

# Annual Implementation Plan - 2019

## Define Actions, Outcomes and Activities

Port Melbourne Primary School (2932)



Submitted for review by Peter Martin (School Principal) on 20 December, 2018 at 03:57 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve learning outcomes for all students.
<b>12 Month Target 1.1</b>	90% of students will make a minimum of twelve months growth within a twelve month period as indicated by at least two quantitative datasets (for example teacher judgements and NAPLAN).
<b>12 Month Target 1.2</b>	The percentage of students working towards the expected standard in Reading, Writing and Number will decrease by three per cent during 2019
<b>12 Month Target 1.3</b>	The percentage of students achieving at or above twelve months over the expected level in Reading, Writing and Number will improve by three per cent during 2019
<b>12 Month Target 1.4</b>	The percentage of students assessed by their teachers as performing above standard in Reading, Writing and Number at Years 3-6 will be +/- ten per cent of the students achieving above standard as indicated on at least two data sets
<b>12 Month Target 1.5</b>	85% of students achieving between 0.9 and 1.1 units of learning growth on NAPLAN in each domain will also have a learning growth of 1.0 as measured by teacher judgements
<b>KIS 1</b> Curriculum planning and assessment	Build the capability of teachers to assess student learning and to use data more effectively to uniform teaching and learning practices through differentiated teaching.
<b>Actions</b>	<p>Timetabling all teachers within the same year level team for scheduled weekly two hour team (CTM) meetings</p> <p>Timetabling all CTM leaders for scheduled one hour Professional Development meetings each week</p> <p>Ensuring that all CTM meetings follow a common format with agenda items on both formative and summative assessment and data analysis, with members of leadership to attend CTMs on a regular basis to mentor each team in the effective use of data</p> <p>Providing CRT cover to release all CTM leaders for at least one whole day PD activity each term with each day focussing on a particular AIP KIS eg assessment and data usage</p> <p>Schedule regular whole staff PD sessions on aspects of assessment and data usage</p>
<b>Outcomes</b>	Students will reach individual learning growth targets, with a particular focus on students achieving above the expected standard for their year level

	<p>Teachers will demonstrate their ability to cater for each student's needs and capabilities through evidence of differentiation in curriculum documentation and assessment tasks addressing the needs of students, with a particular focus on the needs of students in the top two bands in Reading, Writing and Number</p> <p>Leadership will assist staff in making more effective use of formative assessment in analysing how students are progressing and in using this information to better inform student learning</p> <p>Planning documents will show evidence of differentiated learning activities that meet the needs of the various student groups Effective discussion about assessment and data usage will take place in each CTM meeting and meeting minutes will reflect this</p>			
<p><b>Success Indicators</b></p>	<p>90% of students will make a minimum of twelve months growth within a twelve month period as indicated by at least two quantitative datasets (for example teacher judgements and NAPLAN). The percentage of students working towards the expected standard in Reading, Writing and Number will decrease by three per cent during 2019 The percentage of students achieving at or above twelve months over the expected level in Reading, Writing and Number will improve by three per cent during 2019 Student endorsement of Differentiated Learning Challenge and Effective Teaching Time will increase from 78% in 2018 to 85% in 2019</p> <p>Teacher endorsement of Teacher Collaboration and Effective Focus on Student Learning will increase from 49% and 63% respectively in 2018 to 60% and 75% in 2019 Teacher assessment data on SPA will show that a range of strategies have been implemented to assess the various points of need of each student</p> <p>Parent endorsement of Effective Teaching and High Expectations for Success will increase from 64% and 69% respectively in 2018 to 70% and 75% in 2019</p>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
<p>Timetable shows weekly two hour CTM meetings and timetabled CTM leader meetings</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

At least one PD day for all CTM leaders each term, with CRT cover	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,800.00  <input type="checkbox"/> Equity funding will be used
Whole staff PD on assessment and data analysis timetabled into PD schedule	<input checked="" type="checkbox"/> Assistant Principal	<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> Evidence-based high-impact teaching strategies	Further develop and embed an instructional model and learning cycle, exemplifying what effective teaching looks like at PMPS.			
<b>Actions</b>	<p>Timetabling all teachers within the same year level team for scheduled weekly two hour team (CTM) meetings</p> <p>Timetabling all CTM leaders for scheduled one hour Professional Development meetings each week</p> <p>Ensuring that all CTM meetings follow a common format, with members of leadership to attend CTMs on a regular basis to mentor each team in the implementation of the model</p> <p>Providing CRT cover to release all CTM leaders for at least one whole day PD activity each term with each day focussing on a particular AIP KIS eg Implementing the Victorian Teaching and Learning Model</p> <p>Schedule regular whole staff PD sessions on aspects of the VTLM</p> <p>VTLM to be a focus of one of the 2019 Pupil Free Days</p>			
<b>Outcomes</b>	<p>Students will reach individual learning growth targets, with a particular focus on students achieving above the expected standard for their year level</p> <p>Students will be able to articulate the goals of each lesson and articulate how they will know if they have been successful</p> <p>Students will understand and self-assess their progress , and be able to articulate what they need to learn next</p> <p>Teachers will demonstrate a deeper understanding of curriculum at, above and below their level in the focus area</p> <p>Teachers will use the agreed instructional model as the framework for planning all learning experiences</p> <p>Teachers will write clear and succinct learning intentions and differentiated success criteria for each lesson</p> <p>School leaders will support the development of the whole-school instructional model, including effective use of learning intentions and success criteria</p>			

