

2019 Annual Implementation Plan

for improving student outcomes

Parkhill Primary School (5416)



Goal 1	1. To improve literacy, numeracy and inquiry outcomes for every student across the school
12 Month Target 1.1	<p>1.1 To improve writing across the school NAPLAN results to reflect school-wide differentiation to meet the needs of individual students:</p> <p>Top 2 Bands Year 3 2018 - 2019 Writing 50% - 60%</p> <p>Top 2 Bands Year 5 2018 - 2019 Writing 5% - 20 %</p> <p>In line with similar schools NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Writing: Students who in 2017 achieved top two bands (bands 5&6) - 25% of these students to achieve high growth</p> <p>Students who in 2017 achieved bands 3&4 - no more than 15% of these students to demonstrate low growth</p> <p>1.2 To improve STEAM domain outcomes for every student across the school:</p> <p>Top 2 Bands Year 3 2018 - 2019 Mathematics 48% - 58%</p> <p>Top 2 Bands Year 5 2018 - 2019 Mathematics 50% - 60%</p> <p>In line with similar schools NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Mathematics: Students who in 2017 achieved top two bands (bands 5&6) - 25% of these students to achieve high growth</p> <p>Students who in 2017 achieved bands 3&4 - no more than 15% of these students to demonstrate low growth</p> <p>To improve Stimulated Learning (ATTSS) domain outcomes from 73% 2018 - 80% 2019 and Student Voice and Agency 65% 2018 - 70% 2019</p>
KIS 1	1.1b To improve writing outcomes for every student across the school

Building practice excellence	
<p>Actions</p>	<p>Principal/Assistant Principal: Organise staff professional learning in orthography and complexity in writing - Ann Whiting and Misty Adoniou, Trish Fahy, and through Bastow for Literacy Coordinator Leading Literacy for Networks Provide opportunity for PL and development of a whole school instructional model Make provision for regular team collaborative meetings within the school timetable Support SIP team members in leading change (seek PL for leading initiatives in schools) Lead the co-construction of whole school consistent instructional model in writing - High Impact teaching Strategies (HITS) elements with a focus upon Goal Setting, Feedback, Lesson structure and Differentiated Learning Facilitate multi layered, data driven and regular moderation, of samples and reported data Investigate models for Visible data wall in writing</p> <p>SIP Team (Desiree Schlack and Michelle Smith): Develop a staff action team Model and drive the implementation of the instructional model in classrooms Audit the teaching and learning of writing strategies throughout the school Attend PL for Literacy Coordinator Leading Literacy for Networks - Bastow Lead staff PL in Literacy Portal Lead Analysis of assessment data to feed into learning programs Facilitate coaching/Peer Obs model based around writing Promote opportunities for external writing competitions Investigate integrating writing across curriculum areas</p> <p>Teachers: Use Seven Steps as a scaffold children’s writing Engage in and use PL in writing from across many sources Use common consistent systems/strategies for giving feedback and goal setting with impact Analyse assessment data to feed into learning programs Critically review NAPLAN data and develop curriculum plans to address the learning needs of individuals and cohorts Engage in purposeful Peer Obs Enter external writing competitions</p> <p>Education Support: Support inclusion, including facilitating students to achieve learning goals.</p>

<p>Outcomes</p>	<p>Students will: Be able to articulate individualised Learning Goals in Writing Be able to act on feedback to achieve their goals and understand their next steps in learning Track their progress against these goals Use character strengths, growth mindsets and school values to maintain a learning community in their classroom that celebrates reading, writing and numeracy Use the language of writing metalanguage to articulate their understanding Be able to describe their strengths and growth mindset, and be able to explain how these positively impact their learning</p> <p>Teachers will: Demonstrate tracking of student growth, cohort comparison, goal setting and assessment (including moderation) in a cohesive, collective way Have a PDP goal that links to writing outcomes Set goals and give feedback with students through student conferencing Use data to drive planning and identify learning needs of students Actively participate in weekly staff meetings, start to use the FISO Improvement Cycle to track progress Engage in PL and implement changes reflectively in their classroom Engage in Peer Observations to add value to their classroom practice Participate in collaborative planning, including planning for whole school English that ensures alignment with the classroom program</p> <p>SIP team, AP and Prin will: Monitor data evidence when observing collaborative planning sessions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Work with staff to ensure writing follows the agreed instructional model and PL is reflected in the classroom</p> <p>SEIL will: Work closely with the Principal and SIP team, meeting at least once per term to assist the school in the review of the instructional model Analyse school performance indicators in order to assist the school in self-evaluation prior to the 2019 School Review Assist the school to evaluate the impact of school improvement strategies</p>
<p>Success Indicators</p>	<p>Improved writing across the school NAPLAN results to reflect school-wide differentiation to meet the needs of individual students: Top 2 Bands Year 3 2018 - 2019 Writing 50% - 60% Top 2 Bands Year 5 2018 - 2019 Writing 5% - 20 %</p> <p>In line with similar schools NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Writing: Students who in</p>

