

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Delacombe Primary School (5201)



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 maximise learning outcomes and learning growth in literacy for all students F-6		
12 Month Target 1.1	By 2020 the percentage of students in Foundation at or above Fountas & Pinnell Level D in reading teacher judgements will be 90%.		
12 Month Target 1.2	By 2020 the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in reading to increase from 59% to 60% and 28% to 30%. By 2020 we reach our estimated goals for 2019 in reading of 438 (Grade 3) and 505 (Grade 5).		
12 Month Target 1.3	By 2020 the percentage of Year 5 students assessed as 'high growth' in NAPLAN reading will increase to 15%.		
12 Month Target 1.4	By 2020 to achieve a score of 79%.		
KIS 1 Building practice excellence	Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in reading (BPE)		
Actions	To continue to embed and support the consistency of "The Writing Model" at Delacombe PS. In Grade 3-6 we will review our Literacy Circles and Book Club elements. Review the curriculum program across the school to ensure staff understand consistent word study sessions. Consolidate our refined instructional model that incorporates warm ups (Multiple exposure) and hooks. Review the consistency of our CAFE and how the goals are being used in the classroom, both in small focus groups and individual goal setting.		
Outcomes	Knowledge will be gained on "The Writing model" from the PD provided by Anne Angelopoulos. Students will have a greater understanding of their CAFE goals and how to provide evidence for them. Students' spelling results (NAPLAN, PAT) will be improved. Warm ups will be evident in all literacy and numeracy lessons, reflected in planners and in learning walks.		
Success Indicators	NAPLAN Reading in Grade 3 and Grade 5 will show an increase in medium scores Increase in students in Prep and Grade 1 reaching expected reading benchmarks. Learning walks demonstrate that students know and understand their CAFE goals. Phonics instruction will be evidenced in our Prep and Grade 1 planners.		
Activities and Milestones	Who	Is this a PL Priority	When

Knowledge will be gained on "The Writing model" from the PD provided by Anne Angelopoulos.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
In Grade 3-6 we will review our Literacy Circles and Book Club elements in Term 1 and Term 3.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Consolidate our updated instructional model that incorporates warm ups (Multiple exposure) and hooks. If possible video footage of warm ups will be taken and shared with staff for professional development.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Review the consistency of our CAFE and how the goals are being used in the classroom.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Review the curriculum program across the school to ensure we are providing enough professional development for teachers to word study.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
All classroom staff will utilise the swivel in peer observations at least once per year.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 2 Building practice excellence	Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in literacy (BPE)		

Actions	<p>In Grade Prep - Grade 1 we will be introducing Multi-Sensory Structured Learning (MSL) program that will provide for a systematic synthetic phonics program in our school</p> <p>We will plan and deliver a full day professional development session for our Prep and Grade 1 teachers</p> <p>Investigate sending literacy leaders to the MSL training days if available</p> <p>The T&L team will provide professional development and support for all staff school wide to begin to use the consistent language of MSL across the school</p>		
Outcomes	<p>We expect our Grade Prep and Grade 1 teachers to be well trained and supported in the implementation of a phonics program in our school</p> <p>We have two leaders that have attended the MSL training and will lead our staff through this implementation.</p> <p>We have had staff visit schools that are implementing phonics.</p>		
Success Indicators	Vic curriculum assessments, teacher judgements using data from our assessment schedule		
Activities and Milestones	Who	Is this a PL Priority	When
In Grade Prep - Grade 1 we will be introducing Multi-Sensory Learning (MSL) program that will provide for a systematic synthetic phonics program in our reading and word study block.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 3 Curriculum planning and assessment	Embed and strengthen teacher capability to utilise literacy data and a range of assessment strategies to teach to a student's point of learning		
Actions	<p>Introduce Fountas and Pinnell Benchmark Assessment System (BAS) across the school from P-6.</p> <p>Provide teachers with the professional development to understand and use the F&P BAS effectively.</p> <p>Provide staff meeting time to inform all staff about how to use F & P BAS.</p> <p>The intervention database will be created and updated regularly.</p>		
Outcomes	<p>F & P will be seen in our assessment spreadsheet.</p> <p>F & P data will be used to triangulate data for teacher judgements</p> <p>Our Assessment schedule will be updated to reflect using F & P whole school.</p>		
Success Indicators	Review of staff understanding and use of F & P in the classroom as an assessment tool.		

Activities and Milestones		Who	Is this a PL Priority	When
Introduce Fountas and Pinnell Benchmark Assessment System (BAS) across the school from P-6. Purchase school sets of F & P benchmark kits 5 System 1, 5 System 2 Provide key staff with in Fountas and Pinnell assessment training. Modifying the assessment database to cater for F& P		☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4
Teaching and Learning Leader will meet with PLC leaders every 5 weeks to track student data and identify any students at risk.		☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4
The intervention database will be created and updated regularly.		☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4
Goal 2	To maximise learning outcomes and learning growth in numeracy for all students F-6			
12 Month Target 2.1	By 2020 we will aim to get our Grade 3 and Grade 5 students above state benchmarks..			
12 Month Target 2.2	By 2020 the percentage of Year 5 students assessed as medium-high relative growth in NAPLAN Numeracy to be 79%.			
12 Month Target 2.3	By 2020 90% of students achieve 12 months growth in Numeracy from P-6.			
12 Month Target 2.4	By 2020 the percentage of positive endorsement on SS school climate module for trust in students and parents be at 70%.			
KIS 1 Building practice excellence	Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in numeracy (BPE)			
Actions	-Consolidate and build upon our Numeracy Scope and Sequence by strengthening the units that were created in 2019 -Embed our Whole School Instructional Model in numeracy to provide our students with multiple exposures of key ideas and to maximise s -Effectively organise and utilise the resources available to our staff and students to ensure our teachers are using resources that maximise s			

