

Annual Implementation Plan - 2020

Brookside P-9 College (8908)



Submitted for review by Violeta Dellidis (School Principal) on 18 December, 2019 at 01:41 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 29 January, 2020 at 01:35 PM
Endorsed by Rachel Morgan (School Council President) on 26 February, 2020 at 06:46 PM

Define Actions, Outcomes and Activities

Goal 1	To accelerate the learning growth of every student in English, Mathematics and Science.
12 Month Target 1.1	NAPLAN Relative Gain measures to show a) more than 25% of students making high relative gain b) less than 25% of students making low relative gain. Retain the number of students achieving in the top 2 bands of NAPLAN in both Reading and Numeracy, from Year 3 to Year 5, and Year 7 to Year 9.
KIS 1 Building practice excellence	Develop consistent, evidence-based, Reading practices across the College.
Actions	Develop a scaffolded P-9 Reading Instructional Model Develop consistent understanding of, and capacity to implement, evidence based reading pedagogies Develop consistent conferencing expectations and goal setting processes across the college Develop consistent, evidence based, assessment practices across the college
Outcomes	Students will: <ul style="list-style-type: none"> * apply identified literacy strategies within their work * set and monitor personal goals * understand the lesson routine and confidently negotiate the sequence of steps/activities Teachers will: <ul style="list-style-type: none"> * understand and explicitly use identified literacy teaching strategies * explain to students the steps in a lesson * differentiate literacy activities, targeting students at their point of need as identified by ongoing formative and summative assessments * conference regularly with students * monitor student understanding and provide feedback against goals Leaders will: <ul style="list-style-type: none"> * attend Bastow Leading Literacy workshops * co-lead professional learning around the identified literacy teaching strategies and provide support to staff through coaching * model the identified literacy teaching strategies * conduct Learning Walks and Instructional Rounds to monitor consistency of implementation and build staff capacity

Success Indicators	Development of scaffolded Reading Instructional Model Development and dissemination of Reading Instructional Handbook Conferencing notes Student goal setting visible in classrooms Evidence of delivered professional learning Learning Walks and Instructional Rounds observations Summative and benchmark data analysis			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement scaffolded P-9 Reading Instructional Model and Handbook, inclusive of non-negotiables.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a schedule of professional learning for staff on identified literacy teaching strategies, including conferencing and goal setting	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct Instructional Coaching and Learning Walks with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance at Bastow Leading Literacy Course	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Continue the implementation of consistent, evidence-based, numeracy practices across the College.
Actions	Continue to refine the Brookside College P-9 Mathematics Instructional Model, with particular focus on developing engaging and differentiated Learning Centres Further develop consistent understanding of evidence based numeracy pedagogies Develop a consistent goal setting process across the college Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative through the engagement of prioritised students in structured intervention. Build the capacity of teachers across Mathematics to support students with significant numeracy needs
Outcomes	Students will: * apply identified numeracy strategies within their work * set and monitor personal goals * understand the lesson routine and confidently negotiate the sequence of steps/activities Teachers will: * understand and explicitly use numeracy teaching strategies * explain to students the steps in the lesson * differentiate numeracy activities, targeting students at their point of need as identified by ongoing formative and summative assessments * monitor student understanding and provide feedback against goals Leaders will: * co-lead professional learning around the identified numeracy teaching strategies and provide support to staff through coaching * model the identified numeracy teaching strategies * student goal setting visible in classrooms * conduct Learning Walks and Instructional Rounds to monitor consistency of implementation and build staff capacity
Success Indicators	Development and dissemination of Numeracy Instructional Handbook Development and delivery of Numeracy non-negotiables Learning Walks and Instructional Rounds observations Summative and benchmark data analysis Evidence of delivered professional learning

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement scaffolded P-9 Numeracy Instructional Model and Handbook, inclusive of non-negotiables and goal setting expectations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue work with consultant regarding identified numeracy instructional strategies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct Instructional Coaching and Learning Walks with Learning Specialists and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions.
12 Month Target 2.1	Maintain or increase percentage of positive Attitudes to School Student Survey responses in the areas of Classroom Behaviour, High Expectations for Success, Teacher Concern, and School Connectedness.
KIS 1 Setting expectations and promoting inclusion	Embed a consistent, calm and orderly environment that promotes a positive climate for learning through the establishment of a School Wide Positive Behaviour Support framework.
Actions	Ensure consistent use of College Behaviour Response Model within the classroom and across the whole school Develop a whole-school understanding of the School Wide Positive Behaviour Support framework Develop Inclusive Practices throughout the school
Outcomes	Students will: <ul style="list-style-type: none"> * be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes * be able to identify the SWPBS in action (e.g. specific examples in their classes) * demonstrate behaviours consistent with the school's expected behaviours Teachers will: <ul style="list-style-type: none"> * understand what SWPBS is * consistently implement SWPBS within classes and at all school events * model positive and respectful relationships * demonstrate understanding of, and accommodate for, functional behaviour needs Leaders will: <ul style="list-style-type: none"> * model positive and respectful relationships at all times * regularly monitor implementation and effectiveness of SWPBS * provide coaching to support staff to use effective classroom practices * provide coaching to support staff to use Inclusive Practices
Success Indicators	Development of Behaviour Expectations Matrix as a whole school community SWPBS data Documentation demonstrating Inclusive Practices Coaching documentation Evidence of delivered professional learning Learning Walks and Instructional Rounds observations

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS Coach engaged to provide valuable and ongoing guidance and support.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning for College Behaviour Response model and SWPBS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Targeted SWPBS strategies are developed and embedded into practice, e.g. development of a Behaviour Expectations Matrix.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct Instructional Coaching and Learning Walks with Learning Specialists, Leading Teachers and Principal Class.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used