	<p>2017 achieved top two bands (bands 5&6) - 25% of these students to achieve high growth Students who in 2017 achieved bands 3&4 - no more than 15% of these students to demonstrate low growth</p> <p>Improved Stimulated Learning (ATTSS) domain outcomes from 73% 2018 - 80% 2019 and Student Voice and Agency 65% 2018 - 70% 2019</p>
<p>KIS 2 Building practice excellence</p>	<p>To improve STEAM domain outcomes for every student across the school</p>
<p>Actions</p>	<p>Principal/Assistant Principal : Provide opportunity for PL STEAM focus for action team - roll out of PL through staff meeting schedule Ensure weekly timetabled STEAM focus session in line with Inquiry (FO) in the Science Kitchen - hands on learning Improve visibility of STEAM domains within the community - newsletter, family evenings, whole school events and national science week, open night focus</p> <p>SIP Team (Elaine Brady and Michelle Smith): Develop staff action team from across the school Lead the critical review of NAPLAN data on a student by student and cohort basis in teaching teams and develop curriculum plans to address the learning needs of individuals and cohorts in Mathematics Develop inquiry mathematics and external competitions (eg Math Talent Quest) Review and bring POI inline with Victorian Curriculum and new school structures Develop connection with Universities - Deakin and Monash Promote extension/intervention support structures for STEAM domains Investigate and source external competitions Source PL in growth mindset (Jo Boaler - Growth Mindset in Mathematics - YouCubed)</p> <p>Teachers : Critically review NAPLAN data on a student by student and cohort basis in teaching teams and develop curriculum plans to address the learning needs of individuals and cohorts in Mathematics Implement Inquiry Units of work inline with Victorian Curriculum and new school structures Use HITS of goal setting and feedback to encourage learning growth in STEAM Extension/Intervention support structures for STEAM domains Enter external competitions</p> <p>Education Support:</p>

	<p>Support inclusion, including facilitating students to achieve learning goals In collaboration with the teacher, work with groups of students</p>
<p>Outcomes</p>	<p>Students will: Be able to articulate individualised Learning Goals in the STEAM domains (Mathematics) Be able to act on feedback to achieve their goals and understand their next steps in learning Track their progress against these goals Use inquiry instructional model to apply skills across STEAM domains and articulate their process Use the language of STEAM metalanguage to articulate their understanding Be able to describe their strengths and growth mindset, and be able to explain how these positively impact their learning</p> <p>Teachers will: Demonstrate tracking of student growth, cohort comparison, goal setting and assessment (including moderation) in a cohesive, collective way Have a PDP goal that links to STEAM outcomes and inquiry instructional model Structure lessons and differentiate learning to meet student needs Use data to drive planning and identify learning needs of students Actively participate in weekly staff meetings, collaborative planning sessions and team meetings Engage in PL and implement changes reflectively in their classroom Engage in Peer Observations to add value to their classroom practice Participate in collaborative planning, including planning for whole school maths that ensures alignment with the classroom program</p> <p>SIP team, AP and Prin will: Monitor data evidence when observing collaborative planning sessions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes community and whole school days/sessions with STEAM foci Work with staff to ensure writing follows the agreed inquiry instructional model and PL is reflected in the classroom</p> <p>SEIL will: Work closely with the Principal and SIP team, meeting at least once per term to assist the school in the review of the instructional model Analyse school performance indicators in order to assist the school in self-evaluation prior to the 2019 School Review Assist the school to evaluate the impact of school improvement strategies</p>
<p>Success Indicators</p>	<p>To improve STEAM domain outcomes for every student across the school:</p>

