

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Bacchus Marsh Primary School (0028)



Submitted for review by Melinda Williams (School Principal) on 18 December, 2018 at 06:11 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 19 December, 2018 at 08:44 AM

Endorsed by Lachlan Hodgson (School Council President) on 20 December, 2018 at 03:19 PM

Define Actions, Outcomes and Activities

Goal 1	Student Achievement Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy
12 Month Target 1.1	Percentage of students in Top 2 NAPLAN Bands: Year 3 Reading 65%; Writing 60%; Spelling 50%; G&P 55% and Numeracy 50% Year 5 Reading 45%; Writing 40%; Spelling 45%; G&P 45% and Numeracy 40%
KIS 1 Curriculum planning and assessment	Develop an agreed instructional model, consistent with evidence based Gradual Release Theory
Actions	To embed an agreed instructional model (The Workshop Model) we will need to design a professional learning plan at the whole staff and PLT level that aims to: <ul style="list-style-type: none"> - develop teacher capacity and understanding of The Workshop Model across all curriculum areas in terms of specific lesson design - develop explicit links between the FISO Improvement Cycle (Evaluate & Diagnose; Prioritise & Set Goals; Develop & Plan; Implement & Monitor) and this instructional model - provide links between FISO Curriculum Planning & Assessment and Practice Principle 4: Curriculum planning and implementation engages and challenges all students; and HITS 1. Setting Goals, 2. Structuring Lessons, 8. Feedback and 10. Differentiated Teaching - link Practice Principle 3: Student voice, agency and leadership empower students to build school pride and Action 3.1 (Teachers empower students to have a democratic voice in the running of the communities in which they learn and Action 3.2 (Teachers co-design opportunities for students to exercise authentic agency in their own learning.)
Outcomes	Leaders Use current research and the FISO Improvement Cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy Articulate the components of the instructional model in a coherent and consistent manner in all interactions with colleagues Teachers Evaluate the impact of their teaching on learning by using formative assessment routines embedded in the lesson design within the

	<p>instructional model Engage in respectful challenge to support each other to improve professional practice Set and communicate clear learning intentions and jointly construct success criteria to work within each child's Zone of Proximal Development Students Self-monitor their progress against precise, developmentally appropriate learning goals Engage actively in authentic learning tasks because they are pitched at an appropriate level and support opportunity for student's to exercise voice and agency</p>			
Success Indicators	<p>Leadership engagement with and support of PLT Leaders as they enact the FISO Improvement Cycle through the lens of the Workshop Instructional model with their teams As part of the BMPS School Review, Curriculum Planning and Assessment documentation, will reflect Essential Learnings mapped at each level in line with Victorian Curriculum, as well as the incorporation of common and consistent formative and summative assessment schedules Peer observation and reflection will become part of the PLT cycle at both an individual and team level using SWIVL technology</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitoring using the FISO Improvement Cycle Agenda a reflection on progress using SPOT in meetings each month	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor Peer Observation and Feedback using SWIVL technology	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders			
Goal 2	Engagement To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning			
12 Month Target 2.1	Using AtSS data as goals for 2019: (2018 to 2019 positive response percentages) Learning Confidence: 81 to 85%; School Connectedness 86 to 90%; Student Voice & Agency 71 to 80%; and Motivation & Interest 87 to 90% Student Absences: 20 or more days reduced from 17% 2018 to 12% in 2019 Average Student Absence Days from 13.3 in 2018 to 11.0 in 2019			
KIS 1 Intellectual engagement and self-awareness	Further embed an inquiry approach in every classroom			
Actions	To embed an agreed instructional model (The Workshop Model) we will need to design a professional learning plan at the whole staff and PLT level that aims to: <ul style="list-style-type: none"> - develop teacher capacity and understanding of The Workshop Model across all curriculum areas in terms of specific lesson design - develop explicit links between the FISO Improvement Cycle (Evaluate & Diagnose; Prioritise & Set Goals; Develop & Plan; Implement & Monitor) and this instructional model - provide links between FISO Curriculum Planning & Assessment and Practice Principle 4: Curriculum planning and implementation engages and challenges all students; and HITS 1. Setting Goals, 2. Structuring Lessons, 8. Feedback and 10. Differentiated Teaching - link Practice Principle 3: Student voice, agency and leadership empower students to build school pride and Action 3.1 (Teachers empower students to have a democratic voice in the running of the communities in which they learn and Action 3.2 (Teachers co-design opportunities for students to exercise authentic agency in their own learning.) 			
Outcomes	Leaders Use current research and the FISO Improvement Cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback and support to build collective efficacy			

