

# Annual Implementation Plan- 2018

Huntingdale Primary School (4716)



Submitted for review by Ruth Biddle (School Principal) on 21 December, 2017 at 04:49 PM

Endorsed by Mark Flack (Senior Education Improvement Leader) on 21 December, 2017 at 04:50 PM

Endorsed by Chris Leffler (School Council President) on 02 January, 2018 at 11:13 AM

## Define Evidence of Impact and Activities and Milestones - 2018

Huntingdale Primary School (4716)

<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>Students</p> <p>-90% of students achieving one year's growth in Victorian Curriculum teacher judgements in writing            -78% (59.6%- 2017) Year 3 students achieving the top 2 bands in -NAPLAN writing- 2018 TARGET 78%            -42% (27.5%- 2017) Year 5 students achieving the top 2 bands in -NAPLAN writing- 2018 TARGET 42%            -35% (28.6%- 2017) high growth and 15% (25.7%- 2017) low growth in NAPLAN writing 2018 TARGET 35% high growth and 15% low growth</p> <p>90% of students achieving one year's growth in Victorian Curriculum teacher judgements in Number            58% (2017- 50.9%) Year 3 students achieving the top 2 bands in NAPLAN mathematics 2018 TARGET- 60%            50% (2017- 39%) Year 5 students achieving the top 2 bands in NAPLAN mathematics TARGET- 50%            28% (2017- 13.5%) high growth and 20% (2017- 29.7%) low growth in NAPLAN mathematics 2018 TARGETS- high growth- 28% and low growth- 20%</p> <p>Teachers</p> <p>Staff Opinion Survey            -Collective focus on student learning- 2016- 84.69, 2017- 78.10            2018 TARGET- 85.00            -Guaranteed and viable curriculum- 2016- 78.85, 2017- 66.48            2018 TARGET- 80.00</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	<p>1.1 Document and implement a guaranteed and viable curriculum – identify essential learnings and assessment in literacy (English and Japanese) – writing</p> <p>1.2 Document and implement an agreed research-based classroom curriculum delivery model in numeracy.</p>
<b>Actions</b>	<p>Writing</p> <p>High expectations explicitly stated and put up in classrooms, based on writing rubrics (HITS #1)</p> <p>Students setting writing goals and given explicit feedback from teachers (HITS #1, #7, #8)</p>

	<p>Data wall for writing established and used to support writing improvement  Writing Moderation in staff workshops  Words their Way embedded in F-6  Professional Learning focused on VOICES+P</p> <p>Numeracy  SURF Menu for Junior (F-2) and (3-6) further developed and modified  Develop the Mathematics workshop based on the structure of reader's and writer's workshop  Document mathematics planning for Foundation in the 50/50 Bilingual Program  Professional development including collegiate visits in numeracy teaching  F-6 using Essential Assessments and data exported on Grade Xpert  NAPLAN question analysis to locate trends</p>
Evidence of impact	<p>Writing  Students</p> <ul style="list-style-type: none"> <li>• Articulate own writing goals and how they can improve their writing</li> <li>• Develop a metalanguage about spelling when completing Words Their Way</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Co-create high writing expectations based on writing rubrics and Victorian Curriculum</li> <li>• Use the data wall to identify students who are performing below/above and articulate how they can 'move' these students in case management meetings</li> <li>• Conference with students to give feedback and set writing goals</li> <li>• Make consistent judgements when assessing writing</li> <li>• Assess and plan for implementing Words their Way in the classroom for each student</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>• Advertise Learning Specialist and Learning Leaders positions</li> <li>• Make provisions for collegiate visits in the school calendar/timetable/professional practice days</li> <li>• Use the data wall as a discussion point in staff workshops on writing and PDP Meetings</li> <li>• Schedule Writing PD in the calendar- writing workshop model and moderation</li> <li>• Have meaningful discussions about writing achievement in Team and PDP Meetings</li> </ul> <p>Numeracy  Students</p> <ul style="list-style-type: none"> <li>• Co-create and articulate numeracy goals to improve their learning</li> <li>• Develop a metalanguage about numeracy strategies using the SURF Menu</li> </ul>

