

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Huntingdale Primary School (4716)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	1. To improve student learning and achievement in literacy (with a particular emphasis on writing) and numeracy across the school.																																																											
<b>12 Month Target 1.1</b>	<p>NAPLAN- Learning Growth– Year 3 to 5</p> <p>Low %</p> <table data-bbox="521 459 1456 555"> <tr> <td>Reading</td> <td>28%- 2018</td> <td>17%- 2019</td> <td>12%- 2020 target</td> </tr> <tr> <td>Writing</td> <td>38%- 2018</td> <td>20%- 2019</td> <td>15%- 2020 target</td> </tr> <tr> <td>Numeracy</td> <td>33%- 2018</td> <td>24%-2019</td> <td>20%- 2020 target</td> </tr> </table> <p>High %</p> <table data-bbox="521 619 1456 715"> <tr> <td>Reading</td> <td>18%- 2018</td> <td>29%- 2019</td> <td>35%- 2020 target</td> </tr> <tr> <td>Writing</td> <td>13%- 2018</td> <td>27%- 2019</td> <td>30%- 2020 target</td> </tr> <tr> <td>Numeracy</td> <td>15%- 2018</td> <td>24%-2019</td> <td>30%- 2020 target</td> </tr> </table> <p>NAPLAN- Top Two Bands</p> <p>Year 3</p> <table data-bbox="521 810 1456 906"> <tr> <td>Reading</td> <td>70%- 2018</td> <td>80%- 2019</td> <td>85%- 2020 target</td> </tr> <tr> <td>Writing</td> <td>42%- 2018</td> <td>63%- 2019</td> <td>70%-2020 target</td> </tr> <tr> <td>Numeracy</td> <td>58%- 2018</td> <td>73%- 2019</td> <td>78%- 2020 target</td> </tr> </table> <p>Year 5</p> <table data-bbox="521 970 1456 1066"> <tr> <td>Reading</td> <td>32%- 2018</td> <td>47%- 2019</td> <td>55%- 2020 target</td> </tr> <tr> <td>Writing</td> <td>13%- 2018</td> <td>29%- 2019</td> <td>35%- 2020 target</td> </tr> <tr> <td>Numeracy</td> <td>45%- 2018</td> <td>57%- 2019</td> <td>62%- 2020 target</td> </tr> </table> <p>Victorian Curriculum Teacher Judgements</p> <p>90% of students achieving one year's growth in Victorian Curriculum teacher judgements in reading, writing and number.</p> <p>Staff Opinion Survey</p> <table data-bbox="521 1233 1624 1297"> <tr> <td>Collective focus on student learning</td> <td>2018-73.1%</td> <td>2019- 80.4%</td> <td>2020 target 85%</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>2018- 65.9%</td> <td>2019- 76%</td> <td>2020 target 80%</td> </tr> </table>				Reading	28%- 2018	17%- 2019	12%- 2020 target	Writing	38%- 2018	20%- 2019	15%- 2020 target	Numeracy	33%- 2018	24%-2019	20%- 2020 target	Reading	18%- 2018	29%- 2019	35%- 2020 target	Writing	13%- 2018	27%- 2019	30%- 2020 target	Numeracy	15%- 2018	24%-2019	30%- 2020 target	Reading	70%- 2018	80%- 2019	85%- 2020 target	Writing	42%- 2018	63%- 2019	70%-2020 target	Numeracy	58%- 2018	73%- 2019	78%- 2020 target	Reading	32%- 2018	47%- 2019	55%- 2020 target	Writing	13%- 2018	29%- 2019	35%- 2020 target	Numeracy	45%- 2018	57%- 2019	62%- 2020 target	Collective focus on student learning	2018-73.1%	2019- 80.4%	2020 target 85%	Guaranteed and viable curriculum	2018- 65.9%	2019- 76%	2020 target 80%
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<b>KIS 1</b> Building practice excellence	1.1 Document and implement a guaranteed and viable curriculum – identify essential learnings and assessment in literacy (English and Japanese) 1.2 Document and implement an agreed research-based classroom curriculum delivery model in numeracy.
