

# Annual Implementation Plan - 2019

## Define Actions, Outcomes and Activities

Fairhills Primary School (4906)



Submitted for review by Moira Beaurain (School Principal) on 07 December, 2018 at 01:52 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 02 January, 2019 at 12:42 PM  
Endorsed by Lisa Williams (School Council President) on 13 February, 2019 at 11:07 AM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student engagement and motivation to learn			
<b>12 Month Target 1.1</b>	To reduce student absences from 15.21 average days absent in 2017, to 13 average days absent in 2019. To improve student voice above 80% in the Student Attitude Survey under positive climate for learning. Reduce instances of bullying by 20% in the Student Attitude Survey under positive climate for learning			
<b>KIS 1</b> Building practice excellence	To develop and embed an agreed whole-school approach to student wellbeing and engagement that is consistently implemented by all staff			
<b>Actions</b>	Monitor, review and revise the Student Well Being Program. Review all Student Well Being data. Investigate and research available Student Well Being Resources. Support Professional Learning by enabling staff access and participation. Ensure all staff have an understanding of the line of sight between DET priorities, FPS SSP, AIP, PDPs, SIT, PLCs, PL schedule, Assessment schedule and resources. Support staff in the exploration and development of the DET documentation including, HITS, Amplify and Inclusion			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Attend school on time and consistently.</li> <li>-Differentiate between bullying and inappropriate behavior.</li> <li>-Refuse to be bullied and bully.</li> <li>-Engage and be motivated in their learning.</li> <li>-Show an increase in resilience, responsibility and self regulation.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>-Use a whole school consistent approach to Student Well Being.</li> <li>-Understand and reinforce the difference between bullying and inappropriate behaviour.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Demonstrate an increased capacity to create and maintain an environment for all of the above to occur.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Attitudes to School Survey/Positive Climate for learning</li> <li>-Student attendance data</li> <li>-Parent opinion survey</li> <li>-Staff opinion survey</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Monitor, review and revise the Student Well Being Program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review all Student Well Being data.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate and research available Student Well Being Resources.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

			to: Term 4	
Support Professional Learning by enabling staff access and participation.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure all staff have an understanding of the line of sight between DET priorities, FPS SSP, AIP, PDPs, SIT, PLCs, PL schedule, Assessment schedule and resources.	<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
Support staff in the exploration and development of the DET documentation including, HITS, Amplify and Inclusion	<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
<b>Goal 2</b>	Improve the learning growth of every student in literacy and numeracy			
<b>12 Month Target 2.1</b>	<p>Writing- increase NAPLAN high growth from 12.5% in 2018 to 14% in 2019            Achieve 12 months growth in all students reflected in Teacher judgments.            Spelling- increase NAPLAN high growth from 25% in 2018 to 30% in 2019.            Achieve 12 months growth in all students reflected in Teacher judgments.            Grammar and Punctuation- increase NAPLAN high growth from 6.25% in 2018 to 10% in 2019.            Achieve 12 months growth in all students reflected in Teacher judgments.</p>			
<b>KIS 1</b> Building practice excellence	To develop the capacity of all teachers to consistently implement the agreed whole school teaching and learning program based on the Victorian Curriculum			
<b>Actions</b>	<p><b>Writing</b>            Ensure a guaranteed and viable Writing curriculum based on the Victorian Curriculum incorporating VCOP, Big Write and 7 Steps.            Use the What (I can statements/curric), how (instructional model), how well (assessment), where (reporting) strategies            Revise the teaching and learning program with all staff and develop collective responsibility            Ensure every teacher is a teacher of Writing            Use the Coaching program in writing focusing on feedback.            Use visuals to support and celebrate learning in writing.            Review and develop skills in the following HITS: Setting Goals, Structuring Lessons, Worked Examples, and Feedback.</p> <p><b>Spelling and Grammar</b>            Ensure a guaranteed and viable Spelling and Grammar curriculum based on the Victorian Curriculum incorporating Jolly Phonics and Jolly Grammar.            Use the What (I can statements/curric), how (instructional model), how well (assessment), where (reporting) strategies            Revise the teaching and learning program with all staff and develop collective responsibility            Ensure every teacher is a teacher of Spelling and Grammar            Use the Coaching program in writing focusing on feedback.            Use visuals to support and celebrate learning in spelling and grammar.            Review and develop skills in the following HITS: Setting Goals, Structuring Lessons, Worked Examples, and Feedback.</p>			
<b>Outcomes</b>	<p><b>Writing</b>            Students:            -will have created and used writing visuals            -will understand and confidently use our Fairhills Primary School Writing Program</p> <p><b>Staff:</b>            -will have reviewed, documented and consistently implemented the Fairhills Primary School writing program.</p>			

