

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Laurimar Primary School (5497)



Submitted for review by Jason McBean (School Principal) on 31 December, 2018 at 04:21 PM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 19 March, 2019 at 07:47 AM

Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	<p>1) Building Practice Excellence</p> <p>* As measured by multiple sources of data (PAT Mathematics, Fountas and Pinnell, NAPLAN, On Demand testing for Numeracy and Literacy, Mathematics Online Interview (MOI) and teacher judgements against the Victorian Curriculum) ALL students (deemed capable) will achieve 12 month's growth in 12 months of learning by 2020.</p> <p>* 20% of students will achieve more than 12-month's growth in 12 months of learning by 2020.</p>
12 Month Target 1.1	<p>In our year 4 cohort, we had a 0.37 effect size growth in PAT Maths, Term 4 2017 through to Term 4, 2018. Our 2019 goal is to have an increase to 0.4 effect size in PAT Maths from year 3-4.</p> <p>In our year 5 cohort, we had a 0.27 effect size growth in PAT Maths, Term 4 2017 through to Term 4, 2018. Our 2019 goal is to have an increase to 0.4 effect size in PAT Maths from year 4-5.</p> <p>In our year 6 cohort, we had a 0.44 effect size growth in PAT Maths, Term 4 2017 through to Term 4, 2018 which met our target Our 2019 goal is to have an increase to 0.47 effect size in PAT Maths from year 5-6.</p> <p>Reading targets based on Fountas and Pinnell for 2019 In Term 4 ,2018 for PREP, we had an overall effect size of 3.96 of growth per students. 90% achieved LEVEL C or above In 2019, our target for all PREP is to achieve 93% of student cohort to reach level C or above Target of 73% to reach level D or above</p> <p>In 2018 for YEAR 1, we had 72% achieved level I or above. In 2019, our target for all YEAR 1's is to achieve growth of 55% to reach level J or above</p> <p>For 2018 in YEAR 2, we had an overall target of 95% where 76% reached this. 67% reached level M or above In 2019, our target for all YEAR 2's is to achieve a target of 79% at level L and 70% at level M.</p> <p>In 2018 for YEAR 3, we had 76% reached a target of Level O and 70% reached level P. In 2019, our target for all YEAR 3's to achieve 79% for Level O and 72% for Level P. In 2018 for YEAR 4, we had an overall target of 81% reached fro level R and Level S at 76%. In 2019, our target for all YEAR 4's to reach 84% at Level R and 79% at level S.</p> <p>In 2018 for YEAR 5, we had an overall target of 54% meeting level U and 45% met level V In 2019, our target for all YEAR 5's 60 % to reach level U and 50% for level V</p> <p>In 2018 for YEAR 6, we had 73 % meet level X or above and 69 % met level Y. In 2019, our target for all YEAR 6's is to meet 76% to reach level X and 71% at level Y.</p>

	For 2019 NAPLAN targets, please see below
KIS 1 Building practice excellence	<ul style="list-style-type: none"> -Continue to implement and develop evidence based high impact teaching and learning strategies across the school with a strong focus on feedback. -Continue to hone skills around explicit teaching strategies to improve teaching and learning(Relevant Professional learning and coaching to be provided to all staff) -Build teacher practice in the use of data to identify zone of proximal development
Actions	<p>Feedback</p> <ul style="list-style-type: none"> -staff Professional Development to build capacity and understanding on what quality teacher to student feedback is and the development of best practice in achieving this. -leadership Learning walks to be conducted regularly focussing on feedback within classrooms -our coaches will focus on feedback within teams, data meetings and coaching teachers in best practice -peer observation for all staff to take place each semester <p>Data</p> <ul style="list-style-type: none"> - continue to prioritise professional growth in the use of student achievement data to reflect on effective teacher practice and curriculum - create consistency in high impact, visual data walls within each and every classroom. Each data wall to be discussed and reviewed regularly at PLT Data meetings

	<ul style="list-style-type: none"> - ensure that we continue to build moderation practices to inform consistent teacher judgements <p>Literacy</p> <ul style="list-style-type: none"> - continue to monitor and grow our high achieving students and increase the percentage of these students achieving above expected level. - provide staff professional development to continue to build a quality writing program based on 'VOICES' Writing structure and best teacher practice - provide staff professional development to continue to build a quality spelling program based on Sound Waves Phonemic approach - writing has been identified as the first area to develop quality feedback practices that ultimately improves outcomes in this area <p>Numeracy</p> <ul style="list-style-type: none"> - continue to monitor and grow our high achieving students and increase the percentage of these students achieving above expected level. - continue to elaborate on the work of Kathy Palmer and introduce a strong focus on yearly and termly and maths overview - continue to build, integrate and utilise our whole school Numeracy resources such as the LPS Pensive, essential assessments and pre and post tasks to inform planning and utilize resources and strategies. <p>Health and Physical Education</p> <ul style="list-style-type: none"> - further develop and implement a whole school Health Education program from Prep-6
Outcomes	<p>Feedback</p> <ul style="list-style-type: none"> - there will be a rigorous approach to consistency of practice within each classroom around effective use of learning intentions and success criteria to drive quality feedback - teachers and students will understand what quality feedback is. Feed Up, Feed back and Feed forward - teachers understand the effect size and impact of feedback on student work on a weekly basis - expectation that all teachers have a plan where all students receive both written and/or verbal feedback on a weekly basis - students will be able to understand how to act on the feedback given to improve performance - development of consistent teacher to student feedback practices and time across the school e.g. time provided in planners for students and teachers to reflect together on feedback, consistent use of feed up, feed back and feed forward. - teachers will be able to track their improvement in feedback practices through using the continuum of practice through the PDP cycle. <p>Data</p> <ul style="list-style-type: none"> - build the use of essential assessment as one method to inform the teaching and learning program and assess student outcomes and growth - develop an understanding of the importance of triangulated data to inform assessments and growth

