

# 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

<b>Goal 1</b>	To accelerate the learning growth of every student in English, Mathematics and Science.
<b>12 Month Target 1.1</b>	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.
<b>KIS 1</b> Building practice excellence	Establish across all professional learning teams clear and consistent practices that strengthen teaching and learning
<b>Actions</b>	<p>Develop a scaffolded P-9 Reading Instructional Model</p> <p>Develop consistent understanding of, and capacity to implement, evidence based reading pedagogies</p> <p>Develop consistent conferencing expectations and goal setting processes across the college</p> <p>Develop consistent, evidence based, assessment practices across the college</p> <p>Continue to refine the Brookside College P-9 Mathematics Instructional Model, with particular focus on developing engaging and differentiated Learning Centres</p> <p>Further develop consistent understanding of evidence based numeracy pedagogies</p> <p>Develop a consistent goal setting process across the college</p> <p>Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative through the engagement of prioritised students in structured intervention.</p> <p>Build the capacity of teachers across Mathematics to support students with significant numeracy needs</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>* apply identified literacy strategies within their work</li> <li>* set and monitor personal goals</li> <li>* understand the lesson routine and confidently negotiate the sequence of steps/activities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* understand and explicitly use identified literacy teaching strategies</li> <li>* explain to students the steps in a lesson</li> <li>* differentiate literacy activities, targeting students at their point of need as identified by ongoing formative and summative assessments</li> <li>* differentiate numeracy activities, targeting students at their point of need as identified by ongoing formative and summative assessments</li> <li>* conference regularly with students</li> <li>* monitor student understanding and provide feedback against goals</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>* attend Bastow Leading Literacy workshops</li> <li>* co-lead professional learning around the identified literacy teaching strategies and provide support to staff through coaching</li> </ul>

	<ul style="list-style-type: none"> <li>* model the identified literacy teaching strategies</li> <li>* conduct Learning Walks and Instructional Rounds to monitor consistency of implementation and build staff capacity</li> <li>* student goal setting visible in classrooms</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Development of scaffolded Reading Instructional Model</li> <li>Development and dissemination of Brookside Instructional Handbook</li> <li>Conferencing notes</li> <li>Student goal setting visible in classrooms</li> <li>Evidence of delivered professional learning</li> <li>Learning Walks and Instructional Rounds observations</li> <li>Summative and benchmark data analysis</li> <li>Development and delivery of Numeracy non-negotiables</li> <li>Evidence of delivered professional learning</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop and implement scaffolded 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 and numeracy 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	\$100,000.00  <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

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
<b>Goal 2</b>	To develop in students a strong sense of personal responsibility for their choices, behaviour and interactions			
<b>12 Month Target 2.1</b>	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.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Explore and implement Positive Psychology and the development of a Growth Mindset approaches			
<b>Actions</b>	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			
<b>Outcomes</b>	Students will: * 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: * 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: * 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			
<b>Success Indicators</b>	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