use of and reference to data at a class, cohort and school level • Evident differentiation at a planning level to implement effective teaching strategies at all levels of the curriculum • A focus on increased consistency and reduced variability at a whole school level to support transition of students and staff • Increased focus and Professional Learning on all High Impact Teaching Strategies • Consistent use of reflective practices to occur during PLC time to determine the impact teaching is having on student learning
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *develop an ownership of learning through goal setting *be catered for individually in their learning opportunities at the point of need *reduce anxiety through increased knowledge and consistency in classroom <p>Staff will:</p> <ul style="list-style-type: none"> *further develop the explicit teaching of High Impact Teaching Strategies *develop consistent strategies and implementation

	<p>*reduce variability across classes and cohorts within the school *reduce anxiety around the movement to new year levels and reduce work load in re-creating documents each year *develop a unified approach towards the same work</p> <p>Leadership will: *Allow time for implementation, feedback and review *set high expectations around consistent practice within all cohorts across the school *allow opportunities for cross cohort and cross school collaboration</p>			
Success Indicators	<p>NAPLAN: % of students in top 2 bands Yr 5 (Reading) – 70% or above (2017-51.4% 2018-69.4%) % of students in top 2 bands Yr 5 (Numeracy) – 60% or above (2017-51.1% 2018-58.3) % of students achieving high/med growth (Years 3-5) Reading 90% (2017-81.4% 2018-87.9%) % of students achieving high/med growth (Years 3-5) Numeracy 80% (2017-93.0% 2018-71.9%)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>School improvement team and staff to develop a consistent model for: *Planning *Instruction through workshops and consultation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Development of a school wide assessment schedule and data platform</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Meeting schedule to include fortnightly school improvement team meetings to allow for whole school collaboration in working towards AIP goals through action research cycle	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Timetable to include weekly PLC meetings with an improved focus on data conversations for improved student learning outcomes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,700.00 <input checked="" type="checkbox"/> Equity funding will be used
selected staff to receive Professional Learning opportunities through the Leading Literacy and Leading Numeracy Bastow course to develop consistency across the work within FPPS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Enhance the teaching of the components of writing supported by the consistent implementation of the High Impact Teaching Strategies			
Actions	<ul style="list-style-type: none"> • Continued involvement in our CoP with Ashby PS. This will involve joint curriculum days • Dedicated staff PLC's with a focus on writing to further investigate opportunities to maximise student growth in writing • Further investigation through School Improvement Teams to evaluate the current practice within writing/spelling and grammar and punctuation • Partnership with external stakeholders – Narissa Leung to assist in developing goals for 2019 (Bastow) • Continued analysis of writing data to determine the impact of writing initiatives • Development of Common Assessment tasks and opportunities for moderation to determine the point of need • Increased emphasis on students writing for more authentic audiences and celebrating success through goals and feedback 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *will have multiple exposures to skills to improve writing *develop a purpose for writing *improved engagement in writing through goal setting, achievement and reflection <p>Teachers will:</p> <ul style="list-style-type: none"> *develop authentic planning to engage writers *utilise the high impact teaching strategies within their planning and classroom delivery *use the literacy toolkit to support writing opportunities within the classroom *undertake moderation at a class, cohort, school and cross school level to determine writing levels and consistent teacher judgements *develop a consistent instructional model to improve consistency across classrooms and cohorts *use intervention strategies to support students not meeting the required outcomes <p>Leadership will:</p> <ul style="list-style-type: none"> *provide time within the meeting schedule for goals to be able to be reached *development of a school improvement team to undertake an improvement cycle *cross curriculum days with Ashby within our CoP *review a range of planning models 			
Success Indicators	<p>NAPLAN: % of students in top 2 bands Yr 5 (Reading) – 70% or above (2017-51.4% 2018-69.4%) % of students in top 2 bands Yr 5 (Numeracy) – 60% or above (2017-51.1% 2018-58.3) % of students achieving high/med growth (Years 3-5) Reading 90% (2017-81.4% 2018-87.9%) % of students achieving high/med growth (Years 3-5) Numeracy 80% (2017-93.0% 2018-71.9%)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>CoP Days - joint collaboration with Ashby PS towards an improvement in writing growth.</p> <ul style="list-style-type: none"> *Joint curriculum days x 2 *Joint school based PLC sessions x 8 (2 per term) *Partnership and support from external consultant (Narissa Leung) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Literacy Leader to participate in Leading Literacy Bastow Professional Learning opportunities</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$1,500.00</p>

	<input checked="" type="checkbox"/> Literacy Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop consistent writing moderation opportunities at the following levels: *Class *Cohort *School *Cross School *Explore possibilities for cross primary/secondary moderation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to engage in learning walks/observations while providing reflection and feedback	<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
Staff to engage in the use of the Literacy Toolkit to assist the construction of a consistent writing instructional model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Instructional and shared leadership	Build teacher capacity to collaborate within a Professional Learning Community model to implement PLC initiatives and improve student outcomes			
Actions	<ul style="list-style-type: none"> • Participate in the Victorian PLC Initiative * To support the work completed within the PLC initiative * Build staff understanding and capacity to work as a highly effective PLC team using the PLC process • Development and implementation of PLC leaders at P, 1/2, 3/4 and 5/6. • Review termly PLC practices by measuring and assessing against the PLC maturity matrix • To build the capacity of staff to have rigorous conversations within PLC's to enhance student learning outcomes • To continue to undertake learning walks to assist staff in building capacity • Utilise PLC leaders to assist in the effective operation of PLC's 			

