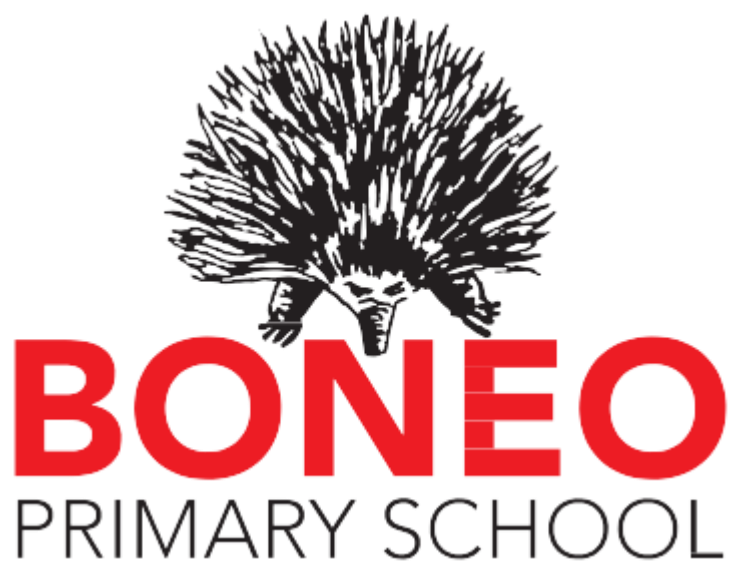


Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Boneo Primary School (1184)



Submitted for review by Mandy Whitworth (School Principal) on 16 December, 2018 at 05:29 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 17 December, 2018 at 09:02 AM
Endorsed by Adam Westwood (School Council President) on 17 December, 2018 at 10:31 AM

Define Actions, Outcomes and Activities

Goal 1	To improve student connectedness and engagement in school and learning.
12 Month Target 1.1	<p>The Attitudes to School student responses is 80% positive in the following:</p> <ul style="list-style-type: none"> * Stimulating learning * Learning Confidence * Motivation and Interest * Self-regulation and Goal Setting * Student Voice and Agency <p>Reduce unexplained absenteeism by 50%.</p>
KIS 1 Intellectual engagement and self-awareness	<p>Enhance structures and processes within curriculum planning and the School's pedagogical framework to enable:</p> <ul style="list-style-type: none"> * student agency and learner self awareness * students to set SMART goals, self assess and reflect.
Actions	<p>The community will articulate a Vision for Learning at Boneo PS that incorporates the importance of fostering curiosity and wonder. Essential Agreements for learning will be established across the school. The timetable will ensure there is a 'Ready to Learn' time each morning.</p> <p>Actions to improve student agency:</p> <ul style="list-style-type: none"> All staff to receive Professional Development on how to use and embed technology to enhance learning Team Leader and team to explore the use of Pedagogical Model that supports student engagement and personal learning All students will receive daily feedback and be supported to reflect and set SMART goals All students will establish an individual learning portfolio -Prep to Year 4 in a folder and Years 5/6 digital All students will deliver a Student Led Conference in Term 3 2019 Establish an Assembly roster that ensures all year levels have a Share Assembly, House Assembly etc Establish a Passion Project focus for Years 5 and 6 based on Googles workforce model. Implementation of School Wide Approach to Wellbeing & Positive Behaviours ensuring all students are Ready to Learn each morning. Introduction of school wide Buddy Program-including the appointment of a Buddy Liaison Leader from Year 6 Introduce Harvard University Visible Thinking Routines