	<p>Teachers</p> <ul style="list-style-type: none"> <li>Numeracy workshop implemented in each classroom including SURF menu on display</li> <li>Foundation Team to document Bilingual numeracy program</li> <li>Use Essential Assessment data with other triangulated data (e.g. NAPLAN, Mangahigh, teacher judgement) to assess student achievement in numeracy</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>Advertise Learning Specialist and Learning Leaders positions</li> <li>Make provisions for collegiate visits in the school calendar/timetable/professional practice days</li> <li>Schedule Numeracy PD in the calendar</li> <li>Have meaningful discussions about numeracy achievement in Team and PDP Meetings</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Writing &amp; Numeracy</p> <ul style="list-style-type: none"> <li>Create role statements for staff to include Learning Specialists and Learning Leader positions</li> <li>Advertise Learning Specialist Role (HD) to lead Achievement and Learning Specialist to lead Bilingual/Achievement/Engagement</li> <li>Ensure the school calendar/PD schedule has provision for Writing and Numeracy PD &amp; moderation sessions</li> <li>Provision for Connect Meetings- Achievement and Engagement</li> <li>Introduce and unpack HITS with Leadership Team</li> <li>Ensure a writing and numeracy goal is in each staff members' PDP and monitor progress</li> <li>Monitor professional practice days</li> </ul>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Writing &amp; Numeracy</p> <ul style="list-style-type: none"> <li>Lead PD on HITS, Numeracy, Writing and Moderation</li> <li>Create and maintain data wall and develop/train new Learning Leaders</li> </ul>	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>• Develop the case management framework to be implemented at a team level</li> <li>• Monitor writing and numeracy data on Grade Xpert e.g. Quick Writes, VC, NAPLAN</li> <li>• 1:1 Literacy coaching with staff</li> <li>• Organise collegiate visits- link to Writing or Numeracy</li> </ul>				
<p>Writing and Numeracy</p> <ul style="list-style-type: none"> <li>• Lead team data discussions</li> <li>• Lead student case management activities</li> <li>• Lead Team Moderation</li> <li>• Lead Team Planning and ensuring it is documented for Writing and Numeracy</li> <li>• Use data wall with team and ensure all team members are up to date with assessment tasks and recording it on Grade Xpert</li> </ul>	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Writing and Numeracy</p> <ul style="list-style-type: none"> <li>• Attend PD on HITS, Writing, Numeracy and Moderation</li> <li>• Display SURF Menu</li> <li>• Document own planning of numeracy and writing</li> <li>• Incorporate Words Their Way into their class program</li> <li>• In teams create the high writing expectations to be displayed in their room</li> <li>• Ensuring students have clear writing goals</li> <li>• Actively participate in case management meetings with their team</li> <li>• Actively discuss PDP writing and numeracy goals with Principal referencing writing wall data, how they are 'moving' students and developing their own teaching of writing and numeracy</li> <li>• Participate in collegiate visits for writing and numeracy</li> <li>• Use professional practice days related to school goals and per VGSA 2017</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To create an inclusive, safe and secure learning environment, through the implementation of a positive social emotional approach.
<b>12 month target 2.1</b>	<p>Student Opinion Survey</p> <p>Effective Classroom behaviour- 2017- 7.9 2018 TARGET- 26.0</p> <p>Sense of connectedness- 2017- 24.2 2018 TARGET- 40.0</p> <p>Sense of Confidence- 2017- 24.6 2018 TARGET- 40.0</p> <p>Sense of Inclusion- 2017- 32.2 2018 TARGET- 50.0</p> <p>Managing bullying- 2017- 3.6 2018 TARGET- 26.0</p> <p>Respect for diversity- 2017- 1.8 2018 TARGET- 26.0</p> <p>Not experiencing bullying- 2017- 7.9 2018 TARGET- 26.0</p> <p>Parent Opinion Survey</p> <p>Experience of bullying- 2017- 77% positive 2018 TARGET- 80% positive</p> <p>Respect for diversity- 2017- 99% positive 2018 TARGET- 99% positive</p> <p>Managing bullying- 2017 85% positive 2018 TARGET- 87% positive</p> <p>School connectedness- 2017 89% positive 2018 TARGET- 90% positive</p> <p>Staff Opinion Survey</p> <p>School Climate Module</p> <p>Collective efficacy 2016- 75.20, 2017- 73.33 2018 TARGET- 80.00</p> <p>Collective responsibility 2016- 80.63, 2017- 78.60 2018 TARGET- 82.00</p> <p>Trust in students and parents- 2016- 70.95, 2017- 68.74, 2018 TARGET- 72.00</p> <p>Collective Focus on student learning- 2016- 82.62, 2017- 77.71, 2018 TARGET- 85.00</p>
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategy 1</b>	4.1 Introduce the '3R's Approach' (reflect, repair & retribution) including teacher professional development, a focus on respect and including students in the process.
<b>Actions</b>	<p>Explicitly teach Respect to students as part of 'Creating Our Learning Community' unit of work and 'ongoing' throughout the year</p> <p>Develop a language and behaviours list about respect</p> <p>Co-create with teachers and students a list of behaviours that require/don't require 3R's</p> <p>Co-create with teachers and students a step by step process of using the 3R's</p> <p>Update Behaviour Management and Student Engagement policies to reflect 3R's</p> <p>Unpack Student Attitudes to School data with students- particularly respect and bullying elements</p>