	<p>School leaders will conduct regular classroom observations and feedback  School leaders will contribute to data analysis regarding learning growth and achievement</p>			
<b>Success Indicators</b>	<p>90% of students will make a minimum of twelve months growth within a twelve month period as indicated by at least two quantitative datasets (for example teacher judgements and NAPLAN).  The percentage of students achieving at or above twelve months over the expected level in Reading, Writing and Number will improve by three per cent during 2019  The percentage of students working towards the expected standard in Reading, Writing and Number will decrease by three per cent during 2019  Student endorsement of Differentiated Learning Challenge will increase from 78% in 2018 to 82% in 2019, while student endorsement of Stimulated Learning will increase from 71% to 75%  Student endorsement of Student Voice and Agency will increase from 66% in 2018 to 70% in 2019</p> <p>Staff endorsement of Collective Focus of Student Learning, and Student Efficacy will increase from 63% and 69% respectively in 2018 to 70% and 75% in 2019  Staff endorsement of Knowledge of High Impact Teaching Strategies and Understanding Formative Assessment will increase from 68% and 63% respectively in 2018 to 80% and 75% in 2019</p> <p>Parent endorsement of Effective Teaching and High Expectations for Success will increase from 64% and 69% respectively in 2018 to 70% and 75% in 2019</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Timetable shows weekly two hour CTM meetings and timetabled CTM leader meetings	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
At least one PD day for all CTM leaders each term, with CRT cover	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Whole staff PD on VTLM timetabled into PD schedule	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PD on VTLM included in Pupil Free Day program	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Workshop(s) on aspects of the VTLM included in a Pupil Free Day program during 2019	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To increase student connectedness with their learning.			
<b>12 Month Target 2.1</b>	The percentage of students who agree or strongly agree with the four sub-sets within the 'Effective Teaching Practices for Cognitive Engagement' domain (Effective Teaching Time, Differentiate Learning Challenge, Stimulated Learning and Classroom Behaviour) School Climate factors will increase from 74 per cent to 77 per cent			
<b>12 Month Target 2.2</b>	The percentage of parents who agree or strongly agree within the three sub sets under the heading Student Cognitive Engagement increase from the 2nd percentile to the twentieth percentile with high expectations for Motivation and Support, Stimulating Learning Environment and Effective Teaching Learning Focus.			
<b>KIS 1</b> Instructional and shared leadership	Build the capability of leadership across the school to be instructional leaders and strengthen the distributive leadership structure that empowers instructional leaders across the school.			
<b>Actions</b>	Survey senior and middle leaders in term 1 about their perceived effectiveness as instructional leaders and repeat the survey in term 4 Engage a Teaching and Learning Coach to develop the capacity of the senior leadership team to be Instructional Leaders			

