

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Brunswick East Primary School (3179)



Submitted for review by Janet Di Pilla (School Principal) on 24 December, 2018 at 03:16 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 26 February, 2019 at 02:04 PM
Endorsed by Elizabeth Neesham (School Council President) on 27 February, 2019 at 12:52 PM

Define Actions, Outcomes and Activities

Goal 1	Excellence in teaching and learning: To ensure medium to high growth for all students at BEPS in all NAPLAN domains
12 Month Target 1.1	Maintain Year 3 to 5 NAPLAN reading high growth 45%. Reduce Year 3 to 5 NAPLAN reading low growth to 10%.
12 Month Target 1.2	Improve NAPLAN Year 3 to 5 Writing relative growth outcomes to 30% high growth in 2019. Reduce NAPLAN Year 3 to 5 Writing relative growth outcomes to 15% low growth in 2019.
12 Month Target 1.3	Improve NAPLAN Year 3 to 5 Numeracy relative growth outcomes to 28% high growth in 2019. Reduce NAPLAN Year 3 to 5 Numeracy relative growth outcomes to 15% low growth in 2019.
KIS 1 Building practice excellence	Build teacher capacity to implement evidence-based teaching strategies for improving student literacy and numeracy.
Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and instruction capacity to implement an evidence-based approach to teaching numeracy F-6 - Develop staff understanding of how to analyse and use student data to plan for a differentiated approach to numeracy - Develop and implement, with consistency, an agreed numeracy model of instruction that integrates high impact strategies
Outcomes	<p>Teachers in MIT will:</p> <ul style="list-style-type: none"> -improve their mathematics content and pedagogical knowledge -strengthen their ability to cater for diverse ranges of student needs (differentiate) -consolidate approaches to embedding critical and creative thinking in maths. <p>Teachers will:</p> <ul style="list-style-type: none"> - have an improved knowledge of Numeracy and instructional models. <p>Students will:</p> <ul style="list-style-type: none"> - develop their mathematical knowledge and problem solving - develop positive mind set - show decreased numbers of students making low growth in numeracy <p>Leadership will:</p> <ul style="list-style-type: none"> - improve their ability to provide appropriate Numeracy and Literacy PL - have modeled the importance of research by providing current and thought provoking reading articles so as to develop the leadership of all members of the SIT. -have supported staff, as needed, by providing coaching.
Success Indicators	<p>Full participation of the MIT members with the program. MIT members will be able to reflect and articulate on how their participation has enabled growth in Numeracy across the school. Numeracy goals will be achieved. Improve NAPLAN Year 3 to 5 Numeracy relative growth outcomes to 28% high growth in 2019. Reduce NAPLAN Year 3 to 5 Numeracy relative growth outcomes to 15% low growth in 2019. Documented personal, peer, student and parent reflections Improved consistency of numeracy teaching across the school. Growth in teacher practice and understanding Increased consistency of practice across the school</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Program participation -MIT attendance at all 5 workshops throughout the year (2X term 1; 1X terms 2, 3 and 4). -participation in 2 days of school consultancy.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Reflection on program participation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Inclusion of professional reading into the SIT meetings to build leadership knowledge.	<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
Provide structured coaching to classroom teachers.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Participate in peer observation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Positive climate for learning To continue Implement and embed a positive and supportive learning culture, set expectations and promote inclusion to ensure there is a whole school approach to teaching and learning.
12 Month Target 2.1	Increase student voice and agency to the 15% by year 4-6 students as measured by ATSS
KIS 1 Building communities	Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students.
Actions	<ul style="list-style-type: none"> - Develop and implement a school wide approach to activating student voice, agency and leadership in their learning, within the school community and as global citizens - Build the capacity of teachers, enabling them to support students to set learning and behavioural goals and seek progressive feedback - develop Developmental Matrix with student input
Outcomes	Teachers will by the end of 2019, through PL and performance review: <ul style="list-style-type: none"> -be able to build a "developmental matrix" and have students using it confidently and be able to explain it to their parent. -give students regular, timely and specific feedback on their goals. - will have enacted student feedback on at least one of their teaching goals. Students will be able to show evidence that they have:

