

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Surfside Primary School (5354)



Submitted for review by Peter Walsh (School Principal) on 20 December, 2019 at 01:39 PM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 20 December, 2019 at 01:57 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To achieve optimal learning outcomes for all students so that they achieve a minimum of one year's growth for one year's input
12 Month Target 1.1	<p>Growth Targets</p> <p>Writing</p> <ul style="list-style-type: none"> *Above Benchmark Growth - from 35% in 2019 to 40% in 2020 * Relative Growth - Year 3-5 - from 33% in 2019 to 38% in 2020 <p>Numeracy</p> <ul style="list-style-type: none"> *Above Benchmark Growth - from 19% in 2019 to 25% in 2020 * Relative Growth - Year 3-5 - from 19% in 2019 to 25% in 2020 <p>Top 2 Bands</p> <p>Reading</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 49% in 2019 to 52% in 2020 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 30% in 2020 <p>Writing</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 65% in 2019 to 68% in 2020 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 30% in 2020 <p>Numeracy</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 49% in 2019 to 52% in 2020 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 28% in 2020 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> *Teacher Collaboration - improved from 82% in 2019 to 85%+ in 2020 *Academic Emphasis - improved from 69.7% in 2019 to 75%+ in 2020 *Collective Efficacy - improved from 86.7% in 2019 to 90%+ in 2020
KIS 1 Building leadership teams	<ul style="list-style-type: none"> • Build the knowledge and capacity of school leaders to drive whole school improvement initiatives and build teacher capacity
Actions	<p>To empower students to engage in challenging, authentic and purposeful mathematical problem solving:</p> <ol style="list-style-type: none"> 1 - To build teacher, student and community understanding of learning characteristics and dispositions in numeracy 2 - To build teacher and student capacity in the four proficiencies in numeracy (Understanding, Fluency, Problem Solving and Reasoning) 3 - To build student proficiency and community understanding in solving and exploring challenging tasks

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> *Question, explain and explore in the four proficiencies (Reasoning, Fluency, Problem-Solving, Understanding) *Develop a further understanding of the 'WHY' behind maths as a learning area *Work towards building resilience and confidence in maths *Develop confidence in undertaking problem solving as a strategy and engage in real life problems *Develop their ability to explain their thinking *Work towards developing an independence when completing maths tasks *Share their perceptions and attitudes towards maths at the beginning and end of the year (pre and post data/interviews/goal setting, etc) <p>Teachers will:</p> <ul style="list-style-type: none"> *Develop and support skills to devise open ended questions *Develop their understanding and the implementation of the four proficiencies (Reasoning, Fluency, Problem-Solving, Understanding) *Utilise the Surfside PS instructional model and modify to allow for rich problem solving in activities *Utilise a range of High Impact Teaching Strategies and be evident in planners *Develop an understanding of the desired characteristics of effective and confident maths learners *Capatilise on links with real world opportunities and practical applications (eg: kitchen garden program, sport, environmental, art, 21st Century Learning and community connections) <p>Leadership will:</p> <ul style="list-style-type: none"> *Allow for opportunities for peer observations and reflective feedback *Investigate other successful schools for support structures and resources *Provide adequate resources (explore/rediscover) *Effective Professional Learning around learning characteristics and dispositions in maths, four proficiencies and making connections to maths in other curriculum areas <p>Community members will:</p> <ul style="list-style-type: none"> *Receive educational opportunities - teaching the community about 'what is maths?' and the way we learn maths through external presenters and parent forums *Provide opportunities to engage with programs at home (eg: athletics) *Increasing parent awareness - newsletter problems, family maths challenge
<p>Success Indicators</p>	<p>NAPLAN - Numeracy Growth Targets *Above Benchmark Growth - from 19% in 2019 to 25% in 2020</p>