	<ul style="list-style-type: none"> • Time is given within whole school PLC's for reflective practice * Develop and implement a PLC meeting schedule which uses student data to inform planning, differentiated teaching and builds consistency and collective efficacy across the school * To undertake peer observations to build capacity of teachers to effectively improve instructional practice 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *experience more consistency in classroom expectations *consistency in lesson structure of whole/part/whole *explicit teaching opportunities will be directed towards student learning needs to support or enhance their learning <p>Teachers will:</p> <ul style="list-style-type: none"> *be more open around rigorous discussion regarding teaching practice *build reliability amongst team members *develop further trust in colleagues *build shared ownership of cohort and build collective efficacy, shared expectations, team norms and alignment towards school goals <p>Leadership will:</p> <ul style="list-style-type: none"> *provide resources to support students at different levels *provide time within the timetable for PLC's to occur *provide access to school wide data (NAPLAN, teacher judgements and essential assessment) *provide opportunities for Professional Learning and reflection 			
Success Indicators	<p>NAPLAN: % of students in top 2 bands Yr 5 (Reading) – 70% or above (2017-51.4% 2018-69.4%) % of students in top 2 bands Yr 5 (Numeracy) – 60% or above (2017-51.1% 2018-58.3%) % of students achieving high/med growth (Years 3-5) Reading 90% (2017-81.4% 2018-87.9%) % of students achieving high/med growth (Years 3-5) Numeracy 80% (2017-93.0% 2018-71.9%)</p> <p>Staff Opinion Survey: School Climate – Collective efficacy – 99% positive (2017-98.0% 2018-98.0%) – Academic emphasis – 95% positive (2017-86.3% 2018-92.2%)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff to evaluate termly using the PLC maturity matrix	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Utilise professional learning opportunities through the PLC initiative and work followed through within PLC teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to engage in rigorous data discussions about individual learning to inform planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to use and engage in improving a problem of practice within their PLC using the improvement cycle	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff to engage in learning walks/observations while providing reflection and feedback	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Wellbeing - To enhance whole school practices to support social and emotional development of students and thereby improve student wellbeing			
12 Month Target 2.1	Attitude to School Survey: Stimulated learning - 95% positive response (2017-90.8% 2018-85.8%) Sense of confidence - 95% positive response (2017-93.7% 2018-85.2%) Managing bullying - 90% positive response (2017-89.3% 2018-84.2%)			

KIS 1 Empowering students and building school pride	Increase the active engagement of each student in their learning.
Actions	<ul style="list-style-type: none"> • Development of a school leadership team to support work within Engagement & Wellbeing * Audit the effectiveness of current wellbeing programs throughout the school * Refine and expand student leadership opportunities through student voice and agency within the school and classroom • Development of dedicated time for all classes to undertake learning opportunities to develop skills around student wellbeing • Focus on the school Core Values of Respect, Resilience, Innovation and Collaboration • Increased opportunities for student voice and agency at all levels of the school • Students provided with the opportunities to provide feedback around curriculum and pedagogy • Implementation of lunchtime based activities to enhance the opportunity for students to build valuable connections with other students and staff • Employment of chaplain to support the work that is currently being done and supporting students * Review and refine school communication strategy to enhance community engagement
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *develop improved engagement and ownership towards their learning through joint ownership and collaboration *improved articulation and vocabulary around goal setting and reflection of achievement *build further skills around school values of Respect, Resilience, Collaboration and Innovation *build further strategies to support the educational, social and emotional needs <p>Teachers will:</p> <ul style="list-style-type: none"> *have an explicit focus on the school values of Respect, Resilience, Collaboration and Innovation *utilise time to explicitly teach and support student wellbeing needs *engage with and support students through the implementation of lunchtime activities <p>Leadership will:</p> <ul style="list-style-type: none"> *allow for dedicated time in the timetable each week for staff to teach the skills around wellbeing *implementation of a School Improvement Team *provide Professional Learning for Engagement and Wellbeing leader to build resources and strategies for teachers
Success Indicators	<p>Attitude to School Survey: Stimulated learning - 95% positive response (2017-90.8% 2018-85.8%) Sense of confidence - 95% positive response (2017-93.7%% 2018-85.2%) Managing bullying - 90% positive response (2017-89.3% 2018-84.2%)</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Termly review of current strategies using the continuum of practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a school improvement team to use the FISO improvement cycle to develop and action plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent information sessions to focus on and support the areas of Respect, Resilience, Collaboration and Innovation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Termly student celebration days linked with school values of Respect, Resilience, Collaboration and Innovation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional learning provided and consistent use of the Amplify document and available resources	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Equity funding will be used
Students involved in the planning process for curriculum and Project Based Learning activities through feedback and reflection	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used