	<p>Top 2 Bands Year 3 2018 - 2019 Mathematics 48% - 58%</p> <p>Top 2 Bands Year 5 2018 - 2019 Mathematics 50% - 60%</p> <p>In line with similar schools NAPLAN Growth Data to reflect targeted intervention for specific cohorts in Mathematics: Students who in 2017 achieved top two bands (bands 5&6) - 25% of these students to achieve high growth Students who in 2017 achieved bands 3&4 - no more than 15% of these students to demonstrate low growth</p> <p>To improve Stimulated Learning (ATTSS) domain outcomes from 73% 2018 - 80% 2019 and Student Voice and Agency 65% 2018 - 70% 2019</p>
Goal 2	2. To deepen and strengthen students' sense of connectedness to school and peers, and to expand students' sense of wellbeing, in particular learning confidence and resilience at Parkhill Primary.
12 Month Target 2.1	<p>2.1a To implement a consistent wellbeing program across the school</p> <p>2.1b To implements a communication system consistency across the school, incorporating behaviour management.</p> <p>Student Attitudes to School Data % positive responses</p> <p>2018 - 2019 Stimulated Learning 73% - 80%</p> <p>2018 - 2019 Classroom Behaviour 72% - 80%</p> <p>2018 - 2019 Managing Bullying 74% - 80%</p> <p>2018 -2019 Sense of Belonging 74% - 80%</p> <p>Parent Opinion Survey % positive responses</p> <p>2018 - 2019 Teacher Communication 63% - 70%</p> <p>2018 - 2019 General Satisfaction 73% - 80%</p>

	<p>2018 - 2019 School Improvement 63% - 70%</p> <p>2018 - 2019 Managing Bullying 74% - 80%</p> <p>2018 - 2019 Non-Experience of Bullying 57% - 65%</p> <p>Staff Opinion Survey</p>
<p>KIS 1 Setting expectations and promoting inclusion</p>	<p>2.1b To implements a communication system consistency across the school, incorporating behaviour management, encouraging High Expectations across all aspects of the school.</p>
<p>Actions</p>	<p>Principal/Assistant Principal : Develop protocol for consistent communication with parent (email available to all parents - add welcome email start of year protocol?) Provide budget for incursions Launch the Parkhill Essential Agreement - incorporating Codes of Practice, agreed levels of behaviour, relevant policies PL and workshop High Expectations with all staff Set up systems to track behaviour incidents across the school (compass)</p> <p>SIP Team (Elaine Brady and Alex Davies): Audit and investigate alternatives for current systems: Student of the Week, special play lucky class In collaboration with Prin/AP develop protocol for consistent communication with parent Develop a common understanding of what counts a minor, medium or high impact behaviours and strategies to manage these behaviours, including who is responsible for the management Organise whole school incursions to generate common language around wellbeing issues Improve confidence and understanding of Restorative Practices and Growth Mindset with staff and community (workshops) Develop Essential Agreements with all staff, students and committee groups in school Revisit, monitor and review what High Expectations means across the school - work samples, learning walks and peer observations Develop a culture of sharing, open classrooms and growth mind set in all staff Learning walks as a SIP team across the whole school</p> <p>Teachers: Use common understanding of what counts a minor, medium or high impact behaviours and strategies to manage these behaviours Actively support and follow-up with whole school incursions</p>

	<p>Incorporate High Expectation across all aspects of school Consistently and effectively communicate with all major stakeholders in line with agreed processes</p> <p>Education Support: Support inclusion In collaboration with the teacher, work with groups of students Incorporate High Expectation across all aspects of school</p>
<p>Outcomes</p>	<p>Students will: Be able to articulate strategies in resolving conflict in a positive manner Be Self Aware, able to Self Manage, be Socially Aware, and have positive Relationship Skills and make Responsible Decisions Be able to describe their strengths and growth mindset, and be able to explain how these positively impact their learning Treat each other respectfully</p> <p>Teachers will: Use restorative practices effectively Engage in PL and implement changes reflectively in their classroom Follow through on behaviour/social issues consistently, effectively and timely Employ a growth mindset with all aspects of managing students' needs Facilitate strategies to reduce incidents of bullying in school</p> <p>SIP team, AP and Prin will: Monitor and track data evidence when observing classroom and playground behaviours and interactions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Reduced incidents across the school Communicate the Essential Agreement with the school community</p> <p>SEIL will: Analyse school performance indicators in order to assist the school in self-evaluation prior to the 2019 School Review Assist the school to evaluate the impact of school improvement strategies</p>
<p>Success Indicators</p>	<p>To implement a communication system consistency across the school, incorporating behaviour management, encouraging High Expectations across all aspects of the school:</p> <p>Student Attitudes to School Data % positive responses</p>

