

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Footscray Primary School (0253)



Submitted for review by Philip Fox (School Principal) on 06 February, 2019 at 10:34 AM

Endorsed by John Stone (Senior Education Improvement Leader) on 20 March, 2019 at 03:54 PM

Endorsed by David Hook (School Council President) on 21 March, 2019 at 08:04 AM

Define Actions, Outcomes and Activities

Goal 1	To improve skills and knowledge in literacy and numeracy driven through developing a transdisciplinary curriculum.
12 Month Target 1.1	In 2019 we will see a decrease from 28% of students with low growth in reading to 15%.
KIS 1 Building practice excellence	The P.L.C process will develop teacher efficacy through improving outcomes for all students. This will include the use of data to drive collaborative improvement and evaluate the impact we are having on student learning.
Actions	<p>1. Develop a whole school professional learning plan aligned strongly to our performance and development plans. On site professional development such as coaching, classroom / peer observations and the development of the Professional Learning Community (P.L.C). Strengthen the culture for continuous improvement. This includes use of literacy classroom checklist, literacy professional learning matrix and all staff analysis of student data.</p> <p>2. The pedagogical model which includes the instructional model is unpacked with teaching staff. The reading instructional model will be reviewed and extended and the used for the numeracy/ writing instructional models. High Impact Teaching Strategies/ principles of Practice will be unpacked with teaching staff. These will be clearly identified in the FPS Teaching and Learning document. Whole Class Instruction- Modelled/Shared Reading Phonics/Spelling and Language instruction Small group Instruction- Guided Reading, Reciprocal Teaching and Book Clubs Individual instruction: Conferring/Goal Setting/Feedback, Independent Reading/Classroom Libraries.</p> <p>3. Professional Learning Community- Building Collective Efficacy - Two Staff days to unpack the big ideas of the P.L.C and effective collaboration. - Critical friend to support P.L.C leaders to use data to track and monitor individual, cohort and whole school data. - P.L.C leaders to scrutinize data regularly so that all children are reaching their potential - Planning for learning (enrichment and remediation) is supported by a strategic use of evidence for learning and impact.</p> <p>4. Staff undertake regular observations based on school based observation protocol. An additional hour each week has been allocated for staff to focus on their professional learning. (Use Peer Observation materials)</p> <p>5. Use the literacy toolkit during collaborative teams to support teachers to build professional knowledge about the stages of reading development (4 to 14 years).</p>
Outcomes	Teachers will: - have a high level of collective efficacy and believe they have the professional knowledge and practices to support all students to learn to high levels.(Collective efficacy 73% 2016 to 59% 2018)

	<ul style="list-style-type: none"> - work collaboratively and demonstrate a high level of skill to interrogate evidence of learning so that we are differentiating the learning.(Teacher Collaboration 59% 2016 to 39% 2018) - understand the high impact literacy strategies from the Literacy Toolkit and apply these in the F.P.S instructional model. - value opportunities of peer observations to promote teacher reflection so that we have a continuous improvement mindset. - use tools such as the environment checklist and the observation protocol with integrity to maximise our learning opportunities. (Academic emphasis 2016 71% to 2018 58%) <p>Students will:</p> <ul style="list-style-type: none"> - actively engage in their learning. - actively seek feedback and monitor and track their challenging learning goals. - develop confidence as readers and deepen their understanding of how they can extend their meaning making strategies <p>PLC leaders will:</p> <ul style="list-style-type: none"> - support teachers to reflect and analyse evidence of learning to support improvement of student learning so that it is targeted and differentiated. - unpack the Teaching and Learning at FPS, Principles of Practice, H.I.T.S and The Art and Science of Teaching in a seamless and connected way. - ask questions to support everyone to think to deeper levels and therefore be solution focused. <p>Principal will:</p> <ul style="list-style-type: none"> - create a safe environment focused on capacity building where evidence of learning will be used to support continuous improvement agenda only (Teacher Reflective Practice). - allocate time to support collaborative processes and P.L.C meetings. 			
Success Indicators	<p>Staff feel efficacious and successful with making a difference to student learning. Student learning in reading is improving at F.P.S. Classroom observations are recognised positively as a way to improving our practice. We celebrate our teaching practice and feel proud of our work. P.L.C leaders support teachers to use data to support enrichment and differentiation across the school.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Use assessment data with precision and accuracy to monitor and track all student learning (individual/ cohort and whole school). Critical friend to work with leadership team (60 hours)	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	\$6,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Staff professional learning sessions to ensure focus on H.I.T.S and Principles of Practice through: - P.L.C - Coaching of staff - Whole School PD day with Deb Sukarna (shared with Carlton Gardens P.S) - Classroom Observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To empower students and the learning community to take responsible action within a safe, supportive and orderly learning environment.			
12 Month Target 2.1	To improve student voice and agency to be above 80% for each of the questions in the Attitude to School Survey.			
KIS 1 Empowering students and building school pride	Students take responsibility of their learning by understanding themselves as learners.			
Actions	<p>1. All staff are focused on a safe, secure and orderly learning environment. We aim to develop a differentiated curriculum to support every child to reach their potential. This includes Essential Agreements, Teaching of School Values connected to the P.Y.P Learner Profile and the explicit teaching of behaviours that support students as learners.</p> <ul style="list-style-type: none"> - Co-design learning and behaviour norms through the development of Classroom Essential Agreements. - Explicit teaching of strategies to develop students' social and emotional learning toolkit. - Review of Student Wellbeing and Engagement Policy <p>2. Laying the foundations for student voice, agency and development of school pride. A Community of Practice of volunteers has been established to focus on student voice, agency and leadership.(Reference: Amplify: pg. 22- 24)</p> <ul style="list-style-type: none"> - Set the scene: How will the Community of Practice support the work of the school? Provide an overview of the school's context, including recent school learning environments. Use Student Attitudes to School data. - Action: establish a regular pattern of the CoP's work- the pattern reflects constant deepening of understanding of all members based on research and practice. - Working on issues and hot topics: Managing issues that arise - Oversight of CoP's: Monitor achievement of milestones and changes goals as necessary. Share with staff. <p>3. Year 6 leadership roles established. (Peer Mediators/ Playground leaders, Green Team leaders, S.R.C leaders, Maths leaders,</p>			

