

# 2020 Annual Implementation Plan

## for improving student outcomes

Baxter Primary School (3023)



Submitted for review by Nick Schneider (School Principal) on 03 December, 2019 at 03:12 PM  
Endorsed by Leonie King (Senior Education Improvement Leader) on 12 December, 2019 at 11:08 AM  
Endorsed by Simon May (School Council President) on 13 December, 2019 at 10:16 AM

<b>Goal 1</b>	To improve student achievement and growth in Literacy & Numeracy	
<b>12 Month Target 1.1</b>	Increase the percentage of students achieving in the top 2 bands in NAPLAN in Year 3. (Reading, Writing and Numeracy)  Improve the responses in the Staff Opinion Survey for Efficacy 74%, Academic Emphasis 72% and Collaboration 84%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities.	Yes
<b>KIS 2</b> Building practice excellence	Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>In 2019 we researched best practice in Writing in preparation for the introduction of a whole school instructional model. We feel as though we have built the foundations over the past 2 years ready to implement change.</p> <p>In 2019 Nick, Michelle and Jade completed the PLC Modules in preparation for the implementation of the initiative across the school in 2020. We feel that in the past staff have been working in isolation and would benefit greatly from a team approach.</p> <p>In 2020 there will be a major focus on collaborative planning, shared responsibility of student data via collective efficacy in a bid to improve consistency. There is a general feeling around the school that staff are excited and are curious about the shift in practice.</p> <p>The Leadership Team understands that staff will need constant support and adequate resourcing (time, timetables, PD etc) to facilitate this change.</p>	
<b>Goal 2</b>	To improve student agency and engagement in their learning	
<b>12 Month Target 2.1</b>	Close the gender gap in the student voice and agency domain in the Attitudes to Schools Survey. Currently Males 52% and Females 92%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>To continue to build teacher capacity to provide opportunities for student voice and agency.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Over the past 2 years we have been evolving in building our teacher's capacity to provide opportunities in Student Voice and Agency. In 2019 we launched the Baxter Focus Group (BFGs) and achieved some very pleasing outcomes. We feel that the BFGs have been a great start but we now need to look at the whole student body and provide opportunities for all students in this area. We need to imbed SV &amp; A practices at our school and provide further opportunities for our students to provide feedback to their teachers.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student achievement and growth in Literacy & Numeracy
<b>12 Month Target 1.1</b>	Increase the percentage of students achieving in the top 2 bands in NAPLAN in Year 3. (Reading, Writing and Numeracy)  Improve the responses in the Staff Opinion Survey for Efficacy 74%, Academic Emphasis 72% and Collaboration 84%.
<b>KIS 1</b> Building practice excellence	Develop a whole school instructional model for teaching and learning to build collaborative practices for Professional Learning Communities.
<b>Actions</b>	Develop and implement a whole school instructional model for teaching and learning  Investigate 'Explicit Direct Instruction' and decide if this is best practice for Baxter PS (buy EDI books)  Confer with Bentleigh West PS, discussing their journey with EDI
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- meet with Steven Capp and Bentleigh West PS Leadership team to discuss their implementation of EDI</li> <li>- provide professional development (EDI, HITS- explicit teaching/ differentiation/ goal setting/ feedback, Peer Obs)</li> <li>- provide staff with a work program template</li> <li>- monitor teacher's work programs</li> <li>- conduct classroom walkthroughs to observe consistency across the school</li> <li>- implement Peer Observation protocols and structure</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- build their knowledge and capacity to plan for and implement high quality lessons in Literacy and Numeracy</li> <li>- use Learning Intentions and Success Criteria</li> <li>- provide timely feedback to students</li> <li>- participate in peer observations to build teacher capacity</li> <li>- provide feedback to their peers and their students</li> <li>- have up to date work programs, highlighting LI and SC and differentiation</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- receive a consistent approach</li> </ul>

