

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Buxton Primary School (1669)



Submitted for review by Andrew Bagnall (School Principal) on 21 February, 2019 at 02:50 PM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 21 February, 2019 at 04:05 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Improve literacy achievement and growth.			
12 Month Target 1.1	In 2019 high relative growth in reading will be 100%. We selected this figure because of our knowledge of the student cohort in Year 5.			
12 Month Target 1.2	1 year of growth for 1 year of learning.			
12 Month Target 1.3	Stimulating Learning factor to be above 70%.			
KIS 1 Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum that is relevant and applicable to a small school setting.			
Actions	An agreed, guaranteed and viable curriculum for reading and writing, relevant to our school will be developed by teachers and the Principal, with input from School Council.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> -contribute to the construction of a guaranteed and viable curriculum for reading and writing. <p>Leaders will:</p> <ul style="list-style-type: none"> develop and implement a viable, agreed, guaranteed curriculum for reading writing visible in the whole school curriculum document. 			
Success Indicators	<p>A viable, guaranteed curriculum has been developed and informs all curriculum planning for reading and writing.</p> <p>The curriculum is available in planning documentation and on the school website.</p> <ul style="list-style-type: none"> -All students will improve writing growth of 1 year of learning for one year of school. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Staff identify current approaches to reading and writing.		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff visit Alex Primary (current leaders in writing growth in our community) to see how writing is taught.		<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SIT reflect on the 'writer's workshop' model and evidence of high-quality teaching of writing to modify the current approach to writing.		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers and SIT use the Literacy portal resources to reflect on current model for writing instruction and connect this information with learning walks at a local school, our context, and our experiences to develop a viable curriculum for reading and writing.		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
The developed viable and guaranteed curriculum is available as informs teaching and learning.		<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence based high impact teaching strategies in writing routinely through targeted professional learning within and beyond the school.				
Actions	- We will develop our knowledge of, and implement explicit teaching practices that lead to high growth in learning.				

Outcomes	Teachers will- build their capacity to implement explicit teaching practices that lead to high growth in learning. identify and implement practices that lead to high growth in learning. Identify how to use data to identify high growth in learning.			
Success Indicators	Students can articulate the specific teaching strategies that support their learning. Teachers have improved ability to implement practices that lead to growth in learning. Documented evidence of specific, explicit teaching strategies is visible within the curriculum.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers will meet regularly to discuss High Impact teaching strategies and to implement these in the curriculum.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will attend training and work with other schools to conduct Learning Walks that lead to improved teacher practice due to observed 'high quality instructional practice' for reading and writing.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will document a range of high-quality instructional practices that lead to growth in reading and writing.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Enhance the wellbeing of all students in the school.			
12 Month Target 2.1	Increase sense of connectedness to above 80% Increase Student voice and agency to above 70%. Increase self-regulation and goal setting to above 85%.			

KIS 1 Health and wellbeing	Develop and document structures and processes that support the wellbeing of all students that are intrinsically linked to the school's vision and values.			
Actions	<p>The SIT will build their capacity to include student voice in curriculum planning documentation.</p> <p>Following School Review, students will be active participants in the development of school-wide policy documentation as well as high-level decision making around teaching and learning.</p>			
Outcomes	<p>Students have input into important decisions that impact them, and they see their contributions as valid and respected. Students identify the role they play in key decisions at the school.</p> <p>Teachers will act on feedback from students that leads to higher levels of engagement in the classroom- this will be clearly observable.</p> <p>Teachers can identify how feedback from students has informed how we teach.</p>			
Success Indicators	<p>Student Attitudes to School Survey data: Increased sense of connectedness will increase above 80%. Student voice will increase to 70%.</p> <p>-Students will have a regular voice added to the School Council meeting agenda.</p> <p>-Students will have opportunities to give teachers feedback about our practice to help meet their learning needs.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students will be part of a group that visits other schools and reports on student voice at other schools, back to our main group.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will meet with a School Council representative on a monthly basis and will observe a SC meeting in progress.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Students will give feedback to teachers that inform teaching and learning. This feedback will be available for students to observe and to identify the impact it has on learning.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The Principal will share his own PDP with teachers and students to demonstrate transparency and for students to see Goal Setting in a different context.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will conduct 5 weekly meetings with parents about their learning goals.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <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