	<p>Literacy leaders and House leaders).</p> <p>4. All students at F.P.S will set learning goals with their classroom teachers during the conferring process in reading, writing and numeracy. The students will collect evidence to support their achievement of learning goals. Students will be taught how to actively seek feedback about their learning. (Student Voice)</p>			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - take responsibility for their learning and are, on the whole, independent and self-regulated learners. - set goals and monitor and track them. - become independent and self-regulated learners - actively engaged with their learning - actively seek feedback. <p>Teachers will:</p> <ul style="list-style-type: none"> - develop essential agreements with student actively involved. - refer to Positive Behaviours so that they are visible in every classroom. - include student feedback and voice as part of the inquiry planning process. - implement leadership roles within every classroom connected to the school values. - foster rich dialogue and conversations to support students to have challenging learning goals. - set high expectations for every child to be their personal best. <p>P.L.C leaders will</p> <ul style="list-style-type: none"> - support teachers to create environments where students take responsibility and understand themselves as learners. 			
Success Indicators	<p>Students understand and can articulate the school's values and connect to our motto Learning for Life and understand the relationship to the Learner Profile.</p> <p>Student leadership support the building of School Pride at F.P.S.</p> <p>Student feedback around student voice and student agency (51.0 Percentile) improves to (70.0 percentile)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Read Gratten report about Engaging Students and Improving Learning. Guiding Coalition unpack and then using PLC cycle to investigate across FPS.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00

Guiding Coalition attend Solution Tree Workshop to support implementation of PLC.				<input checked="" type="checkbox"/> Equity funding will be used
Teacher team investigate Student Voice, Agency and Leadership.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Continue to foster genuine school family partnerships based on trust and mutual respect to support the school's vision and mission.			
12 Month Target 3.1	To improve community engagement from families at FPS so that we are ranked in the embedding stage of the FISO continuum.			
KIS 1 Parents and carers as partners	The school will work with parents/carers through regular communication about what their children are learning at school.			
Actions	<p>1. Recognise the roles of parents and carers as first educators and engage them with school learning programs. Therefore students are more likely to experience an inclusive education within and beyond the classroom. Principal and Assistant Principal will plan a range of ways to support communication about the school's learning programmes in the form of:</p> <ul style="list-style-type: none"> - Parent forums (monthly) - Curriculum Overviews sent home at the beginning of each term. - Home learning to support practice at home. - Celebrations of Learning - Student-led conferences and the sharing of learning by students. - Parent information sessions (Evening and one per term). - School newsletter and website. <p>Teachers establish open and sustained communications with parents/carers. The policy for communication has been reviewed and feedback sought from all key stakeholders.</p> <p>2. Community members including students and staff are involved with 'The Wellbeing Summit'. This will be a day of inquiry with all stakeholders to help build a positive, flourishing school community. Add your voice to our community dreams.</p> <p>3. Teachers facilitate parent/carer involvement in education within the classroom, school and beyond. The application of See Saw will support ongoing school-wide communication about student learning. Seek ways for parents to contribute to the school community through School Council, Sub-committees, Parent Representatives, Fundraising and Classroom helpers.</p>			

Outcomes	<p>Parents will:</p> <ul style="list-style-type: none"> - live the school values as a way of developing positive partnerships with the school. - actively engage and be involved to support the school through strong partnerships - follow the guidelines for parents at F.P.S. <p>Teachers will</p> <ul style="list-style-type: none"> - communicate effectively to parents and carers about the learning programmes. - live the school values as a way of developing positive partnerships with parents. - Follow the guidelines for teachers at F.P.S <p>(Trust in parents 2016 71 % to 2018 60%)</p> <p>The School will:</p> <ul style="list-style-type: none"> - conduct regular Parent Forums to support the development of positive partnerships. This includes reviewing and revising strategies to communicate. - work with parents/carers to highlight the importance of high expectations and setting challenging goals with children. These goals are regularly communicated with parents. They also support ideas and activities that can help their students achieve these goals. - implement the forums exist to support parents to provide feedback. These forums are held monthly and communicated to parents in a timely manner. 			
Success Indicators	<p>Strong parent partnerships have formed between home and school and this is reported by all stakeholders. Improvement in staff reported perceptions of trust in parents (60%) and also parent survey around their general satisfaction with the school (82% in 2017 to 55% in 2018).</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Engage external consultant to support the school to research and therefore build strong community partnerships.</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

A-Summit- Facilitation with all key stakeholders by external provider.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,000.00 <input type="checkbox"/> Equity funding will be used
--	--	---------------------------------------	----------------------------------	--