Outcomes	<p>All stakeholders will know that at Boneo Primary School, we believe that everyone has the right to learn in a supportive and safe environment. Articulate the RED values of Respect, Empathy and Determination. Implementation of the Whole School Approach to Behaviour and Wellbeing, to ensure clear articulation of expectations, processes and consistency across the school.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Refer to a continuum of strategies to support positive behaviour and engagement • Define how the RED school values are embedded in our school and students can express the expected behaviours • Share and explore their personal curiosities, demonstrate self efficacy and own their behaviour • Use the following guiding questions in response to feedback: <ol style="list-style-type: none"> 1.What can I do? 2.What can't I do? 3.How does my work compare with the exemplar? 4.How can I do better? • Share and explore their personal curiosities, demonstrate self-efficacy and own their behaviour <p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Use common language in all settings with all students • Use specific feedback to encourage expected behaviours at a high rate (5:1) in all settings • Refer to the clearly defined expected behaviours and procedures and identify success in their classrooms that align with school wide expectations (promoting trust, risk-taking, collaborative inquiry and self-assessment) • Implement lessons on school wide expectations and establish Essential Agreements for all classes around being Ready to Learn • Consistently use a school wide tangible reinforcement system to encourage desired student behaviour • Analyse and share Walk Through data 			
Success Indicators	<p>Data will be collected from student interviews each term to assess the type of feedback students receive and the use of the feedback.</p> <p>Student Opinion Survey Leader Walk Through data Compass feeds to assess the amount of students being relocated to the reflection spaces Attendance data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional Learning Session after school 1 each term around Feedback	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Incursion for all students and a Staff Professional Learning session from the Resilience Project Team	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,400.00 <input checked="" type="checkbox"/> Equity funding will be used
PL for Leadership (SIT) team around conducting Walk Throughs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve numeracy and literacy outcomes for all students.			
12 Month Target 2.1	All students will achieve at least one years growth. Increase the proportion of students achieving at least 12 to 18 months above the expected level correlating with the proportion of students achieving in the top two NAPLAN bands. At least 12 to 18 months growth in student data such as; benchmark summaries, PATR, writing trackers, essential assessment to monitor school improvement.			
KIS 1 Building practice excellence	Maximise learning growth for all students in Literacy through a consistent whole school approach to learning and teaching.			
Actions	<p>Leaders will:</p> <ul style="list-style-type: none"> -provide PD, coaching and support -provide protected time for daily reading instruction -support the operation of PLTs(Prep to 2, Grade 3/4 and Grade 5/6) -provide structure and opportunity for collaboration <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - use the tool kit in PLT and teams - trial and research the impact of the HITS. In particular, feedback and questioning - implement all of the 'Essential Elements of Reading-A Whole School Approach' (Including Home Reading) - provide regular feedback to parents regarding student achievement <p>Students will:</p> <ul style="list-style-type: none"> - use increasingly complex text - transfer vocabulary from reading into writing and spelling inquiry - read everyday at home and school <p>Parents will:</p> <ul style="list-style-type: none"> - read with their child at least 5 days a week - sign and date reading logs
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - create daily timetables with a protected hour for Literacy instruction - provide timetables for teams to collaboratively plan - be able to observe 1 hour of reading occurring in every classroom each morning - leaders will monitor achievement data to analyse progress that is occurring <p>Teachers will:</p> <ul style="list-style-type: none"> - use the Literacy Toolkit in planning documents - include relevant HITS in planning documents - follow the Boneo Essential Elements of Reading in their practice and show evidence in planning - document feedback on compass - provide 1 hour of reading instruction/time per day - know where each student is at in reading in relation to CAFE or Fountas and Pinnell <p>Students will:</p> <ul style="list-style-type: none"> - be able to select and read good fit books - self edit and reflect upon their writing about reading - record their reading progress and understanding in a Reader's Notebook <p>Parents will;</p>

	- read with their children every night and will sign and date their child's reading logs			
Success Indicators	<ul style="list-style-type: none"> - One years reading growth for one years learning for every child. This will be tracked through Fountas and Pinnell assessments, PAT assessments and Reading Conferences/Records. - Teachers will understand what Fountas and Pinnell level each student is on each term. - Reading Conferences are shared with students and parents. - Planners 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning for all staff -1 per term in the meeting time around Reading to track the implementation of Boneo PS Essential Elements of Reading- CAFE structure Prep to 2 Fountas and Pinnell Years 3 to 6 Staff will select their area of need	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will set reading targets for all students each term and meet with the Teaching and Learning Leader to monitor growth. Any students identified as needing assistance will be referred to the Learning Enhancement Specialist.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Enhancement Specialist .6 is employed to support learning growth across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Maximise learning growth for all students in Numeracy through a consistent whole school approach to learning and teaching.			

