

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

St Albans Heights Primary School (4948)



Submitted for review by Effie Sultana (School Principal) on 18 December, 2019 at 09:04 AM  
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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student learning outcomes in literacy with a focus on reading and writing
<b>12 Month Target 1.1</b>	<p>NAPLAN TARGETS</p> <p>2019 Reading Year 3: 46% Year 5: 11%</p> <p>2020 Reading Year 3: 48% Year 5: 18%</p> <p>2021 Reading Year 3: 49% Year 5: 22%</p> <p>2022 Reading Year 3: 50% Year 5: 26%</p> <p>2023 Reading Year 3: 52% Goal Year 5: 30% Goal</p>
<b>12 Month Target 1.2</b>	<p>NAPLAN TARGETS</p> <p>2019 Writing Year 3: 38% Year 5: 19%</p> <p>2020 Writing Year 3: 40% Year 5: 21%</p> <p>2021 Writing Year 3: 42% Year 5: 23%</p> <p>2022 Writing Year 3: 44% Year 5: 25%</p> <p>2023 Writing</p>

	Year 3: 45% Goal Year 5: 25% Goal
<b>12 Month Target 1.3</b>	<p>NAPLAN TARGETS</p> <p>2019 Reading Medium to High Growth: 68%</p> <p>2019 Writing Medium to High Growth: 80%</p> <p>2020 Reading Medium to High Growth: 70%</p> <p>2020 Writing Medium to High Growth: 81%</p> <p>2021 Reading Medium to High Growth: 73%</p> <p>2021 Writing Medium to High Growth: 82%</p> <p>2022 Reading Medium to High Growth: 76%</p> <p>2020 Writing Medium to High Growth: 83%</p> <p>2023 Reading Medium to High Growth: 80% Goal</p> <p>2023 Writing Medium to High Growth: 85%</p>
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model.
<b>Actions</b>	<p>Develop data literacy skills for SIT members and learning leaders</p> <p>Further enhance our data walls to provide clarity around student learning and growth</p> <p>Identify and target professional learning for refinement of PLCs</p>
<b>Outcomes</b>	PLT's will know their students needs on an individual and cohort level, they will have identified goals for each student and how to achieve these goals. Teachers will know how to interpret data across the cohort and what actions need to be put in place. Data