	<p>*Relative Growth - Year 3-5 - from 19% in 2019 to 25% in 2020 Top 2 Bands *Students in the Top 2 Bands - Year 3 - from 49% in 2019 to 52% in 2020 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 28% in 2020 STUDENTS - Attitudes to School Survey *Sense of Confidence - improved from 81.6% in 2019 to 85%+ in 2020 *Motivation and Interest - improved from 81% in 2019 to 85%+ in 2020 STAFF - Staff Opinion Survey *Teacher Collaboration - improved from 82% in 2019 to 85%+ in 2020 *Academic Emphasis - improved from 69.7% in 2019 to 75%+ in 2020 *Collective Efficacy - improved from 86.7% in 2019 to 90%+ in 2020 COMMUNITY - Parent Opinion Survey *High expectations for success - improved from 87% in 2019 to 90%+ in 2020 *Parent Participation and Involvement - improved from 78% in 2019 to 80% in 2020</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning provided in the four proficiencies (Reasoning, Fluency, Problem-Solving, Understanding)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <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
Professional learning provided on the ability and understanding of challenging tasks in maths	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <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
Lesson Observations - lesson structures	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Community Interaction - Family maths night, newsletter updates, assembly celebration, information night	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <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
Student reflections - student perception and engagement	<input checked="" type="checkbox"/> Numeracy Leader <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
KIS 2 Building leadership teams	<ul style="list-style-type: none"> Establish professional learning teams that collaborate and collectively inquire into best practice to achieve common goals that will impact on improved classroom practices and lead to improved student outcomes. 			
Actions	<p>To empower students to engage in creating authentic and purposeful writing:</p> <ol style="list-style-type: none"> 1 - To develop and implement a sequential progression of writers workshop and the 6+1 traits of writing 2 - To establish opportunities for authentic and purposeful writing experiences 3 - To establish common teacher understanding and consistent practice in spelling 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Develop motivation to write engaging and purposeful writing through choice and links to real life *Develop a consistency and understanding of expectations and skills in spelling *Understand the writing process and it's application *Develop an independence of writing goal setting *Edit by using spelling skills actively when writing *Are able to develop and share their perceptions and attitudes to writing 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> *Develop a further understanding around students perceptions and attitudes to writing *Develop a shared understanding and skills in: writers workshop, 6+1 traits, literacy toolkit approaches, student voice and agency, writing conferences and goal setting *Develop a clarity of spelling scope and sequence through year levels and an accountability to an agreed approach to spelling *Further develop skills to use and interpret data based on student needs <p>Leadership will:</p> <ul style="list-style-type: none"> *Support and resource relevant Professional Learning and develop a budget for resources and texts *Provide and undertake whole school professional learning around writing and spelling approaches *Ensure accountability for whole school consistency in approaches to writing through peer observations, learning specialist support and spelling and writing planning and assessment *Work towards increasing literacy intervention at the point of need *Develop a process for assessment handover and sharing of data <p>Community members will:</p> <ul style="list-style-type: none"> *Explore and expand the links to writing to and from home *Participate in a writers expo *Embrace the celebration of published work <p>Develop audiences within the local community - persuasive, ideation, etc</p>
<p>Success Indicators</p>	<p>NAPLAN - Writing Growth Targets</p> <ul style="list-style-type: none"> *Above Benchmark Growth - from 35% in 2019 to 40% in 2020 *Relative Growth - Year 3-5 - from 33% in 2019 to 38% in 2020 <p>Top 2 Bands</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 65% in 2019 to 68% in 2020 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 30% in 2020 <p>STUDENTS - Attitudes to School Survey</p> <ul style="list-style-type: none"> *Sense of Confidence - improved from 81.6% in 2019 to 85%+ in 2020 *Motivation and Interest - improved from 81% in 2019 to 85%+ in 2020 <p>STAFF - Staff Opinion Survey</p> <ul style="list-style-type: none"> *Teacher Collaboration - improved from 82% in 2019 to 85%+ in 2020 *Academic Emphasis - improved from 69.7% in 2019 to 75%+ in 2020 *Collective Efficacy - improved from 86.7% in 2019 to 90%+ in 2020 <p>COMMUNITY - Parent Opinion Survey</p> <ul style="list-style-type: none"> *High expectations for success - improved from 87% in 2019 to 90%+ in 2020

