

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Carlton North Primary School (1252)



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Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of need and that will provide appropriate challenge and high levels of engagement.</p>
<p>12 Month Target 1.1</p>	<p>Teacher Judgement For all students to achieve at least 12 months growth in Reading and Writing in 2019 as measured by Victorian Curriculum Teacher Judgement. For 20% of students to achieve more than 12 months growth in Reading and Writing in 2019 as measured by Victorian Curriculum Teacher Judgement.</p> <p>NAPLAN Data Reading Achieve 0% in Band 2 for Year 3 and equal to or less than 5% Band 4 for Year 5.</p> <p>Achieve equal to or greater than 22.6% in Band 5 for Year 3 and equal to or greater than 30% Band 7 for Year 5.</p> <p>NAPLAN Writing Achieve 0% in Band 2 for Year 3 and equal to or less than 2.5% Band 4 for Year 5.</p> <p>Achieve equal to or greater than 46.9% in Band 5 for Year 3 and equal to or greater than 10% Band 7 for Year 5.</p> <p>Student Attitude to School Survey measures in the top quartile in: Effective Teaching Practice for Cognitive Engagement.</p> <p>Staff Opinion Survey measures in the top quartile in: Academic Emphasis Collective Efficacy Staff Trust in Colleagues Teacher Collaboration</p> <p>Improved outcomes on staff self-evaluation against the Professional Learning Communities Maturity Matrix</p>

KIS 1 Building practice excellence	To embed and document the school's curriculum and assessment practices.
Actions	<ul style="list-style-type: none"> • Document Scope and Sequence for Reading and Writing (what we teach). Outlining sequential steps of learning from Level D-Year 9. • Develop a collective understanding and document schoolwide assessment practices (formative and summative) to: <ul style="list-style-type: none"> - identify student point of learning need, - inform explicit teaching practice, and - measure student learning growth and impact of teaching. • To revisit the Seven R's of Effective Curriculum to ensure a guaranteed and viable curriculum. • To work with teachers to unpack the Professional Learning Communities Maturity Matrix to develop goals for Professional Learning Teams to further enhance a school culture of collective responsibility and efficacy for student learning. • To implement the Harvard Meeting Wise approach to ensure effective use of meeting protocols including norms, agendas and planning documentation. • Develop staff data literacy by implementing the Harvard Data Wise approach to improve the use of data to inform teaching. • Appoint Learning Specialists (LS) to support staff by providing coaching and feedback to achieve improved outcomes in Reading, Writing and to continue to implement High Impact Teaching Strategies (HITS). • Appoint a Literacy LS to work with staff to revisit the CNPS Reading and Writing Teaching and Learning Models and conduct professional learning on the content from Bastow Leading Literacy for Networks (BLLN) course. • Provide newly appointed LS with professional learning on effective coaching strategies. • Provide professional learning for staff on HITS and the CNPS Teaching and Learning Model. • Provide opportunities for staff to give and receive feedback on instructional practice through Peer Observations, including HITS and Core Teaching Practices from the Literacy Toolkit. • Enable opportunities for staff self reflect, goal set, do action research and receive feedback on their instructional and assessment practices through the PDP process.
Outcomes	<ul style="list-style-type: none"> • Scope and Sequences for Reading and Writing from D-9 developed. • Whole School Assessment Schedule evaluated and refined. • Revisit the Seven R's of Effective Curriculum. • Whole School Professional Learning Schedule developed in line with the AIP and staff PDPs. • PLTs have clearly identified goals, outlined within staff PDPs that are directly linked to FISO, AITSL Standards, PLC Maturity Matrix and the school's Strategic Plan and AIP. • Professional Learning Communities Maturity Matrix used to assess the effectiveness of collaboration of PLTs to improve student outcomes. • Professional learning provided to PLT Leaders during scheduled School Improvement Team meetings to support highly effective teams. • PLT Leaders have led the implementation of Harvard Data wise approach to using data to inform teaching, including student