	<p>literacy will be evident in teams and used to identify student needs.</p> <p>Year Level Teams will operate in PLC  Collective responsibility for all staff will be enhanced  Strategic resourcing decisions will directly relate to building the capacity of teaching staff  PLCs will operate with a high level of trust that enables teachers to support and challenge each other</p> <p>The instructional model will be evident in every classroom and for every subject  Students will be able to talk about their goals in key curriculum areas and how they are going to achieve them  A consistent use of data across teams  Staff will be well informed during data discussions  Staff will have a greater understanding of their cohort  Consistent documentation across year levels and school  Best practice will be evident in every classroom  A documented, guaranteed and viable curriculum in every classroom  Targeted intervention (LLI) programs will be happening across the school with fluid groupings based on the latest data available to staff.  Middle Leaders will participate in fortnightly SIT meetings to understand the needs of their cohorts</p>			
<b>Success Indicators</b>	<p>Consistency across all SIT meetings, balance between teaching and learning and engagement and wellbeing SIT meetings.  Teachers will have clear goals that are communicated with the students through conferencing.</p> <p>NAPLAN targets will be achieved  Peer observations will be evident across the school  Learning Walks will be evident across the school  Student Centred Coaching by leadership team across the school  Curriculum documentation will be clear and concise and will identify focus groups and clearly differentiate learning.  Scope and Sequence, GVC and essential learnings will be mapped out and teachers will be able to implement these consistently across the school</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue work with the consultants from School ED to improve teacher practice, focus on literacy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$70,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provide Professional Learning for all staff around elements of the Instructional model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Peer Observations - determine documentation and outline a process for PO across the school. Support staff to take part in one per term.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Participate in the Lynn Sharratt PL with the network.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialist will lead the implementation of the Instructional Model and support staff to use it across literacy	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$127,616.00  <input checked="" type="checkbox"/> Equity funding will be used
Speech Pathologist will work closely with staff to build their capacity around cued articulation and phonics development 0.2EFT	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,917.00  <input checked="" type="checkbox"/> Equity funding will be used
Intervention support staff working across the school to target needs of students as identified by the reading and writing data 0.8EFT	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$80,953.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Develop a guaranteed and viable curriculum with consistency in documentation and delivery			
<b>Actions</b>	To develop an agreed guaranteed and viable curriculum in reading and writing			
<b>Outcomes</b>	<p>Consistent planning and teaching, assessment will be clear across the cohort in terms of moderation, students will know what is expected of them to be successful. Clear expectation of what students need to know, explicit instruction and deeper understanding of student progress. Ongoing assessment to monitor achievement. Intervention support will be clear as to what is needed.</p> <p><b>LEADERS</b>          -support teachers through professional learning to deepen their understanding of effective teaching of Reading &amp; Writing          -provide modelling/coaching opportunities of identified high quality teaching of reading through the peer observation process</p> <p><b>TEACHERS:</b>          -demonstrate a deep knowledge of effective teaching of Reading &amp; Writing          -will participate in peer observations and coaching cycles</p> <p><b>STUDENTS:</b>          -can articulate the reading strategies they need to develop for future reading successes          -can understand and self assess their reading progress          -are involved in setting future reading goals</p>			
<b>Success Indicators</b>	<p>Student outcomes improve, data walls show growth in learning. Students will be targeted via intervention to ensure essential learnings have been met.</p> <p>Learning walks and peer observations timetabled and implemented across the school</p> <p>Evidence of a refined school wide reading &amp; writing program that features models of rich, authentic texts supported in individual work programs.</p> <p>Staff have engaged in professional development, readings, coaching and modelling related to the teaching of reading &amp; writing</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Time for staff to work together to identify Essential Learnings, CRT coverage to support staff and the working party	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Re model the school library to support consistency in learning environments around reading, purchasing of additional reading material to support classroom libraries and student interest.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$18,300.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Develop consistent and high performing PLC teams to plan, differentiate and measure impact of instruction			
<b>Actions</b>	<p>Principal Class will:</p> <ul style="list-style-type: none"> <li>Create PLC structures within the school</li> <li>Implement professional learning to drive PLC establishment</li> <li>Review staff PDPs</li> <li>Organise Professional Learning for staff around the Instructional Model</li> <li>Continue working with consultants to build capacity of staff around reading and writing, consistent reading and writing hour across the school</li> <li>Put procedures and plans in place for the LLI F-6 and F&amp;P classroom F-2, F&amp;P guided reading 3-6 - begin to implement consistently across the school, use of part time and ES staff to support.</li> <li>Develop a GVC and essential learnings in reading and writing</li> <li>Put procedures and plans place to ensure consistency in planning documentation across the school</li> <li>Participation in the Lyn Sharratt PL with the network to build teacher capacity</li> </ul> <p>Leading Teachers &amp; Learning Specialists will:</p> <ul style="list-style-type: none"> <li>Lead PLCs</li> <li>Ensure cohort data is tracked consistently</li> <li>Review the school-wide assessment schedule</li> <li>Leadership team to work with and support individual PLT's</li> <li>Build teacher capacity in the components of the instructional model, IM to be embedded across the school in all learning areas and in planning documentation.</li> <li>Continue working with consultants to build capacity of staff around reading and writing, consistent reading and writing hour across the school</li> </ul>			

	<p>Using data consistently to inform teaching and learning (benchmarking, ongoing assessments) Facilitate the LLI F-6 and F&amp;P classroom F-2, F&amp;P guided reading 3-6 - begin to implement consistently across the school, use of part time and ES staff to support. Develop a GVC and essential learnings in reading and writing Participation in the Lyn Sharratt PL with the network to build teacher capacity</p> <p>Teachers will: Develop their understanding of the PLC model Ongoing use of HITS to deliver curriculum Embed IM in classroom practice Using data consistently to inform teaching and learning (benchmarking, ongoing assessments) Develop a GVC and essential learnings in reading and writing</p>			
<b>Outcomes</b>	<p>Year Level Teams will operate in PLC Collective responsibility for all staff will be enhanced Strategic resourcing decisions will directly relate to building the capacity of teaching staff PLCs will operate with a high level of trust that enables teachers to support and challenge each other</p> <p>PLT's will know their students needs on an individual and cohort level, they will have identified goals for each student and how to achieve these goals. Teachers will know how to interpret data across the cohort and what actions need to be put in place. Data literacy will be evident in teams and used to identify student needs.</p>			
<b>Success Indicators</b>	<p>Consistency across all SIT meetings, balance between teaching and learning and engagement and wellbeing SIT meetings. Teachers will have clear goals that are communicated with the students through conferencing.</p> <p>All teachers participate in moderation activities, which are regularly evaluated in terms of impact on teaching. Data is consistently used in PLC meetings to support curriculum planning. The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. PLC processes are consistent across the school with agreed norms and protocols. Staff will be using the PLC Cycle explicitly, tracking their progress Regular updates to PLC data walls to ensure tracking of individual progress.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