	<p>2018 - 2019 Stimulated Learning 73% - 80%</p> <p>2018 - 2019 Classroom Behaviour 72% - 80%</p> <p>2018 - 2019 Managing Bullying 74% - 80%</p> <p>2018 -2019 Sense of Belonging 74% - 80%</p> <p>Parent Opinion Survey % positive responses</p> <p>2018 - 2019 Teacher Communication 63% - 70%</p> <p>2018 - 2019 General Satisfaction 73% - 80%</p> <p>2018 - 2019 School Improvement 63% - 70%</p> <p>2018 - 2019 Managing Bullying 74% - 80%</p> <p>2018 - 2019 Non-Experience of Bullying 57% - 65%</p> <p>Staff Opinion Survey</p>
<p>KIS 2 Setting expectations and promoting inclusion</p>	<p>2.2 To implement a consistent wellbeing program across the school</p>
<p>Actions</p>	<p>Principal/Assistant Principal:</p> <p>Allocate time for the review and launch SEL whole school planner - incorporate 'Catching on Early' resource (curriculum day)</p> <p>Provide time and support fro the development of staff understanding and documentation of common agreed practises (curriculum day T1)</p> <p>Source and provide budget line for whole school incursions to generate common language around wellbeing issues</p> <p>Timetable for Buddy System throughout the school</p> <p>Learning walks as a SIP team across the whole school</p> <p>SIP Team (Elaine Brady and Andrea Crane):</p> <p>Develop a staff action team</p> <p>Review and launch SEL whole school planner - incorporate 'Catching on Early' resource</p> <p>Resource planning to ensure coverage of essential skills and knowledge</p> <p>Develop staff understanding and documentation of common agreed practises (curriculum day T1)</p> <p>Lead the co-development of consistent class protocols of positive culture within the first two weeks of school year</p> <p>Develop staff confidence and understanding of the implementation of restorative practices and identify additional systems for dealing with bullying.</p> <p>Organise PL for staff around Kidsmatter component 3 and 4</p>

	<p>Organise and coordinate whole school incursions to generate common language around wellbeing issues SRC growth from F-6 (possible involvements in promotion of SEL) Organise and support Buddy System throughout the school Audit impact of House System Learning walks as a SIP team across the whole school</p> <p>Teachers: Develop consistent class protocols of positive culture within the first two weeks of school year Implementation of restorative practices and identify additional systems for dealing with bullying. Continue to document Kidsmatter issues throughout meeting minutes Support SRC through allocating time in class for feedback on a fortnightly basis Continue Buddy sessions with SEL focus throughout the school</p> <p>Education Support: Implement restorative practices in collaboration with the teacher Support inclusion</p>
<p>Outcomes</p>	<p>Students will: Be able to articulate strategies in resolving conflict in a positive manner be Self Aware, able to Self Manage, be Socially Aware, and have positive Relationship Skills and make Responsible Decisions Be able to describe their strengths and growth mindset, and be able to explain how these positively impact their learning</p> <p>Teachers will: Structure lessons and differentiate learning to meet student needs Use data to drive planning and identify social and behavioural needs of students Record Kidsmatter issues through meeting minutes and action necessary strategies inline with whole school agreed protocols Engage in PL and implement changes reflectively in their classroom Engage in Peer Observations to add value to their classroom practice Follow through on behaviour/social issues consistently, effectively and timely</p> <p>SIP team, AP and Prin will: Monitor and track data evidence when observing classroom and playground behaviours and interactions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Work with staff to ensure SEL follows the agreed processes and PL is reflected in the classroom</p> <p>SEIL will: Work closely with the Principal and SIP team, meeting at least once per term to assist the school in the review of the instructional</p>

	<p>model Analyse school performance indicators in order to assist the school in self-evaluation prior to the 2019 School Review Assist the school to evaluate the impact of school improvement strategies</p>
<p>Success Indicators</p>	<p>To implement a consistent wellbeing program across the school</p> <p>Student Attitudes to School Data % positive responses 2018 - 2019 Stimulated Learning 73% - 80% 2018 - 2019 Classroom Behaviour 72% - 80% 2018 - 2019 Managing Bullying 74% - 80% 2018 -2019 Sense of Belonging 74% - 80%</p> <p>Parent Opinion Survey % positive responses 2018 - 2019 Teacher Communication 63% - 70% 2018 - 2019 General Satisfaction 73% - 80% 2018 - 2019 School Improvement 63% - 70% 2018 - 2019 Managing Bullying 74% - 80% 2018 - 2019 Non-Experience of Bullying 57% - 65%</p> <p>Staff Opinion Survey</p>