	<p>Articulate the components of the instructional model in a coherent and consistent manner in all interactions with colleagues Teachers</p> <p>Evaluate the impact of their teaching on learning by using formative assessment routines embedded in the lesson design within the instructional model</p> <p>Engage in respectful challenge to support each other to improve professional practice</p> <p>Set and communicate clear learning intentions and jointly construct success criteria to work within each child's Zone of Proximal Development</p> <p>Students</p> <p>Self-monitor their progress against precise, developmentally appropriate learning goals</p> <p>Engage actively in authentic learning tasks because they are pitched at an appropriate level and support opportunity for student's to exercise voice and agency</p>			
Success Indicators	<p>Leadership engagement with and support of PLT Leaders as they enact the FISO Improvement Cycle through the lens of the Workshop Instructional model with their teams</p> <p>As part of the BMPS School Review, Curriculum Planning and Assessment documentation, will reflect Essential Learnings mapped at each level in line with Victorian Curriculum, as well as the incorporation of common and consistent formative and summative assessment schedules</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop agreed common goals for staff PDPs in each of Literacy, Numeracy and Inquiry, except for the Specialist Team whose focus remains on formative assessment rubrics	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Wellbeing To develop student resilience and behaviours that reflect the school values.			
12 Month Target 3.1	Using AtSS data: Student Resilience to move from 81 to 85% positive response; School Connectedness 86 to 90%;			

KIS 1 Health and wellbeing	Implement the PEEC Positive Education Enhanced Curriculum, in the service of our school values.			
Actions	Use support from GGS curriculum writers (Aimee Bloom and Tara Clark) to roll-out the PEEC from the commencement of 2019. Staff to complete lesson by lesson reflection and survey as part of our Memorandum of Understanding with GGS. New AP - Kerrie Van Ravenstein and Anne Phyland (0.4) Positive Education will have responsibility for the monitoring of the PEEC to ensure consistency of implementation Engagement with the broader school community will be undertaken through information sessions, newsletter communications, Compass links and assemblies to align our adoption of Positive Education, in the service of our school values.			
Outcomes	We see the move into Positive Education as taking a proactive approach to Health and Wellbeing in our community. This will be evident when: Leaders, Teachers and Students Use the language of Positive Education (Character Strengths) and the six domains: Positive Purpose, Relationships, Emotions, Health, Engagement and Accomplishment to Learn, Live, Teach and Embed the model			
Success Indicators	Using AtSS data, in particular: Student Resilience to move from 81 to 85% positive response; School Connectedness 86 to 90% positive response. We will also be able to use other components of the AtSS tool and our Parent Satisfaction Survey to make judgements regarding the impact of Positive Education within and across our whole school community.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitor the implementation of the PEEC so that it meets all aspects of the Memorandum of Understanding.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Reduce chronic absenteeism through the development of processes and individual interventions			

Actions	New AP will have specific responsibility for development of processes and action plans to deal with absenteeism at an individual level.			
Outcomes	Case management will be used to track individual students whose absenteeism is of concern. Classroom teachers will be increasingly aware of and committed to accurate roll marking to ensure that our attendance data sets remain accurate through each and every reporting period. Compass SMS systems and contact will support reductions in chronic absenteeism.			
Success Indicators	Our 2019 target is to reduce chronic absenteeism (20 or more days) from 17% in 2018 to 12% in 2019. Additionally, our second target is reduce our average number of student absence days from 13.3% in 2018 to 11% in 2019.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student absenteeism will be a weekly agenda item in PLT meetings so that chronic cases are flagged immediately and form part of the case management approach enacted by Assistant Principal Kerrie Van Ravenstein.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used