

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Derrimut Primary School (5512)



Submitted for review by Joanna Stanford (School Principal) on 13 December, 2018 at 02:12 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 22 December, 2018 at 09:49 AM
Endorsed by Tony Malloy (School Council President) on 19 February, 2019 at 05:56 PM

Define Actions, Outcomes and Activities

Goal 1	To improve student learning outcomes in Reading and Writing.
12 Month Target 1.1	Increase % of students showing high relative growth in reading to 28% in 2019 Reduce % of students showing low relative growth in reading to 20% in 2019
12 Month Target 1.2	Increase % of students showing high relative growth in writing to 22% in 2019 Reduce % of students showing low relative growth in writing to 25% in 2019
12 Month Target 1.3	Increase the number of students in the top two NAPLAN bands in year 3 to 40% in 2019 Increase the number of students in the top two NAPLAN bands in year 5 to 35% in 2019
12 Month Target 1.4	Decrease the number of students in the bottom two NAPLAN bands in year 3 to 10% in 2019 Decrease the number of students in the bottom two NAPLAN bands in year 5 to 10% in 2019.
12 Month Target 1.5	Increase the number of students in the top two NAPLAN bands in year 3 to 30% in 2019. Increase the number of students in the top two NAPLAN bands in year 5 to 30% in 2019
12 Month Target 1.6	Decrease the number of students in the bottom two NAPLAN bands in year 3 to 10% in 2019 Decrease the number of students in the bottom two NAPLAN bands in year 5 to 15% in 2019
KIS 1 Curriculum planning and assessment	Develop and embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model (CPA)
Actions	<p>The school will continue to develop, implement and refine the Guaranteed and Viable Curriculum (GVC), Scope and Sequence and developmental continuum.</p> <p>Professional learning architecture will support the implementation of the Literacy GVC and the Instructional Model. This includes the coaching from consultants and internal coaches (LTS)</p> <p>All teachers will implement the GVC in reading and writing underpinned by the Victorian Curriculum, supported by the Scope and Sequence and developmental continuum.</p> <p>DSSI will partner with school leaders to monitor and evaluate the implementation and data related to the enactment of the schools</p>

	Literacy GVC and Instructional Model			
Outcomes	<p>Leaders will use and embed the GVC and Scope and Sequence documents into professional learning opportunities. The DSSI team and SIT team will continue to develop and refine the GVC, Scope and Sequence and Developmental Continuum.</p> <p>Professional learning through PLC and PLT will demonstrate the use of the GVC, Scope and Sequence and Developmental Continuum. Teachers will develop knowledge and skills in Literacy through external consultant coaching, as well as internal coaching, based on individual and team needs.</p> <p>Teacher Practice will reflect full coverage of the Victorian Curriculum for each year level. Teacher language will reflect the vocabulary of the Victorian Curriculum Guaranteed and Viable Curriculum is evident in units and planners. Teachers understand and articulate their students progress against the Literacy GVC and Vic Curriculum. The Instructional Model and gradual release is evident in teacher planning and delivery Students understand and articulate their in reading and writing.</p> <p>The Implementation and delivery of the DPS Literacy Curriculum, will be supported through the DSSI team partners with the senior and middle level leaders.</p>			
Success Indicators	<p>The GVC (essential and supporting learning) including Victorian curriculum is evident in reading and writing units and the Instructional model. The Instructional Model of LESR and Gradual release model are evident in every lesson in all weekly planners and physical lessons for reading and writing. Documentation from Learning Walks and Peer Observations and coaching cycles reflect the focus on the GVC, Scope and Sequence and Instructional Model. Documentation from Learning Walks and Peer Observations and coaching cycles show clear articulation of vocabulary, learning progression, and students able to articulate their learning.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day facilitated by Terri Campbell and Mardi Gorman in term 1, 2 and 3.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$13,000.00

Staff demonstrated improved knowledge, skills and understanding in developing and delivering high quality reading and writing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Writing Coaching facilitated by Terri Campbell for years 2, 4 and 3 to build teacher capacity in developing and delivering differentiated, high quality curriculum to ensure improved student outcomes in reading and writing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00 <input type="checkbox"/> Equity funding will be used
DSSI work with all staff to build capacity to improve student learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build staff, leadership, PLC capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing (CPA)			
Actions	<p>The SIT Team and PLT leaders will build staff capacity in data literacy to measure impact of the reading curriculum</p> <p>The SIT Team and PLT leaders will build staff capacity in data literacy and moderation to measure impact of the writing curriculum</p>			