<b>Actions</b>	<p>The following actions aim to embed the practices built in the 2019 AIP</p> <p><b>Principal Team</b>          Implement Learning Walks, including Learning Leaders in the process          Oversee work of Learning Leaders through SIT Team          Appoint High Ability Leader for the school          Meet termly with Literacy Coach to oversee their work          Provided professional development opportunities for Learning Leaders e.g. OLT, Bastow</p> <p><b>Learning Specialist</b>          Lead the Numeracy Improvement Team          Document F-2 numeracy scope and sequence of bilingual mathematics program          Provide coaching (including peer observations, modelling and team teaching) to F-2 Japanese staff in implementing the numeracy block</p> <p><b>Learning Leaders/SIT Team</b>          Consolidate consistent planning across each team in the school using Google docs, including learning intentions and success criteria using 'stepped' Victorian Curriculum 'I can statements'          Consolidate literacy and numeracy teaching using the school instructional model          Lead collegiate visits, moderation activities and participate in learning walks</p> <p><b>Literacy Coach</b>          Lead the Literacy Improvement Team          Provide coaching (including peer observations, modelling and team teaching) to staff in implementing the literacy block</p>

<p><b>Outcomes</b></p>	<p><b>STUDENTS WILL:</b>          Articulate learning intentions and success criteria in Writing, Reading and Numeracy.          Answer the 'Five Key Questions' during learning walks</p> <p><b>TEACHERS WILL:</b>          Have a PDP goal that links to this KIS.          Collaborate with their team to produce the standard weekly planner on Google docs          Display Learning Intentions and Success Criteria, communicate these to students and provide differentiated learning activities          Participate in collegiate visits to improve teaching practice in reading, writing and numeracy.</p> <p><b>LEADERS (PRINCIPAL, AP, SIT) WILL:</b>          Work with the SIT Team to monitor the planning and teaching for the whole school.          Support the implementation of this KIS through the school calendar, timetable and providing resources to support this e.g. CRT's, collegiate visits, PD</p> <p><b>EDUCATION IMPROVEMENT LEADER WILL:</b>          Support the school to provide professional development opportunities for Learning Leaders and whole staff on teaching and learning</p> <p><b>SENIOR EDUCATION IMPROVEMENT LEADER WILL:</b>          Work closely with the Principal and School SIT Team, meeting at least once per term to assist the school in implementing this goal</p>
<p><b>Success Indicators</b></p>	<p><b>Students will:</b>          Be able to articulate learning intentions and success criteria and how they can improve in their learning          Be challenged through differentiated tasks          Show 12 months growth in 12 months in reading, writing and number.</p> <p><b>Teachers will:</b>          Explicitly communicate learning intentions and success criteria in a way that is consistent across the team.          Explicitly teach skills and strategies to students focusing on worded mathematics problems.          Plan and teach a differentiated learning program (HITS #10) so students show 12 months growth in 12 months in reading, writing and number.          Collaborate to produce a weekly team planner for literacy and numeracy and have consistent teaching practice based on the school's instructional model.</p> <p><b>School leaders will:</b>          Observe teachers in the classroom through learning walks and provide feedback          Reserve professional development opportunities for teachers and learning leaders</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class Advertise Learning Leader Positions Appoint Literacy, Numeracy and High Ability Leader positions Coordinate Learning Walks throughout the school Ensure this KIS is reflected in staff PDP goals Schedule team planning and bilingual collaboration meetings each week in the school calendar Lead the SIT Team focusing on teaching and learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Specialist Lead the implementation of 50/50 bilingual model in Year 2 Document F-2 Mathematics Scope and Sequence Lead Numeracy Improvement Team Provide coaching (including peer observations, modelling and team teaching) in F-2 Member of Bilingual Working Party Executive	<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
SIT Team Meet fortnightly as per school calendar Coordinate collegiate visits Terms 1-3 Lead Team Planning Meetings Model and drive the implementation of the instructional model throughout the school in reading, writing and numeracy	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Teachers  Implement the reading, writing and numeracy block using the instructional model  Display Learning Intentions and Success Criteria (based on VC 'I can statements' clearly in classroom and refer to it during teaching sessions  Consistent weekly team planning documents  Participate in collegiate visits (pre visit discussion, classroom visit and post visit debrief)  Participate in professional learning activities in staff workshops  Have a goal related to this KIS in their PDP</p>	<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
<p>Classroom based Education Support Staff:  Support individual students in literacy and numeracy teaching.</p>	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Support Teacher  Implement student support groups in numeracy and literacy</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,600.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To improve student engagement by building a student-centered learning culture.