	<p>-will now follow the writing structure of each lesson          -will have writing assessment data based on the Fairhills Primary School Assessment Schedule.          -will consistently and confidently use Learning Intentions and Success Criteria in each session          -will have been involved in the coaching program and given and received feedback throughout the year          -will have co-created and used writing visuals.</p> <p>Leaders:          -will have ensured PLCs have focused on writing and developed a collective efficacy in writing          -will have led the organisation of the coaching program and given feedback to staff throughout the year</p> <p>Spelling and Grammar          Students:          -will have created and used spelling and grammar visuals.          -will understand and confidently use our Fairhills Primary School Spelling and Grammar Program.</p> <p>Staff:          -will have reviewed, documented and consistently implemented the Fairhills Primary School Spelling and Grammar program.          -will now follow the spelling and grammar structure of each lesson          -will have spelling and grammar assessment data based on the Fairhills Primary School Assessment Schedule.          -will consistently and confidently use Learning Intentions and Success Criteria in each session          -will have been involved in the coaching program and given and received feedback throughout the year          -will have co-created and used spelling and grammar visuals.</p> <p>Leaders:          -will have ensured PLCs have focused on spelling and grammar and developed a collective efficacy in spelling and grammar          -will have led the organisation of the coaching program and given feedback to staff throughout the year</p>
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<b>Success Indicators</b>	<p>-NAPLAN data          -Essential Assessments data          -F&amp;P data          -PAT data          -Assessment Schedule requirements</p>
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure a guaranteed and viable Writing curriculum based on the Victorian Curriculum incorporating VCOP, Big Write and 7 Steps.	<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
Use the What (I can statements/curric), how (instructional model), how well (assessment), where (reporting) strategies	<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
Revise the teaching and learning program with all staff and develop collective responsibility	<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
Ensure every teacher is a teacher of Writing	<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

Use the Coaching program in writing focusing on feedback.	<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
Use visuals to support and celebrate learning in writing.	<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
Ensure a guaranteed and viable Spelling and Grammar curriculum based on the Victorian Curriculum incorporating Jolly Phonics and Jolly Grammar.	<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
Use the What (I can statements/curric), how (instructional model), how well (assessment), where (reporting) strategies	<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
Revise the teaching and learning program with all staff and develop collective responsibility	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Ensure every teacher is a teacher of Spelling and Grammar	<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
Use the Coaching program in writing focusing on feedback.	<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
Use visuals to support and celebrate learning in spelling and grammar.	<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
Review and develop skills in the following HITS: Setting Goals, Structuring Lessons, Worked Examples, and Feedback.	<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
<b>KIS 2</b> Building practice excellence	To develop the capacity of all teachers to use assessment data to inform practice and to differentiate learning for all students			
<b>Actions</b>	Implement assessment schedule. Develop understanding of DET, standardised and in house assessments and data sets. Develop data literacy skills of all staff. Collate, upload and analyse data on COMPASS and Essential Assessments. Use data to drive programs, planning and implementation of differentiated curriculum in the classroom.			

<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-will achieve 12 months growth</li> <li>-will have been assessed using a variety of assessment tools</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>-will have implemented the agreed assessment schedule</li> <li>-will understand and confidently use DET, standardised and in house assessments and data sets</li> <li>-will have developed their data literacy skills</li> <li>-will be able to use COMPASS Analytics and Essential Assessments to collate, upload and analyse data</li> <li>-will have used data to drive programs, planning and implementation of a differentiated curriculum across all learning areas.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>-will have led staff in the implementation of the assessment schedule</li> <li>-will understand DET, standardised and in house assessments and data sets</li> <li>-will have led staff in the development of their data literacy skills</li> <li>-will have led staff in the use of COMPASS Analytics and Essential Assessments to collate, upload and analyse data</li> <li>-will have used data to revise and oversee programs, planning and implementation of a differentiated curriculum across all learning areas.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Compass data</li> <li>-Essential Assessments</li> <li>-Staff Opinion Survey Data</li> <li>-Student Attitudes to School Survey Data</li> <li>-Parent Opinion Survey Data</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Implement assessment schedule.	<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
Develop understanding of DET, standardised and in house assessments and data sets.	<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
Develop data literacy skills of all staff.	<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
Collate, upload and analyse data on COMPASS and Essential Assessments.	<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
Use data to drive programs, planning and implementation of differentiated curriculum in the classroom.	<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
<b>KIS 3</b> Building practice excellence	To develop the capacity of all teachers to utilise an effective digital whole school assessment system			
<b>Actions</b>	To train staff in their understanding and use of the data Analytics Module on COMPASS and Essential Assessments.			

<b>Outcomes</b>	<p>Students: -confident use of Essential Assessment program</p> <p>Staff: -will be able to load assessment data onto COMPASS Analytics and Essential Assessments -will be able to understand the data sets and have discussions with staff regarding approaches to support students -will be able to use the available data to differentiate and impact their planning and teaching.</p> <p>Leaders: -will have led and trained staff in the use of COMPASS Analytics and Essential Assessments -will be able to understand the whole school data sets and have discussions with staff regarding approaches to support students -will be able to use the available data to ensure differentiation is occurring</p>			
<b>Success Indicators</b>	<p>-Compass Analytics -Essential Assessments -Staff Opinion Survey</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
To train staff in their understanding and use of the data Analytics Module on COMPASS and Essential Assessments.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used