	<ul style="list-style-type: none"> - achieved at least one personal goal. - used a matrix to show their growth - given feedback to another student on an agreed area, at least once a term. - ability to set learning goals in conjunction with their teacher/parent - provided feedback to a teacher at least once by the end of the year, <p>Leaders will</p> <ul style="list-style-type: none"> - have provided the conditions for staff to develop their research skills through targeted PL - have planed for PL on building and using Developmental matrices and provided time to build a matrix and discussed it with peers - provision of time to carry out Action Research 			
Success Indicators	<p>Feedback to students is targeted on student goals.</p> <ul style="list-style-type: none"> - documented feedback on student learning and ILPs <p>Students have increasing confidence to facilitate their 3-way conferences, being able to identify personal growth in response to feedback. (Student, Teacher and Parent reflection)</p> <p>Teachers will be able to set a personal goal and accept student feedback on that goal.</p> <p>Teachers will be able to reflect upon student feedback as part of their Performance review.</p> <p>Individual learning goals will show specificity and reflection.</p> <ul style="list-style-type: none"> - ATSS will show growth in "Student Voice and Agency" to the 15% - Teachers will have reflected upon their individual growth and presented evidence of growth. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Professional Learning</p> <p>Intensive block of PL during term 1, 2019, which will then continue as needed throughout the year.</p> <p>Teacher participation in activities as agreed to in the PL sessions.</p> <p>Participation by all teaching staff in the PL activities.</p> <p>Teacher report back to group on selected activities.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Feedback</p> <ul style="list-style-type: none"> - Regular discussion and feedback to students which is documented - Student reflection on student participation in 3-way conferences at the end of semester 1 and semester 2.. - students will have provided feedback to a teacher based on an agreed focus <p>Teacher reflection on student feedback to them around their goal. End semester 2..</p>	<input checked="" type="checkbox"/> Student(s) <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
<p>Parent reflection on student participation in 3-way conferences at the end of semester 1 and semester 2.</p> <p>analyse and reflect on the survey results.</p> <p>change practice based on feedback and discussion.</p>	<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
KIS 2 Building communities	Develop and support student leadership across the school.			
Actions	<ul style="list-style-type: none"> - Continue to facilitate student JSC, so as to help them with communication and decision making. - Students collaboratively develop and offer a broad range of structured student roles so as to increase student leadership - in line with student suggestions 2018. - Teachers will actively support students to show leadership within the learning communities and allow students time to attend JSC meetings each week. 			

Outcomes	<p>Students will be:</p> <ul style="list-style-type: none"> - More involved authentically in school leadership. <p>JSC will have:</p> <ul style="list-style-type: none"> - developed a scheduled of meetings and meeting protocols - developed into a true body of students that represent student opinion and - will have worked together (alone, with teachers or with leadership) to address student concerns. - students to report to SC twice per year. <p>One teacher will have</p> <p>Leadership will:</p> <ul style="list-style-type: none"> - actively invite students to take part in school leadership meetings at least once a term. - provide students with a small budget to manage. 			
Success Indicators	<p>Greater levels of involvement within the leadership of the school.</p> <p>Attitude to School Survey for "Social engagement" (Sense of connectedness; Sense of inclusion; and Student Voice and agency will have increased positive attitudes to the 15% for all categories.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Designate a facilitator to support JSC and help with communication and problem solving. Run elections for 2019 Set up sub-leadership groups across the school to provide for wider participation Provide one session per week for that teacher and students to meet.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Encourage students to write articles for the newsletter reporting back on their actions and discussions. Invite Student leadership group to at least one School leadership meeting per term for feedback. Submit student reflection to School Council during term 4, 2019. Give the students a small budget to manage and account for.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>