	<ul style="list-style-type: none">-Encouraging Persistence Maintaining Challenge (EPMC) will be introduced at PLC 3-4 and maintained PLC 2-The Numeracy team will investigate having a Maths Festival in Term 3.-Review GRIN sessions across the school			
Outcomes	<ul style="list-style-type: none">-By building upon our Scope and Sequence units from 2019, teachers will spend more time in planning reflecting on their practice and improvement-EPMC will be reflected in weekly planners			
Success Indicators	<ul style="list-style-type: none">-NAPLAN data- Survey monkey from teachers about EPMC effectiveness-Teachers anecdotal records from EPMC sessions, noticing students problem solving strategies-Teacher judgements-Essential Numeracy Assessment Data			
Activities and Milestones		Who	Is this a PL Priority	When
Numeracy Scope and Sequence units will continue to be updated and enhanced		<ul style="list-style-type: none">✔ Learning Specialist(s)✔ Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Support for the Numeracy coordinator will be provided in terms of professional development in how to run EPMC sessions		<ul style="list-style-type: none">✔ Learning Specialist(s)✔ Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Resources within the school to be organised effectively		<ul style="list-style-type: none">✔ Curriculum Co-ordinator (s)✔ Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Provide staff with professional learning on how to deliver effective numeracy lessons through our whole school instructional model.		<ul style="list-style-type: none">✔ Curriculum Co-ordinator (s)✔ Leading Teacher(s)✔ Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4

-The Numeracy team will investigate having a Maths Festival in Term 3, instead of a Maths night	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
KIS 2 Curriculum planning and assessment	Embed and strengthen teacher capability to utilise numeracy data and a range of assessment strategies to teach to a student's point of learning		
Actions	Assessment tools will be reviewed at the end of 2019 to ensure our assessment schedule meets school needs. Ensure that staff are confident in using the Essential Numeracy Assessment tool in their Numeracy units. Our Numeracy Specialist will ensure that staff are supported in these assessment strategies in Staff professional development, team planning and monitoring. Ensure we establish a way in numeracy of assessing students more regularly for tracking and record this in our spreadsheets like we do for literacy.		
Outcomes	Staff feel confident in using and applying both assessment strategies and are using these data sets to drive improvements. Teachers will confidently utilise the data from both the Essential Numeracy Assessment and the Assessment for Common Misunderstandings to address students' needs.		
Success Indicators	Assessment database is completed with all elements of the assessment schedule.		
Activities and Milestones	Who	Is this a PL Priority	When
Ensure staff are supported and coached on how best to implement numeracy assessment tools.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Ensure that staff are confident in using the Essential Numeracy Assessment tool in their Numeracy units.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Ensure staff who haven't had the training yet are provided with Maths 300 training by Charles Lovitt.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
Ensure we track students data in numeracy, every 5 weeks by providing PLC leaders with time to meet the T&L leader.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Goal 3	To improve student engagement, voice and agency in their learning.		
12 Month Target 3.1	By 2020 we will have moved Student voice and agency back to 73% moving closer to 80%.		
12 Month Target 3.2	To specifically increase the ability for students to make decisions and solve problems to be above 90% on the Parent Opinion Survey.		
KIS 1 Intellectual engagement and self-awareness	Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in		
Actions	<p>The Teaching and learning leader will review with each PLC leader who will in turn review with PLCs the Integrated studies units from Term 1 we provide time for student agency within the units.</p> <p>The school will develop two roles that was formerly known as the JSC Co-ordinator and will now be the Student Voice Co-ordinator in Junior School to provide enhanced student voice within the school.</p> <p>The school will continue to build on the Celebration of learning that is held in Term 4 designed to have students verbalise their learning to the school.</p> <p>We will use the school captains of the current year to be involved in student leadership selection for the following year.</p> <p>We will continue with our Koorie Buddies program that started late in 2019 and build on this for 2020.</p> <p>Staff will be provided with professional development from Glenn Pearsall around student voice and agency and how to use this within their classrooms.</p>		
Outcomes	<p>We will see integrated studies planners that show more opportunity for students to tap into their interest and showcase their learning.</p> <p>We will see more co-ordinated events that have been developed by the students for the students e.g. Delacombe's got talent.</p> <p>We will see specialist teachers also involved in the Celebration of learning and students showcasing their learning in specialist areas.</p> <p>We will see changes around the school that have been linked to the Koorie buddies suggestions.</p>		

Success Indicators	Student attitudes on student voice and agency. Parent opinion on student voice.		
Activities and Milestones	Who	Is this a PL Priority	When
The Teaching and learning leader will review with each PLC leader who will in turn review with PLCs the Integrated studies units from Term 2020 onwards. The review will look at how we can ensure that we provide time for student agency within the units.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
The school will develop two roles that was formerly known as the JSC Co-ordinator and will now be the Student Voice Co-ordinator in Junior and Senior levels. A combined approach will form more of team to provide enhanced student voice within the school.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
The school will continue to build on the Celebration of learning that is held in Term 4 designed to have students verbalise their learning to their parents.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4
We will use the school captains of the current year to be involved in student leadership selection for the following year.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4
We will continue with our Koorie Buddies program that started late in 2019 and build on this for 2020.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Students in Grade 5-6 will trial the use of Google classroom.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

	<input checked="" type="checkbox"/> Teaching and Learning Coordinator		
Embed some of the strategies we have learnt from the Glenn Pearsall PD e.g. fist to five, critical questions	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
To support staff with Bastow courses that are relevant to the role they are undertaking	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop Health programs at Grade 5-6 level that provide students with a greater range of information on health.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4