	<p>Teachers will use a range of formative and summative assessments to understand the ZPD of each child and plan for future learning.</p>
<p>Outcomes</p>	<p>DSSI team with Senior and Middle Level leaders will work with teachers to use data effectively for moderation, to inform planning and differentiate curriculum Moderation is a focus of PLCs to ensure writing is consistently measured and informs units of work. Consultants and Leadership team support teams of teachers to moderate writing and common assessment tasks through units of work, that show clear evidence of the GVC All teachers implement and moderate assessments using the GVC and developmental continuum with consistency and fidelity. PLTs and Leadership Meetings target evidence and data conversations tracking individual and groups of student growth. Data from PAT and Ongoing assessments to show continued improvement for more than 6 months growth in 6 months, including students at risk Data from F&P shows 6 month growth in 6 months growth is documented showing comprehension strategies and goals. Running records show growth through the year and align with F&P and Teacher Judgements. All teachers understand, implement and can see student achievement in Naplan with links the Victorian Curriculum All teachers can read and interpret the Naplan data of top and bottom 2 bands and identify students in these bands The teachers use the question item analysis to see programming needs (yr 3, 4 and 5) Teachers use the Reading and Writing Continua to assess student growth over the year. All teachers document individual goals, conferences and small group goals, learning and achievement in planners. Teachers support student growth through the use the developmental continuum for their learning goals and feedback Individual student goals will be visible in all classrooms and tracked over time using the developmental sequences LLI program assists students at risk to have optimal growth in reading. These students are supported by the teacher and leading teacher to ensure ongoing growth.</p>
<p>Success Indicators</p>	<p>All Students show a minimum 6 months growth in F&P 6 month cycles (Sept- March, March- Sept) and a minimum 12 months growth for a the 12 month cycle (Sept- Sept) Running Records are tracked and analysed to show student growth in comprehension. These are recorded in the whole school spreadsheet and planners Whole School analysis of reading data is done by the SIT team every F&P and Running record cycle to show whole school growth trends and areas of need. Naplan Data will be analysed in term 3 to see school and cohort achievement and growth against the school targets of the AIP, SSP and State targets. PAT assessment will be implemented, analysed and used in PLT for programming every 6 months, in term 2 and term 4</p>

	Pre and post testing will be used, with triangulated data to inform teacher planning for differentiation and evident in planners Student learning data sets will show improvement in common assessment tasks and moderated writing samples Students in the LLI programme will be tracked intensively and monitored to ensure ongoing learning after the 6 month programme.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff will be supported by leadership and the DSSI to participate effectively in moderation sessions both in PLCS, PLTs and Planning. Leading Teachers and PLT leaders will have time allocated to work with leadership and DSSI to build their capacity to moderate student evidence based on our GVC, Scope and Sequences, Developmental Continuum and the Victorian Curriculum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Evidence-based high-impact teaching strategies	Build staff and leadership to embed HITS instructional practice across the school			
Actions	<p>Build teacher capacity through professional learning to plan and implement High Impact Teaching Strategies.</p> <p>Use Victorian Curriculum, Scope and Sequence and Developmental Continuums to effectively differentiate and plan for whole groups and individual students</p> <p>Implement High Impact Teaching Strategies through the Instructional Model and have this documented in planners and implementation.</p> <p>The Learning Environment will support the GVC and Scope and Sequence, in addition to the individual ZPD of each child through visual displays, anchor charts, resources and texts.</p>			
Outcomes	PLC/PLT/ Coaching to target teacher needs in curriculum, and assessment to implement the GVC for planning using the Scope and Sequence and Victorian Curriculum			