	<p>centred goal setting.</p> <ul style="list-style-type: none"> • PLT Leaders have led the implementation of Harvard Meeting Wise protocols including norms, agendas and planning documentation. • LS have provided staff with professional learning, coaching, support and feedback in Reading, Writing and HITS. • Literacy LS has worked with staff to revisit the CNPS Reading and Writing Teaching and Learning Models and conduct professional learning on the content from BLLN course. • LS provided with professional learning in effective coaching strategies. • Staff provided with opportunities to participate in Peer Observations giving and receiving feedback focused on HITS and Core Teaching Practices from the Literacy Toolkit. • 2019 School Budget developed to support the above KIS including physical and fiscal resources. • Timetables developed with priority given to PLT collaboration to improve student outcomes.
Success Indicators	<p>Victorian Curriculum Teacher Judgement Data Semester 2 2018 to Semester 2 2019 NAPLAN Data 2019 and 2020 Student Opinion Survey Data Staff Opinion Survey Data Parent Opinion Survey Data 2019 Staff Professional Learning Plans</p>
Goal 2	<p>To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.</p>
12 Month Target 2.1	<p>Parent Opinion Survey measure for parent participation and involvement in the top quartile.</p> <p>Parent Opinion Survey measure for general satisfaction in the second quartile.</p> <p>Staff Opinion Survey measures in the top quartile:</p> <p>Trust in Students and Parents Parent and Community Involvement</p> <p>Student Attitude to School Survey measures in the top quartile:</p> <p>School Connectedness</p>

KIS 1 Building communities	The School and parents/carers to work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements.
Actions	<ul style="list-style-type: none"> • Embed consistent processes across teaching teams to create, document, monitor and record student learning goals in Reading, Writing and Mathematics. • Develop consistent processes across teaching teams to ensure students can articulate their learning goals (visual displays, rubrics, bookmarks etc). • Embed consistent use of Seesaw schoolwide to communicate learning goals and share learning achievement. • Implement a 1:1 BYOD Program F-2 and opt in from 3-6. Increasing student access to digital devices will provide an infrastructure which supports the use of SeeSaw as a communication tool. This communication of learning will support a culture where students and families see themselves as partners in learning by better understanding student learning growth, goals and strategies for learning. • Provide explicit learning in cybersafety and device management for students, staff and parents. • Further develop SWPBS at CNPS to improve student behaviour and engagement, including: <ul style="list-style-type: none"> - SWPB Matrix, review positive reinforcement strategies across the school, - review behaviour consequence flowchart, - develop consistent understanding of major/minor behaviours and consequences, and - use data to inform initiatives that responds to presenting behaviours. • The SWPB action team to include student, teacher and parent representation in consultation processes. • Implement the Respectful Relationships (RR) Curriculum schoolwide. • Appoint a Learning Specialist to lead the RR curriculum, review related policies and raise community awareness. • Provide professional learning for staff on supporting students behaviour and wellbeing, including students with challenging behaviours. • Provide opportunities for students and families to support the development of personal and social capabilities, including: <ul style="list-style-type: none"> - Secret Agent Society, and - Partnerships with community services e.g. OnPsych, Drummond Street Family Services, SSSO, SFYS, Lead the Way.
Outcomes	<ul style="list-style-type: none"> • Consistent processes across teaching teams developed to create, document, monitor and record student learning goals in Reading, Writing and Mathematics. • Consistent processes across teaching teams are established to ensure students can articulate their learning goals (e.g. visual displays, rubrics, bookmarks etc). • SeeSaw is used as a communication tool for students to communicate their learning growth, goals and strategies for learning with their families. • 1:1 BYOD Program from F-2 and opt in from 3-6 implemented. • Explicit learning in cybersafety and device management provided for students, staff and parents. • SWPB Matrix developed.