	<ul style="list-style-type: none"> <li>- set learning goals based on their areas of need</li> <li>- work in focus groups for explicit targeted teaching activities</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- a documented instructional model established across the school</li> <li>- minutes and observations notes from meetings and walkthroughs</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- consistent planning documents</li> <li>- classroom displays (LI &amp; SC)</li> <li>- common language</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- improved student outcomes</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Make a decision on the best instructional model for Baxter PS (SIT team)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$9,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchasing professional reading and providing PD on EDI (Nick)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop the instructional model (best practice for Baxter) (Nick/Michelle/Liz)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Principal			<input type="checkbox"/> Equity funding will be used
Learning Intentions and Success Criteria are displayed and referred to throughout lessons (Nick/Michelle)	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Develop Peer observation protocol and structure to suit Baxter, then present to whole staff (Nick/Michelle)	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Peer observations with explicit feedback (All staff)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Using the PLC Model, build the capacity of teachers to work collaboratively to plan, implement and assess programs to improve student outcomes in Literacy and Numeracy.			
<b>Actions</b>	Implement Professional Learning Communities at Baxter PS.  To build staff collective efficacy and collaboration across the school.  Join a local PLC Community of Practice to provide opportunities for staff to network with other PLC schools			
<b>Outcomes</b>	Leaders will: - communicate high expectations about the PLC Model - discuss and implement the schools shared vision to foster collective efficacy - attend PLC meetings (Jade Dahlstrom to lead F-2 and Michelle Bremner to lead 3-6. Both are members of the SIT team) - use multiple sources of evidence to track implementation of PLCs			

	<ul style="list-style-type: none"> <li>- model how to give and receive feedback with staff</li> <li>- provide ongoing Professional Development</li> <li>- prioritise strategic resourcing of PLCs</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- work in PLC teams (F-2 and 3-6)</li> <li>- use a school planning document template</li> <li>- create meeting protocols and non-negotiables, and abide by them</li> <li>- participate in peer observations starting Term 3</li> <li>- openly share data, resources and planning documents</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- receive a consistent teaching approach</li> <li>- regularly conference with their teacher to set learning goals</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- SoS results to increase in the areas of Efficacy, Academic Emphasis and Collaboration</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- minutes from PLC meetings</li> <li>- planning documents</li> <li>- reflections from peer observations</li> <li>- sharing of knowledge through PLCs</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- improved learning outcomes</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Unpack the Staff Opinion Survey and receive input from staff to develop actions (Nick)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop meeting norms and protocols at a PLS. Staff to develop non-negotiables together to ensure accountability (PLC members)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional development on Collective Efficacy and Collaboration (Nick/Michelle)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Whole school planners to be developed (Nick, Michelle, SIT)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide opportunities for staff to visit Kingswood PS, to see a successful PLC in action (Nick)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student agency and engagement in their learning			
<b>12 Month Target 2.1</b>	Close the gender gap in the student voice and agency domain in the Attitudes to Schools Survey. Currently Males 52% and Females 92%			
<b>KIS 1</b> Empowering students and building school pride	To continue to build teacher capacity to provide opportunities for student voice and agency.			
<b>Actions</b>	Build teacher's understanding of Student Voice and Agency through the use of Amplify.  Develop a consistent approach to Student Voice and Agency across the whole school.			



<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- be able to clearly articulate what student agency looks like at Baxter PS</li> <li>- provide professional development (Amplify, HITS- setting goals &amp; differentiated learning)</li> <li>- evaluate AToSS data and provide feedback</li> <li>- monitor classroom planners and conduct classroom walk throughs</li> <li>- regularly meet with student leaders and BFG's to seek feedback</li> <li>- observe lessons to monitor</li> </ul> <p>Teacher will:</p> <ul style="list-style-type: none"> <li>- be able to clearly articulate what student agency looks like at Baxter PS</li> <li>- explicitly teach students to set and track progress using individual goals</li> <li>- work in PLC teams to develop consistency when integrating opportunities for student voice and agency</li> <li>- display Learning Intentions and Success Criteria in their classrooms</li> <li>- facilitate regular individual conferencing and feedback sessions with students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to clearly articulate what student agency looks like at Baxter PS</li> <li>- set and track progress using learning goals</li> <li>- participate in regular individual conferencing and feedback sessions to monitor their progress to have a greater understanding of their strengths and areas for improvement</li> <li>- have the opportunity to be a Baxter Focus Group member to represent their class</li> <li>- be provided with Leadership opportunities in Year 6</li> </ul>
<p><b>Success Indicators</b></p>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- minutes from PLC meetings/ presentations from PD on Student Agency</li> <li>- AToSS data</li> <li>- Classroom walkthrough observations</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- planning documents</li> <li>- notes/observations from individual student conferences</li> <li>- PLC minutes</li> <li>- notes from BFG meetings</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- student learning goal records</li> </ul>

	<ul style="list-style-type: none"> <li>- students ability to articulate LI and SC of lessons</li> <li>- BFG minutes</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff to complete professional development on 'Amplify' and 'HITS' documents (Nick/Michelle)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning Intentions and Success Criteria are displayed and referred to throughout lessons (Nick/Michelle)	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Teachers to facilitate and manage student's individual goals (all classroom teachers)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
New 'Student Engagement' Leader to join newly established SIT team and drive student voice and agency (Nick Shute)	<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