	<p>PLC/PLT/Coaching to target pedagogy through targeting specific High Impact Teaching Strategies to improve student learning. The DSSI leading teacher collaborates with the Leadership team to build the capacity of PLT leaders to lead effective PLTs The DSSI executive principal works with the Principal Class team to build the leadership capacity of the school leaders to target whole school improvement in the AIP and SSP FISO Improvement Cycle used by all PLT teams reflecting evidence and data driven processes External Consultants coach areas of need for improved teaching and student learning outcomes with all teachers</p> <p>Students will show expected growth in the Victorian Curriculum and be evident through the GVC Writing moderation will show growth in all text types in the Writing scope and sequence GVC used effectively to plan for rigorous curriculum and learning outcomes Clear documentation of Instructional Model consistently used by all staff in planning and implementation Staff implement and monitor the HITS through the Instructional Model evidenced in planning and in all classrooms</p> <p>High Impact Teaching Strategies are evident in teacher instruction. This is observed through learning walks and observations. Individual student goals will be visible in all classrooms and tracked over time using the developmental sequence Explicit teaching is evident in whole class instruction and small group instruction. Student work displayed is current and accurately reflects high expectations and standards of teaching and learning All teachers have well stocked quality classroom libraries in their year level learning community. All students have a reading toolkit with levelled and interest books. All students show goals in their reading toolkit and journals with evidence of growth</p>
<p>Success Indicators</p>	<p>All teachers will analyse the F&P Assessment, track student growth in a tracker, and plan according to each child's ZPD, in comprehension (within, about and beyond the text) through planning, small group instruction, conferences including goal setting All teachers will track, analyse and plan according to student growth towards this goal through regular running records ensuring planning of the whole class, small group lessons, and conferences reflect the child's ZPD. Goal setting and Feedback will be evident in planners and student readers toolkits</p> <p>The learning environment supports the literacy learning including co-constructed anchor charts, learning intentions and success criteria, strategies and proficiency</p> <p>All students have quality literature in their reading toolkit. All students have visible learning goals, can verbalise these goals and show evidence that they have achieved past goals</p> <p>There is clear evidence of consultant learning in classrooms that have had coaching and all classrooms through professional learning.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Joint Professional learning days will be facilitated with Deer Park West for PLT Leaders facilitated by Terri Campbell and Mardi Gorman in term 1, 2, 3 and 4 as a part of the DSSI Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning outcomes in Numeracy			
12 Month Target 2.1	Increase % of students showing high relative growth in numeracy to 20% in 2019. Reduce % of students showing low relative growth in numeracy to 25% in 2019			
12 Month Target 2.2	Increase the number of students in the top two NAPLAN bands in numeracy in year 3 from to 40% in 2019			
12 Month Target 2.3	Increase the number of students in the top two NAPLAN bands in numeracy year 5 to 30% in 2019			
12 Month Target 2.4	Decrease the number of students in the bottom two NAPLAN bands in numeracy in year 3 to 10% in 2019			
12 Month Target 2.5	Decrease the number of students in the bottom two NAPLAN bands in numeracy in year 5 to 20% in 2019			
KIS 1 Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model.			
Actions	Implement and monitor the Guaranteed Viable Curriculum in numeracy, underpinned by the Victorian Curriculum, and develop the Scope and Sequence and developmental continuum PLT leaders, leadership, Internal and external coaches oversee the implementation of the school's agreed instructional model			