	<ul style="list-style-type: none"> • SWPB behaviour consequence flow chart reviewed and updated. • Consistent understanding of major/minor behaviours and appropriate consequences established schoolwide. • Data is used to inform initiatives that respond to presenting behaviours. • The SWPB action team includes student, teacher and parent representatives in consultation processes. • Respectful Relationships (RR) Curriculum implemented schoolwide. • Learning Specialist appointed to lead the RR. • Policies related to RR reviewed. • RR awareness is raised and promoted throughout the school community. • Professional learning for staff provided on supporting students behaviour and wellbeing including students with challenging behaviours. • Explicit opportunities implemented for students and their families to support the development of their personal and social capabilities, including: <ul style="list-style-type: none"> - Secret Agent Society, - Partnerships with community services e.g. OnPsych, Drummond Street Family Services, SSSO, SFYS, Lead the Way, and - Respectful Relationships.
Success Indicators	<p>SAS Survey PIVOT Survey Years 5-6 Student Opinion Survey Parent Opinion Survey Staff Opinion Survey Student Attitude to School Survey</p>
Goal 3	To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.
12 Month Target 3.1	<p>Student Attitude to School Survey measures in the top quartile: Focus on Stimulating Learning Learning Confidence Self Regulation and Goal Setting Attendance - improved from benchmark.</p>

KIS 1 Empowering students and building school pride	To develop student voice, leadership, and agency in learning so students have positive school experiences and can act as partners in their learning and school improvement.
Actions	<ul style="list-style-type: none"> • To further develop student voice and agency by trialling increased opportunities for students to be leaders, including: <ul style="list-style-type: none"> - Student Representative Council, - Student Voice/Action Teams/School Improvement Leaders, - Student representation on the SWPB Action Team, - Little Librarians, and - The National Young Leaders Day. • Design learning activities that incorporate student interests and extend learning beyond the school by: <ul style="list-style-type: none"> - further embedding student agency within the current inquiry planning approach, and - beginning to include student agency when planning for Reading, Writing and Specialist Subjects. • Use feedback from student opinion surveys to inform teaching and learning practice (informing teacher PDP goals where applicable). • To implement a 1:1 BYOD Program from F-2 and opt in from 3-6. Increasing student access to digital devices to provide an infrastructure which supports the use of SeeSaw as a communication tool. This communication of learning will support a culture where students are empowered to and take responsibility for sharing their learning growth, goals and strategies with their families. • Provide opportunities for students to have explicit learning in effective feedback to peers (e.g. Author's Chair, rubrics etc). • Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes. • To refine the conferencing process, including feedback and goals setting, to ensure consistency across years levels and subjects. • Use three-way conferences (parent, teacher and student) to provide feedback on achievement, goals and strategies. • Continue to provide professional learning opportunities for staff to further understand research/ evidence supporting the importance of student voice and agency. • Facilitate opportunities for students, staff and families to be actively involved in school improvement in cultural inclusion and sustainability.
Outcomes	<ul style="list-style-type: none"> • Student voice and agency further developed across the school through the trial of: <ul style="list-style-type: none"> - Student Representative Council, - Student Voice/Action Teams/School Improvement Leaders, - Student representation on the SWPB Action Team, - Little Librarians, and - The National Young Leaders Day. • Teachers design learning opportunities to incorporate student interests and extend learning beyond the school by embedding student agency within planning for learning in Inquiry, Reading, Writing and Specialist Subjects. • Feedback through students from opinion surveys will be used by teachers to inform teaching and learning practice, including where

	<p>appropriate informing teachers' PDP goals.</p> <ul style="list-style-type: none"> • 2019 School Budget developed to support the above Key Improvement Strategy including fiscal resources such as a subscription for 6 teachers to access Pivot surveys for Years 5 & 6 to provide feedback to teachers. • A 1:1 BYOD Program for F-2 and opt in from 3-6 implemented. • Seesaw is used by all teachers and students to communicate student learning growth, achievement, goals and strategies with families. • Students receive explicit learning in effective ways to give feedback to peers. • Teachers explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes. • The conferencing process refined, including methods/content of feedback and goals setting, to ensure consistency across years levels and subjects. • Three-way conferences (parent, teacher and student) provide feedback on achievement, goals and strategies. • Professional learning for staff provided to further understand research based evidence supporting the importance of student voice and agency. • Opportunities provided for students, staff and families to be actively involved in school improvement in cultural inclusion and sustainability.
Success Indicators	<p>SAS Survey PIVOT Survey Years 5-6 Student Attitude to School Survey Attendance</p>
Goal 4	<p>To document the school's curriculum and teaching and learning practice to ensure high quality and consistent teaching and learning that challenges and engages every student at their point of need.</p>
12 Month Target 4.1	<p>Teacher Judgement For all students to achieve at least 12 months growth in Numeracy in 2019 as measured by Victorian Curriculum Teacher Judgement. For 20% of students to achieve more than 12 months growth in Numeracy in 2019 as measured by Victorian Curriculum Teacher Judgement.</p> <p>NAPLAN Data Numeracy Achieve less than or equal to 6.1% in Band 2 for Year 3 and equal to or less than 5% Band 4 for Year 5.</p> <p>Achieve equal to or greater than 27.3% in Band 5 for Year 3 and equal to or greater than 12.5% Band 7 for Year 5.</p>