	<p>Timetabling all teachers within the same year level team for scheduled weekly two hour team (CTM) meetings</p> <p>Timetabling all CTM leaders for scheduled one hour Professional Development meetings each week with multiple PD sessions on how to be effective instructional leaders</p> <p>Ensuring that all CTM meetings follow a common format, with members of leadership to attend CTMs on a regular basis to mentor the CTM leaders on effective instructional leadership</p> <p>Learning Specialists to work with senior leadership to develop their skills in instructional leadership</p> <p>Providing CRT cover to release all CTM leaders for at least one whole day PD activity each term with each day focussing on a particular AIP KIS eg Implementing the Victorian Teaching and Learning Model</p>			
<p><b>Outcomes</b></p>	<p>Middle Leaders will be empowered to support their teams in the effective analysis of formative and summative assessment data and in using this data to cater for the specific learning needs of all students at their respective year levels</p> <p>Leadership will actively support Middle Leaders in improving their abilities to effectively lead their teams in the analysis of data and the development of targeted curriculum programs as a result of this data analysis</p> <p>Collaborative Team Meetings will effectively analyse data (both formative and summative) and develop teaching programs that provide targeted teaching strategies for every student's specific learning needs</p> <p>Students will report greater agency in their learning in 2019 as compared with 2018</p> <p>Planning documents will show evidence of differentiated learning activities that meet the needs of the various student groups</p> <p>Assessment data on SPA will show that a range of strategies have been implemented to assess the various points of need of each student</p>			
<p><b>Success Indicators</b></p>	<p>The percentage of students who agree or strongly agree with the four sub-sets within the 'Effective Teaching Practices for Cognitive Engagement' domain (Effective Teaching Time, Differentiate Learning Challenge, Stimulated Learning and Classroom Behaviour)</p> <p>School Climate factors will increase from 74 per cent in 2018 to 77 per cent.</p> <p>Students achieving in the top two bands in 2018 will be assessed as at least the equivalent bands above standard at the end of 2019</p> <p>Staff endorsement of School Climate in the Staff Opinion Survey will increase from 65% in 2018 to 70% in 2019</p> <p>Comparisons of survey data from Middle Leader surveys in terms 1 and 4 will show a significantly improved belief in the confidence of those leaders to facilitate the development of programs which lead to improved student learning outcomes</p> <p>The percentage of parents who agree or strongly agree within the three sub sets under the heading Student Cognitive Engagement increase from the 2nd percentile to the twentieth percentile with high expectations for Motivation and Support, Stimulating Learning Environment and Effective Teaching Learning Focus.</p>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>

Employment of Teaching and Learning Coach to support senior staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Timetable shows weekly two hour CTM meetings and timetabled CTM leader meetings	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
At least one PD day for all CTM leaders each term, with CRT cover	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Vision, values and culture	Embed the school's agreed vision and values in all aspects of school life.			
<b>Actions</b>	Community and staff meetings in February to develop the School Vision and Values Student leadership forums in February to discuss draft School Vision and Values Schedule regular whole staff PD sessions on aspects of the School Vision and Values School Vision and Values to be a focus of the first 2019 Pupil Free Day.			
<b>Outcomes</b>	School Vision and Values displayed prominently in all areas of the school and on the school website The language of the School Vision and Values are incorporated into classroom discussions as a matter of course An aspect of the School Vision and Values is included as a focus point for all meetings involving staff An aspect of the School Vision and Values is included as a focus point for all school assemblies and Junior School Council meetings An aspect of the School Vision and Values is included as a regular item in the school newsletter			
<b>Success Indicators</b>	The percentage of students who agree or strongly agree with the four sub-sets within the 'Effective Teaching Practices for Cognitive Engagement' domain (Effective Teaching Time, Differentiate Learning Challenge, Stimulated Learning and Classroom Behaviour) School Climate factors will increase from 74 per cent to 77 per cent The percentage of parents who agree or strongly agree within the three sub sets under the heading Student Cognitive Engagement			



	<p>increase from the 2nd percentile to the twentieth percentile with high expectations for Motivation and Support, Stimulating Learning Environment and Effective Teaching Learning Focus Staff endorsement of Collective Efficacy increases from 69% in 2018 to 75% in 2019</p> <p>CTM Minutes show regular discussions of School Vision and Values Teacher planning documents show regular discussions of School Vision and Values</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff PD on School Vision and Values timetabled into PD schedule	<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
Workshop(s) on aspects of the School Vision and Values included in a Pupil Free Day program during 2019	<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>KIS 3</b> Building practice excellence	Enhance the PLC culture through the operation of highly effective collaborative teams.			
<b>Actions</b>	<p>Survey leadership and middle leaders in term 1 about their perceived effectiveness in leading a PLC culture and repeat the survey in term 4</p> <p>Engage a Teaching and Learning Coach to develop the capacity of the senior leadership team to be Instructional Leaders and to deliver a PLC Culture via highly effective teams</p> <p>Timetabling all teachers within the same year level team for scheduled weekly two hour team (CTM) meetings</p> <p>Timetabling all CTM leaders for scheduled one hour Professional Development meetings each week with multiple PD sessions on how to implement an effective PLC culture</p> <p>Ensuring that all CTM meetings follow a common format, with members of leadership to attend CTMs on a regular basis to mentor the CTM leaders on implementing an effective PLC culture</p> <p>Learning Specialists to work with leadership to develop their skills in supporting our PLC Culture</p> <p>Providing CRT cover to release all CTM leaders for at least one whole day PD activity each term with each day focussing on a</p>			