Evidence of impact	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Develop language surrounding respect and 3R's</li> <li>• Use the 3R's framework</li> <li>• Complete Student Attitudes to School Data</li> <li>• Participate in feedback sessions about COLC, attitudes survey</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Participate in PD about 3R's</li> <li>• Assist in developing the 3R's framework for Huntingdale</li> <li>• Use 3R's framework with students</li> <li>• Plan and teach 'Play is the Way' games, '3R's' and respect sessions and document in planning</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Create role statements for staff to include provision for Student Well-being Leaders</li> <li>• Ensure the school calendar/PD schedule has provision for 3R's PD</li> <li>• Unpack Student Attitudes to School Data</li> <li>• Ensure 3R's goal is in each staff members' PDP and monitor progress</li> <li>• Monitor professional practice days</li> <li>• Communicate to school community about 3R's</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> <li>• Create role statements for staff to include Student Wellbeing Leaders</li> <li>• Ensure the school calendar/PD schedule has provision for 3R's PD</li> <li>• Provision for Connect Meetings- Student Wellbeing</li> <li>• Unpack Student Attitudes to School Survey Data and Grade Xpert entries with Leadership Team</li> <li>• Equity Funding is used in Wellbeing Budget</li> <li>• Ensure 3R's goal is in each staff members' PDP and monitor progress</li> <li>• Monitor professional practice days</li> </ul>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,696.00 <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>Update Behaviour Management and Student Engagement Policies</li> </ul>				
<ul style="list-style-type: none"> <li>Connect- Student Wellbeing Team to meet at least 3 times per term</li> <li>Create 3R's Framework</li> <li>Provide individual and group sessions with students using 3R's framework</li> <li>Lead PD on 3R's Framework and Student Wellbeing</li> <li>Upack Student Attitudes to School Survey Data and Grade Xpert entries</li> </ul>	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>Implement sessions about Respect and 3R's in classrooms</li> <li>Use 3R's with students</li> <li>Evaluate COLC ready for 2019</li> <li>Participate in PD about 3R's and Student Wellbeing</li> </ul>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used