KIS 1 Building practice excellence	By the end of 2019 we will have improved our Numeracy outcomes as measured by teacher judgements we will achieve this by shifting the Mathematics attitudes of students, teachers and parents from a “performance/speed” mindset to a “learning/depth” mindset.
Actions	<ul style="list-style-type: none"> • Document Scope and Sequence for Mathematics (what we teach). Outlining sequential steps of learning from Level D to Year 9. • Develop a collective understanding and document school wide assessment practices in Mathematics to: <ul style="list-style-type: none"> - identify student point of learning need, - inform explicit teaching practice, and - measure student learning growth and impact of teaching. • Year level teams will implement consistent use of Essential Assessment, OnDemand and Maths Online. • To revisit the Seven R's of Effective Curriculum to ensure a guaranteed and viable Mathematics curriculum. • Develop consistent reference to Growth Mindset and Maths Norms across the school. • Appoint 2 Primary Mathematics Specialists to participate in the Primary Mathematics Specialist Initiative, including attending 10 professional learning days in 2019. • Provide professional learning for staff on highly effective teaching strategies in Mathematics and the CNPS Mathematics Teaching and Learning Model, including the proficiencies - Understanding, Fluency, Problem Solving and Reasoning. • Primary Mathematics Specialist to lead the active promotion of Mathematics within the school and the wider community, including: <ul style="list-style-type: none"> - Numeracy Week, - Victorian Maths Challenge, and - Family Maths Expo. • Utilise Department resources including the Numeracy Portal and FUSE. • Primary Mathematics Specialists to develop consistent team level practices for home learning, including Essential Assessment and Flipped Learning.
Outcomes	<ul style="list-style-type: none"> • The Scope and Sequence for Mathematics outlining sequential steps of learning from Level-Year 9 will be documented. • Effective school wide assessment practices in Mathematics implemented and documented to: <ul style="list-style-type: none"> - identify student point of learning need, - inform explicit teaching practice, and - measure student learning growth and impact of teaching. • Essential Assessment, OnDemand and Mathematics Online interviews implemented consistently within year level teams. • The Seven R's of Effective Curriculum will be revisited to ensure a guaranteed and viable Mathematics curriculum. • Growth Mindset and Mathematics Norms referenced consistently across the school. • Two Primary Mathematics Specialists appointed to participate in the Primary Mathematics Specialist Initiative. • Primary Mathematics Specialists attend professional learning sessions as part of the Primary Mathematics Initiative. • 2019 School Budget developed to support the above Key Improvement Strategy including CRT release for the Primary Mathematics Specialists to attend the 10 Primary Mathematics Initiative professional learning days. • Timetables developed with priority given to Professional Learning Team collaboration and for Primary Mathematics Specialists to

	<p>be released from classroom teaching duties together .</p> <ul style="list-style-type: none"> • Professional learning plan and meeting schedules developed with priority given to professional learning for staff to achieve the above KIS, including: <ul style="list-style-type: none"> - highly effective teaching strategies in Mathematics, - CNPS Mathematics Teaching and Learning Model, and - Maths proficiencies. • The Primary Mathematics Specialists work with teachers and families to promote Mathematics within the school and the wider community, including: <ul style="list-style-type: none"> - Numeracy Week, - Victorian Maths Challenge, and - Family Maths Expo. • Consistent team level practices for home learning, including Essential Assessment and Flipped Learning developed by the Primary Mathematics Specialists.
Success Indicators	Victorian Curriculum Teacher Judgement Data Semester 2 2018 to Semester 2 2019 NAPLAN Data 2019 and 2020