	particular AIP KIS eg Implementing a PLC Culture PLC coach (Shaun Wells) meets regularly with leadership team to assist in monitoring progress in implementing PLC culture			
<b>Outcomes</b>	<p>Leadership will support the professional development of middle leaders to become highly effective facilitators of effective data analysis and curriculum planning Middle leaders will be empowered to lead highly effective collaborative teams Teachers will have increased confidence in their ability to successfully deliver a highly differentiated curriculum Students will have greater agency in their learning in 2019 as compared with 2018 Students achieving above standard in 2018 in Literacy and Numeracy will be assessed as at least the same level above standard in both domains at the end of 2019</p> <p>Planning documents will show evidence of differentiated learning activities that meet the needs of the various student groups Assessment data on SPA will show that a range of strategies have been implemented to assess the various points of need of each student</p>			
<b>Success Indicators</b>	<p>Student endorsement of Student Voice and Agency will increase from 66% in 2018 to 70% in 2019 Staff endorsement of Teacher Collaboration will increase from 49% in 2018 to 65% in 2019 Parent endorsement of Effective Teaching and High Expectations for Success will increase from 64% and 69% respectively in 2018 to 70% and 75% in 2019 Leadership assessment of our implementation of a PLC culture as measured against the PLC Maturity matrix will show a positive progression CTM meetings to increase in effectiveness during 2019 as measured by specific staff surveys in terms 1 and 4</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Timetable shows weekly two hour CTM meetings and timetabled CTM leader meetings	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
At least one PD day for all CTM leaders each term, with CRT cover	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To strengthen student capability to make change in self and their environment.
<b>12 Month Target 3.1</b>	The percentage of students who agree or strongly agree within the Student Safety domain (Advocate at School, Managing Bullying and Respect Diversity) will increase from an average of 74 per cent to 77 per cent.
<b>12 Month Target 3.2</b>	The percentage of students who agree or strongly agree within the Social Engagement domain (School Connectedness, Student Voice and Agency, Sense of Inclusion) will increase from an average of 72 per cent to 75 per cent
<b>12 Month Target 3.3</b>	The percentage of students who agree or strongly agree that there are effective levels of student voice will increase by 10%
<b>KIS 1</b> Empowering students and building school pride	Develop, embed and evaluate components of learning programs which offer opportunity for student voice and agency in learning.
<b>Actions</b>	<p>Professional development timetabled for whole staff, middle leaders and senior leadership on the effective implementation of student voice and agency in learning</p> <p>Timetabling all teachers within the same year level team for scheduled weekly two hour team (CTM) meetings</p> <p>Timetabling all CTM leaders for scheduled one hour Professional Development meetings each week with multiple PD sessions on how to implement Student Voice and agency effectively</p> <p>Ensuring that all CTM meetings follow a common format, with members of leadership to attend CTMs on a regular basis to mentor the CTM leaders on implementing Student Voice and agency effectively</p> <p>Learning Specialists to work with senior leadership to develop their skills in supporting Student Voice and agency effectively</p> <p>Providing CRT cover to release all CTM leaders for at least one whole day PD activity each term with each day focussing on a particular AIP KIS eg Implementing Student Voice and agency effectively</p> <p>Student Leadership Team for 2019 elected along with Junior School Council</p> <p>Student Leadership and Junior School Council consult with student body re playground upgrade and provide advice to School Council on both design and usage of the new space</p> <p>Student Leadership and Junior School Council consult with student body on a regular basis to provide feedback to school leadership on the most effective way of managing student use of the playground during school hours</p> <p>Student leadership Team attend off-site leadership training</p>
<b>Outcomes</b>	<p>Teachers will write clear and succinct learning intentions and differentiated success criteria for each lesson</p> <p>Students will reach individual learning growth targets, with a particular focus on students achieving above the expected standard for their year level</p> <p>Students will be able to articulate the goals of each lesson and articulate how they will know if they have been successful</p> <p>Students will understand and self-assess their progress , and be able to articulate what they need to learn next</p>

	<p>Students will report greater agency in their learning in 2019 as compared with 2018          Planning documents will show evidence of differentiated learning activities that meet the needs of the various student groups          Assessment data on SPA will show that a range of strategies have been implemented to assess the various points of need of each student</p>			
<b>Success Indicators</b>	<p>The percentage of students who agree or strongly agree within the Student Safety domain (Advocate at School, Managing Bullying and Respect Diversity) will increase from an average of 74 per cent to 77 per cent          The percentage of students who agree or strongly agree within the Social Engagement domain (School Connectedness, Student Voice and Agency, Sense of Inclusion) will increase from an average of 72 per cent to 75 per cent          The percentage of students who agree or strongly agree that there are effective levels of student voice will increase by 10%          Compass Chronicle records will show a significant decrease in playground incidents and playground injuries in 2019 as compared to 2018</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development activities on Student Voice implementation timetabled	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used