<p>Members of the leadership team will be leading the planning across the each cohort, for literacy and numeracy and attending the SIT meetings to support the Learning Specialists and Learning Leaders.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Allocation of time for leadership team (including literacy leaders) to participate in learning walks to be timetabled and implemented across the school during guided reading sessions</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Continue to build staff capacity to effectively teach reading through professional development, professional readings, and coaching/modelling</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve student outcomes in numeracy with a focus on number and algebra			
<b>12 Month Target 2.1</b>	NAPLAN TARGETS 2019 Numeracy Year 3: 23% Year 5: 14% 2020 Numeracy Year 3: 26% Year 5: 18% 2021 Numeracy Year 3: 29% Year 5: 23% 2022 Numeracy Year 3: 32% Year 5: 28% 2023 Numeracy Year 3: 35% Goal Year 5: 32% Goal			

<b>12 Month Target 2.2</b>	<b>NAPLAN GROWTH</b> 2019 Numeracy Medium to High Growth: 60% 2020 Numeracy Medium to High Growth: 65% 2021 Numeracy Medium to High Growth: 70% 2022 Numeracy Medium to High Growth: 80% 2023 Numeracy Medium to High Growth: 90% Goal
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional model
<b>Actions</b>	Enhance teacher instructional practice to develop and improve the teaching of numeracy F-6 Develop a shared understanding of the 10 High Impact Teaching Strategies (HITS) and how they can be used to promote higher order cognitive thinking skills in mathematics & numeracy Review the school's assessment schedule to ensure consistent, rigorous assessment and moderation practices F-6
<b>Outcomes</b>	<b>LEADERS</b> Support teachers through professional learning to deepen their understanding of the High Impact Teaching Strategies (HITS) and how they can be used to promote higher-order cognitive thinking skills in mathematics & numeracy learning Provide regular feedback to individual teachers based on evidence collected through observation processes Provide modelling/coaching opportunities of mathematics & numeracy  <b>TEACHERS</b> Demonstrate a deep knowledge of the 10 High Impact Teaching Strategies (HITS) and how they can be used to promote higher order cognitive thinking skills in mathematics learning Use the 10 High Impact Teaching Strategies (HITS) to plan for differentiated learning in mathematics based on the individual needs of students Support and scaffold students to higher order thinking strategies using a range of teaching activities, tasks and other targeted interventions  <b>STUDENTS</b>

	Can articulate individual learning goals required for future mathematics & numeracy successes Can experience challenge & supports in their numeracy learning			
<b>Success Indicators</b>	All PLT's to monitor student mathematics & numeracy progress Peer observations timetabled and implemented across the school Staff have engaged in professional development, readings, coaching and modelling related to the teaching of numeracy			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The numeracy assessment schedule will be redeveloped and regularly utilised by staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continue to build staff capacity to effectively teach numeracy through professional development, professional readings, and coaching/modelling	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(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
Numeracy Intervention and support for cohorts led by a LT Support with planning during PLC time, working with all teams	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$51,046.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building leadership teams	Develop consistent and high performing PLC teams to plan, differentiate and measure impact of instruction.			
<b>Actions</b>	Principal Class will: Create PLC structures within the school Implement professional learning to drive PLC establishment Review staff PDPs			