<b>12 Month Target 2.1</b>	<p>Student Attitudes to School Survey  Effective Teaching Practice for Cognitive Engagement</p> <p>Differentiated learning challenge    2018- 87%    2019- 85%    2020 target-90%  Effective teaching time                    2018- 83%    2019- 83%    2020 target- 88%  Stimulated learning                        2018- 87%    2019- 76%    2020 target- 80%</p> <p>Teacher-student relations  High expectations for success    2018- 94%    2019- 93%    2020 target- 95%</p> <p>Learner characteristics and disposition  Self-regulation and goal setting    2018- 85%    2019- 87%    2020 target- 90%</p> <p>Staff Opinion Survey- Teaching and Learning-Implementation</p> <p>Collaborate and scaffold student learning                    2018- 79%                    2019-91%                    2020 target- 95%  Promote student ownership of learning goals                    2018- 74%                    2019- 82%                    2020 target- 85%  Believe student engagement is the key to learning    2018- 89%                    2019- 91%                    2020 target- 95%</p> <p>Parent Opinion Survey- Student Cognitive Engagement- % positive endorsement</p> <p>High Expectations for success    2018- 89%                    2019- 91%                    2020 target- 95%  Student motivation and support    2018- 67%                    2019- 80%                    2020 target- 85%  Stimulating learning environment    2018- 71%                    2019- 74%                    2020 target 80%  Effective Teaching                        2018- 73%                    2019- 83%                    2020 target 88%</p>

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>2.2 Develop a systematic approach to challenging goals and effective feedback for all students and teachers.</p> <ul style="list-style-type: none"> <li>-monitoring and support from the leadership team of the work of the collaborative teams</li> <li>-use evidence and data to inform practice</li> <li>-build student language in learning</li> <li>-have goals and targets for students</li> </ul>
<p><b>Actions</b></p>	<p>Principal Team          Appoint a Data Leader (special payment role) to oversee data management in the school          Include data discussion meetings as part of the whole school meeting schedule          Provide professional development opportunities for Learning Leaders and Data Leader focusing on data literacy skills          Include data discussions as part of SIT Meetings</p> <p>Data Leader          Ensure the teachers have entered data in Grade Xpert and are up to date with the school assessment schedule          Support Learning Leaders in implementing data discussions with their team          Lead NAPLAN analysis          Assist the Assistant Principal in analyzing student data to inform the Individual Education Plan list for the school</p> <p>Learning Leaders/SIT Team          Ensure their teams are consistently implementing 5 week goal setting cycle with students          Lead discussions on student achievement data (twice a term) and moderation activities</p>
<p><b>Outcomes</b></p>	<p><b>STUDENTS WILL:</b>          Devise learning goals in conjunction with their teachers          Share their learning goals via See-Saw with their parents          Evaluate and revise their learning goals every five weeks</p> <p><b>TEACHERS WILL:</b>          Have a PDP goal that links to this KIS.          Collaborate with students to devise learning goals, display them, share them with parents via See Saw and evaluate them          Actively participate in data discussions twice a term to inform teaching practice</p> <p><b>LEADERS (PRINCIPAL, AP, SIT) WILL:</b>          Work with the SIT Team to lead data discussions for the whole school.          Support the implementation of this KIS through the school calendar e.g. data discussion meetings</p>



	<p>Providing resources to support this KIS e.g. PD on data literacy</p> <p>EIL will: Support the school to provide professional development for Data Leader and Learning Leaders on data literacy</p> <p>SEIL will: Work closely with the Principal and School SIT Team, meeting at least once a term to discuss the progress of this goal</p>
<p><b>Success Indicators</b></p>	<p>Students will: Be able to articulate their learning goals Evaluate the success of their learning goals, taking ownership of revising them in conjunction with their teachers</p> <p>Teachers will: Ensure goal setting is included as a regular part of the teaching and learning program Ensure students share goals with parents on See Saw Participate in data discussions every 5 weeks to inform their teaching program</p> <p>School leaders will: Lead data discussions with the SIT Team</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal Class Advertise Data Leader Position Ensure this KIS is reflected in staff PDP goals Schedule data meetings in the school calendar Lead data discussions with the SIT Team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Data Leader Member of SIT Team Monitor and review school assessment schedule and ensure Grade Xpert data is up to date Support Learning Leaders in implementing data discussions with their team using assessment maps from Grade Xpert	<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
SIT Team Meet fortnightly as per school calendar Model and drive the implementation of data discussion in the school Ensure their teams are consistently implementing student goal setting and evaluation	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers Have a goal related to this KIS in their PDP Participate in data discussion sessions as part of bilingual collaboration Implement assessment schedule each term and upload assessment data onto Grade Xpert Document 1:1 conferencing with students (e.g. conferencing folder) Allow time for student goal setting and evaluation in their classroom program	<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
Classroom based Education Support Staff: Support individual students in goal setting and monitoring the progress of their goals	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