	Leadership to participate in 'Whole School Improvement in Mathematics' professional learning through Mathematics Association of Victoria (MAV) and University of Melbourne			
Outcomes	<p>Teacher practice will reflect full coverage of the Victorian Curriculum for each year level</p> <p>Teachers language will reflect the vocabulary of the Victorian Curriculum</p> <p>Guaranteed Viable Curriculum is evident in units and work programs</p> <p>Develop scope and sequence and developmental continuum with the support of the DSSI team</p> <p>Members of the MAV-MGSE team will share new learning with School Improvement Team to begin forward planning for 2020</p>			
Success Indicators	<p>GVC in numeracy evident in planning documents and in the instructional model</p> <p>Documentation from learning walks, observations and coaching cycles reflect focus on instructional model</p> <p>Clear documentation of Instructional Model consistently used by all staff in planning and implementation</p> <p>Outline and action plan for whole school improvement in numeracy in 2020</p> <p>All targets for the AIP for Goal 2 will be achieved.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improve the implementation of the Victorian Curriculum underpinned by the Victorian Curriculum through Numeracy coaching with Robert Oliver, external coach.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Leadership team to participate in the learning through Mathematics Association of Victoria (MAV) and University of Melbourne	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To develop aspirational learning culture of high level engagement and achievement			
12 Month Target 3.1	Increase the percentage endorsement of Stimulating learning in 2017 to 80% in 2019			
12 Month Target 3.2	Increase the percentage endorsement of Student Voice to 70% in 2019			
12 Month Target 3.3	Increase the percentage endorsement of Student safety to 70% in 2019			
12 Month Target 3.4	The Student Absences Averages will have decreased, to less than 14 days or less than 20% 2019			
KIS 1 Setting expectations and promoting inclusion	Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Derrimut Primary School			
Actions	Implement and monitor a consistent approach to SWPBS underpinned by our vision and learning architecture to develop leadership skills of all students to set high expectations and build school pride.			
Outcomes	<p>School values are developed with the whole school community and embedded throughout the school .</p> <p>Professional learning will provide a school wide approach to consistently implementing the SwPBS Universal strategies.</p> <p>SWPBS expected behaviours matrix is implement within each classroom and across the school</p> <p>Respectful Relationships is embedded with fidelity as a part of the curriculum across the whole school</p> <p>Strong connection between the social and academic needs of students which supported through the SWPBS and Victorian Curriculum</p> <p>The Year 6 students have a dedicated time for a developed Leadership Program focusing on building Student voice, agency, leadership and whole school pride</p> <p>School and community events focus on the leadership skills of all students, the school values and be underpinned by high expectations and building a strong sense of community and school pride.</p>			
Success Indicators	The School Values Matrix is in every learning and in the general school environment. These are evident in planners, demonstrated through authentic actions and whole school events.			

	<p>Students articulate, define and enact these values in the classroom, in the playground, during whole school events and in the community</p> <p>Respectful Relationship Lessons are timetabled, lessons evident in planners and anchor charts demonstrating learning.</p> <p>Student leadership program will be evaluated and developed further to lead into KIS 3: Student Voice, Leadership and Agency.</p> <p>The improvement in student behaviour is evident through the Attitudes to the School Survey indicators of:</p> <ul style="list-style-type: none"> -School Safety will be at 70% -Stimulating learning indicators will be at 80% -Student absences will average below 14% -Student voice will increase to 70% <p>Student incident data will show a reduction in incidents in the classrooms and in the yard.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>School Wide Positive Behaviour Program Launched with fidelity and consistency in every classroom and through showcase assemblies.</p> <p>The SWPB PLC Group will have time allocated to attended training and work with the DET coach and time allocated to write and implement school wide documentation</p> <p>Implementation of School wide program across the school will be resourced to well to ensure fidelity of values and programs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride			
Actions	Develop a whole school culture of School Pride and high expectations that is evident through school safety, and endorsement of the Attitudes to School Safety.			
Outcomes	<p>The School Leadership Program is implemented and developed to ensure leadership, and agency is developed at all levels of the school</p> <p>The Attitudes to School Survey is explained, implemented and evaluated by the SIT team, the teachers and the students.</p> <p>The PAT SEW test is completed every 6 months and is evaluated by teams to understand their cohort of students and by the SIT</p>			

	<p>team to understand trends and school wide improvements of multiple data sets and plans Professional learning to target needs. There is strong sense of School Pride in classrooms, in the playground and through whole school events School focus groups will target areas of challenge in the data sets and seek feedback from the students to improve these areas. The School Values are clearly displayed in all learning areas through the school, in both classroom, specialist and community areas. The School wide behaviour matrix is clearly displayed in every learning community and classroom in the school The 4Rs are clearly displayed, unpacked and followed by all teachers and students.</p>			
Success Indicators	<p>The Attitudes to School Survey shows improvement in the following: -Student Safety Indicators will be at 70% -Stimulating learning indicators will be at 80% -Student voice will increase to 70% -Student absences will average below 13% The PAT SEW data will show trends in social emotional trends of year levels and cohorts of time that are positively enacted on. Student and parent focus groups feedback and actions will be recorded and published to the whole school community. Learning walks will show evidence of the values, the School values matrix being implemented in every classroom, with all teachers consistently using the 4Rs and universal strategies. School Pride will be evident through students wearing their school uniform, attendance and an increase in Attitude to School Survey data. Student, parent and teacher feedback will show an improvement in student safety, stimulating learning, respect and school pride.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Leadership programs for the Year 5 and 6 students will be developed across the school with a clear developmental continuum. Staff will have PLCs regarding student leadership, voice and agency to develop leadership, school pride and high expectations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