	<p>Organise Professional Learning for staff around the Instructional Model  Continue working with consultants to build capacity of staff around reading and writing, consistent reading and writing hour across the school  Put procedures and plans in place for the LLI F-6 and F&amp;P classroom F-2, F&amp;P guided reading 3-6 - begin to implement consistently across the school, use of part time and ES staff to support.  Develop a GVC and essential learnings in reading and writing  Put procedures and plans place to ensure consistency in planning documentation across the school  Participation in the Lyn Sharratt PL with the network to build teacher capacity</p> <p>Leading Teachers &amp; Learning Specialists will:  Lead PLCs  Ensure cohort data is tracked consistently  Review the school-wide assessment schedule  Leadership team to work with and support individual PLT's  Build teacher capacity in the components of the instructional model, IM to be embedded across the school in all learning areas and in planning documentation.  Continue working with consultants to build capacity of staff around reading and writing, consistent reading and writing hour across the school  Using data consistently to inform teaching and learning (benchmarking, ongoing assessments)  Facilitate the LLI F-6 and F&amp;P classroom F-2, F&amp;P guided reading 3-6 - begin to implement consistently across the school, use of part time and ES staff to support.  Develop a GVC and essential learnings in reading and writing  Participation in the Lyn Sharratt PL with the network to build teacher capacity</p> <p>Teachers will:  Develop their understanding of the PLC model  Ongoing use of HITS to deliver curriculum  Embed IM in classroom practice  Using data consistently to inform teaching and learning (benchmarking, ongoing assessments)  Develop a GVC and essential learnings in reading and writing</p>
<p><b>Outcomes</b></p>	<p>Year Level Teams will operate in PLC  Collective responsibility for all staff will be enhanced  Strategic resourcing decisions will directly relate to building the capacity of teaching staff  PLCs will operate with a high level of trust that enables teachers to support and challenge each other</p> <p>PLT's will know their students needs on an individual and cohort level, they will have identified goals for each student and how to</p>

	achieve these goals. Teachers will know how to interpret data across the cohort and what actions need to be put in place. Data literacy will be evident in teams and used to identify student needs. Year Level Teams will operate in PLC			
<b>Success Indicators</b>	<p>Consistency across all SIT meetings, balance between teaching and learning and engagement and wellbeing SIT meetings. Teachers will have clear goals that are communicated with the students through conferencing.</p> <p>All teachers participate in moderation activities, which are regularly evaluated in terms of impact on teaching. Data is consistently used in PLC meetings to support curriculum planning. The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. PLC processes are consistent across the school with agreed norms and protocols. Staff will be using the PLC Cycle explicitly, tracking their progress Regular updates to PLC data walls to ensure tracking of individual progress.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Allocation of time for teachers from the same year levels to meet and plan numeracy lessons to refine and develop a school wide numeracy program that features challenging student learning tasks	<input checked="" type="checkbox"/> PLT Leaders <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
Allocation of time for leadership team (including numeracy leaders) to participate in team planning sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Improve student engagement and wellbeing			
<b>12 Month Target 3.1</b>	2018: 18.31 days 2019: 17 days 2020 16.5 days 2021: 16 days 2022:15.5 days			

	2023:15 days
<b>12 Month Target 3.2</b>	2018: 50% 2019: 56% 2020: 60% 2021: 65% 2022: 75% 2023:80%
<b>12 Month Target 3.3</b>	2018: 62% 2019: 74% 2020: 76% 2021:78% 2022:80% 2023: 82%
<b>KIS 1</b> Health and wellbeing	Develop and implement a whole school approach to wellbeing and engagement to provide a safe and supportive learning environment.
<b>Actions</b>	Develop a whole school understanding of the School Wide Positive Behaviour Support framework Further embed and use within the classroom and across the whole school. 'Its not ok to be away' program
<b>Outcomes</b>	Leaders will model positive and respectful relationships at all times have a strong knowledge of SWPBS support staff to use effective classroom practices collect and analyse absence data contact families of high absences support staff to follow up absences  Teaches will understand what SWPBS is consistently implement SWPBS at all times model positive and respectful relationships

	develop individual plans to support students displaying Tier Two and Tier Three behaviours prompt its not ok to be away follow up absences and contact home to get explained absences  Students will be able to identify the school's expected behaviours be able to identify the SWPBS in action (e.g. specific examples in their classroom) have less absences			
<b>Success Indicators</b>	Leaders: minutes from meetings and professional learning, COMPASS Chronicles from staff with specific incidents will allow staff to identify hot spots, notes from peer observations, SWPBS data will indicate less incidences Teachers: SWPBS data; records of individual interventions or plans for students; Students: SWPBS data; conversations / feedback to teachers; AToSS data for the factors Managing bullying, Effective classroom behaviour will show a positive increase by 5% All cohorts will average less than 16.5 days absent per student.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All students to participate in Blu Earth program which builds teamwork and supports the school values through sport	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00  <input checked="" type="checkbox"/> Equity funding will be used
SWPB training continued Day 3 for whole team and catch up day training	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Subsidise the swimming program to ensure students are able to attend, promote inclusion, increase confidence and improve safety for students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4	\$12,750.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Review school values and visions, our moral purpose. Work with Muffy Hand to have clear expectations for all staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Printing of new school values and vision to represent around the school	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase resources to support the implementation of the SWPB program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used