*Parent Participation and Involvement - improved from 78% in 2019 to 80% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning opportunities in writers workshop and 6+1 traits	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Professional learning opportunities provided regarding spelling approaches from F-6	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Lesson observations to support lesson structures and instructional model	<input checked="" type="checkbox"/> Learning Specialist(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
Student reflections - student perceptions of writing and spelling	<input checked="" type="checkbox"/> Literacy Leader <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

Moderation opportunities provided for staff across year levels and cross school in writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <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
Community Interaction - Writers expo, updates, assembly celebration, information night	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing 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 maximise student engagement in learning through an active focus on student voice and agency.			
12 Month Target 2.1	Attitudes to School Survey *Effective teaching Practice domain (classroom behavior) improved from 83% in 2019 to 85% in 2020 *Social Engagement domain (student voice and agency) improved from 75% in 2019 to 79% in 2020 Parent Opinion Survey *School Connectedness (student connectedness) domain improved from 91% in 2019 to 95% in 2020			
KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Implement systems and approaches that give students a genuine say in the decisions that affect their learning and their lives at school. 			
Actions	To ensure high levels of student learning through purposeful student engagement: 1 - To develop and implement a whole school understanding of student voice 2 - For students to understand what it means to be a confident, resilient and reflective learner 3 - To develop a collective pride, confidence and ownership of the Surfside learning community			
Outcomes	Students will: *Develop an agreed understanding of what student voice looks like, sounds like and feels like in the classroom, school and community *Understand the difference between expectation, reality and purpose - what is student voice? *Develop an ownership of a specific garden area/grounds within the school to build responsibility and pride *Develop opportunities for students to participate in and publish work promoting student voice			

	<ul style="list-style-type: none"> *Have rich and authentic opportunities to promote student voice that result in desired outcomes *Undertake interviews and make connections with the local community <p>Staff will:</p> <ul style="list-style-type: none"> *Develop authentic learning tasks and have student voice input *Understand the cross curriculum capabilities and their links to student voice *Develop a visual matrix of the expectations for students *Be aligned and consistent on their approach to student voice and expectations in and out of the classroom *Utilise self reflection as a tool for students to highlight success and areas for improvement to promote student and staff wellbeing *Allow for student input into authentic and rich learning tasks and sessions *Allow for opportunities to celebrate mistakes and challenges in learning - building resilient learners <p>Leadership will:</p> <ul style="list-style-type: none"> *Enable and empower all levels of the school (students, staff, parents and community) the opportunity to express thoughts , feelings and ideas - Surfside Voice *Support and lead the school vision, mission and values *Develop a visual representation of the SWPBS of expectations matrix - junior school support *Provide opportunities for students to initiate actions *Student representation on school council <p>Community will:</p> <ul style="list-style-type: none"> *Build an understanding of supporting resilient learners at home and in school *Participate in parenting workshops that aim to support the school - home partnership *Engage with an understanding of our school values *Make connections with local organisations that can support and extend learning opportunities
<p>Success Indicators</p>	<p>STUDENTS - Attitudes to School Survey</p> <ul style="list-style-type: none"> *Student Voice and Agency - improved from 75% in 2019 to 79% in 2020 *Sense of Confidence - improved from 81.6% in 2019 to 85%+ in 2020 *Motivation and Interest - improved from 81% in 2019 to 85%+ in 2020 <p>STAFF - Staff Opinion Survey</p> <ul style="list-style-type: none"> *Teacher Collaboration - improved from 82% in 2019 to 85%+ in 2020 *Academic Emphasis - improved from 69.7% in 2019 to 75%+ in 2020 *Collective Efficacy - improved from 86.7% in 2019 to 90%+ in 2020 <p>COMMUNITY - Parent Opinion Survey</p> <ul style="list-style-type: none"> *High expectations for success - improved from 87% in 2019 to 90%+ in 2020 *Parent Participation and Involvement - improved from 78% in 2019 to 80% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student surveys conducted regarding student perceptions and opportunities	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning provided to staff to build and develop an understanding on The Surfside Voice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Russell Quaglia Institute network Professional Learning provided to wellbeing and leadership team and to be provided to students, staff and community	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,100.00 <input checked="" type="checkbox"/> Equity funding will be used
Community Interaction - Newsletter updates, assembly interaction, information nights, forums developed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used