<p>Actions</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning, model and support to develop an instructional pedagogy around open-ended, differentiated Math. - provide time within meeting structures (E.I.T.L Numeracy) to collaboratively develop ' Essential Elements of Numeracy- A Whole School Approach'. - support staff to use the Numeracy Toolkit - support the Time Table to ensure 1 hour of Numeracy daily <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the 'Essential Elements of Numeracy- A Whole School Approach' to support an inquiry cycle model of instruction - identify and incorporate where Math is apart of all curriculum and everyday life. - model a healthy, positive attitude to mathematics - explore the Numeracy Toolkit - regularly communicate learning achievement - have high expectations for all students - set home learning math skill revision tasks weekly <p>Students will:</p> <ul style="list-style-type: none"> - maintain a Math Journal - develop collaborative learning skills (HITS) - learn to use reasoning skills - have high expectations for self learning - participate in Math learning daily - complete weekly home Mathematics online revision <p>Parents will:</p> <ul style="list-style-type: none"> - talk about math - support students to complete home learning skill revision on Mathematics
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - have delivered professional learning, modeled and supported teachers to develop an instructional pedagogy around open-ended, differentiated Math. - observe an implication of the Pedagogical model within planning and instructional practice. - see evidence of ' Essential Elements of Numeracy- A Whole School Approach' in team planning - have provided a timetable that ensures at least 1 hour of Numeracy daily - audit numeracy instructional practices each term to ensure at least 1 hour of instruction is occurring daily <p>Teachers will have:</p>

	<ul style="list-style-type: none"> - implemented the 'Essential Elements of Numeracy - A Whole School Approach' to support a Pedagogical Model of instruction - identified and incorporated Math into relevant aspects of the curriculum - evident in planning documents - been observed modeling a healthy, positive attitude to mathematics through regular classroom walk throughs - communicated learning achievements on Compass (Class Newsfeeds and Learning Tasks) and Student lead conferences - been observed communicating high expectations for all students - set home learning math skill revision tasks in line with the home learning policy and communicated these with families via Compass where necessary <p>Students will have:</p> <ul style="list-style-type: none"> - maintained a Math Journal that records their thinking and understandings - developed collaborative learning skills (HITS) and used these to problem solve with peers - set high expectations for self learning and recorded these in their Journal - been observed participating in Math learning daily during regular classroom Walk Through - completed weekly home learning expectations <p>Parents will have:</p> <ul style="list-style-type: none"> - attended open mornings/info nights and special events related to mathematics when provided with these opportunities - talked about Maths on a regular basis with their children - supported students to complete set home learning tasks - developed a positive mindset towards mathematics and modeled to their children 			
Success Indicators	<ul style="list-style-type: none"> - One years numeracy growth for one years learning for every child. This will be tracked through Essential Assessment, PAT assessments and evidenced in their Mathematics Journal and through a student interview. - Teachers will understand each students mathematical understanding and knowledge in relation to the Victorian Curriculum each term. - Students will understand their level of understanding in all aspects of mathematics through goal setting and reflection. - Students will be able to talk about their mathematical understanding during student lead conferences. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning for all staff on the implementation of Inquiry Based Mathematics Consultant at one of the sessions Term 1 and Term 3	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA 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

Professional Learning using a coach approach with 2 Math Specialists supporting teachers in their classroom	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
---	---	--	----------------------------------	--