	<p>Literacy</p> <ul style="list-style-type: none"> - Teachers broaden their knowledge of the literacy learning continuum to ensure differentiated activities to meet students ZPD - teachers to have an increased understanding, knowledge and delivery of the 'VOICES' writing structure to more effectively teach writing - teachers to have an increased understanding, knowledge and delivery of Sound Waves Phonemic approach to spelling and the etymology and morphology of the English language to guide teaching and learning program <p>Numeracy</p> <ul style="list-style-type: none"> - Teachers broaden their knowledge of the numeracy learning continuum to ensure differentiated activities to meet students ZPD - an increased understanding of the value of student thinking <p>Health and Physical Education</p> <ul style="list-style-type: none"> - A deeper elaboration and broadening of Health curriculum
Success Indicators	<p>Feedback</p> <ul style="list-style-type: none"> - Learning Intentions and success criteria's will be visible in all planners across the school and will be used to guide feedback - student knowledge around learning intentions, success criteria and feedback will be evidenced through student survey data and day to day teaching and learning reflection through classroom meetings, teaching and learning reflections - Written and verbal Feed Up, Feed Back and Feed Forward will be evidenced through all assessment tasks - planners in each PLT will include feedback reflection sessions - teachers will provide highlighted evidence of improved feedback practices as part of the PDP cycle and use of the continuum <p>Data</p> <ul style="list-style-type: none"> - teachers will be using pre and post tasks on essential assessment to guide curriculum and assess student achievement and growth - consistent and multiple sources of data to assess student achievement and growth. These will be moderated within teams and across cohorts. <p>Literacy</p> <ul style="list-style-type: none"> - A higher level of students will achieve above expected level in literacy - Increased student literacy outcomes through teacher judgements NAPLAN Data and pre and post tasks - Spelling Data for all students will reflect increased achievement standards through the use of the Sound Waves Diagnostic Assessment, Writing Assessments and NAPLAN <p>Numeracy</p> <ul style="list-style-type: none"> - A higher level of students will achieve above expected level in numeracy - assessments and daily work will provide opportunities for students to show their thinking and articulate their strategies

	Health and Physical Education - consolidate existing health initiatives such as Family Life and Life Education. This will be evidenced from Prep-6 as part of the teaching and learning program			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Feedback Day 1 2019 Curriculum Day at Rosanna Golf Club - Professional Learning around Learning Intentions and success Criteria to drive quality teacher to student feedback - Feedback goals are evidenced in staff PDP culture for 2019 - student surveys from P-6 focussed on feedback Ongoing Professional Development around feedback as evidenced in 2019 meeting schedule that develops and monitors improvement in feedback practices	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00 <input type="checkbox"/> Equity funding will be used
Data - LPS Assessment Schedule to be reflected in all Prep-6 assessment activities - Weekly PLT Data meetings to prioritise the use of data, teacher practice and to guide teaching and learning - Regular Data Interrogation team meetings to analyse and monitor whole school data trends - identified moderation meetings to analyse and monitor cohort and individual grade data trends - strong use of data walls in each grade and for discussion at PLT meetings to closely monitor every student within the cohort - all staff to upload data to grade expert and compass as per the timeline for whole school data	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input type="checkbox"/> Equity funding will be used
Literacy - Ongoing professional development to build expertise and knowledge across all domains of literacy including 'VOICES' writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$28,500.00

structure and LPS Spelling program based Sound Waves phonemic awareness approach - Sound Waves Spelling Program sessions to reflect weekly spelling in planners a minimum of 3 times per week - Increase teacher and student resources to support and strengthen literacy program - embed the new LPS planning model across all literacy planning			to: Term 4	<input type="checkbox"/> Equity funding will be used
Numerary - Ongoing professional development to build expertise and knowledge across all domains of numeracy - Strong focus on number talk, to identify student thinking and strategies - increase use of numeracy continuums to guide curriculum development - embed the new LPS planning model across all numeracy planning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used