

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Abbotsford Primary School (1886)



Awaiting for review by School Principal

Awaiting endorsement by Senior Education Improvement Leader

Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum and pedagogical approach.
12 Month Target 1.1	The 2019 average student absenteeism days will be 14 days or less.
12 Month Target 1.2	Attitudes to School - Stimulating Learning: The 2019 Mean Factor Score to be an average of 4.40 out of 5.
12 Month Target 1.3	Parent Opinion – Stimulating learning: The 2019 Mean Factor Score to be an average of 6 or higher out of 7.
12 Month Target 1.4	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.
KIS 1 Building practice excellence	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.
Actions	<ul style="list-style-type: none"> - Develop capacity and consistency of the teaching of text types in Literacy, with a focus on structure and grammatical features. - Embed the Literacy non-negotiables for each year level in both English and Chinese. - Implement the Berry Street Education Model.
Outcomes	<ul style="list-style-type: none"> - Students can articulate an age appropriate understanding of each text type. - Teachers are able to articulate the structure and grammatical features of each text type. - A consistent approach to school wide welfare and wellbeing being practised by teachers, students and parents.
Success Indicators	<ul style="list-style-type: none"> - 90% of students in Years 1-4 making an average of four Fountas and Pinnell reading levels from February to December. - 90% of students to read and know the meaning of at least 30 new Chinese characters from February to December. - Reduced negative incidents occurring between students (as recorded on Sentral).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide a workshop to enhance teacher knowledge of the purpose and structure of a specific text type and how it differentiates between year levels.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide workshops on modelling and deconstruction of a text type, and on joint and independent construction of a text type.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers implement their learning from the text type workshops into their Literacy lessons.	<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
Teachers plan Literacy lessons with a focus on the structure and grammatical features of a text type in teams.	<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
Teachers observe Literacy lessons of their peers and provide constructive feedback (see KIS 2).	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,853.00 <input checked="" type="checkbox"/> Equity funding will be used

All staff to trial the Literacy Non-Negotiables developed in 2018.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and refine Literacy non-negotiables from 2018 at a staff workshop.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff to be implementing the Literacy non-negotiables into lessons.	<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
Provide staff with whole day professional learning workshops on the Berry Street Education Model.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff to be implementing and practising the Berry Street Education Model into daily practice.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Develop a culture of reflective practice to give and receive feedback for all stakeholders.			
Actions	- Develop and implement a whole staff peer observation and feedback model.			
Outcomes	- Teachers observing the practice of their peers. - Teachers having conversations with their peers about how to improve their own teaching practice.			
Success Indicators	- Teacher verbal and written reflections about what they have learnt from the Observation/Feedback cycle.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff provided professional learning in coaching techniques for providing feedback.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Film observation/feedback sessions for staff reference.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop shared understandings around the purpose of feedback and protocols for observing practice and providing feedback.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Building staff capacity to embed reflection on their own teaching practice when observing the practice of peers.	<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

KIS 3 Building practice excellence	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.			
Actions	- Embed Coding into the teaching and learning program.			
Outcomes	<ul style="list-style-type: none"> - Students are able to code a simple game. - Students will increase their engagement in learning - Students will discuss coding techniques and strategies with others. 			
Success Indicators	<ul style="list-style-type: none"> - Teacher planning documents will include coding. - Students will have work samples of coding projects they have completed. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mathematics teachers work together to plan coding lessons for their classes.	<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
Teachers to teach a module of coding (series of lessons) each semester.	<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
Purchase technology equipment to support the coding modules.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$30,750.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
12 Month Target 2.1	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.
12 Month Target 2.2	Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth.
12 Month Target 2.3	Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
KIS 1 Curriculum planning and assessment	Build teacher capacity to identify, monitor and track student progress using summative assessment.
Actions	<ul style="list-style-type: none"> - Review and refine the whole school Assessment Schedule and Assessment Expectations. - Implement a whole school student data tracking system.
Outcomes	- The Leadership Team and Professional Learning Team meetings will reference assessment data at each meeting and this will be documented in meeting minutes.
Success Indicators	- Student learning growth in Literacy (English & Chinese) and Mathematics.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and refine the 2019 Assessment Schedule and Assessment Expectations in January.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide staff with the updated 2019 Assessment Schedule and Assessment Expectations.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to implement the 2019 Assessment Schedule and Assessment Expectations.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,400.00 <input type="checkbox"/> Equity funding will be used
Obtain technical support to set up a School Wide Data Tracking System.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide workshops to staff on how to use the School Wide Data Tracking System.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Enter student assessment data into the School Wide Data Tracking System.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Monitor student learning growth to inform teaching and intervention focus groups.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <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