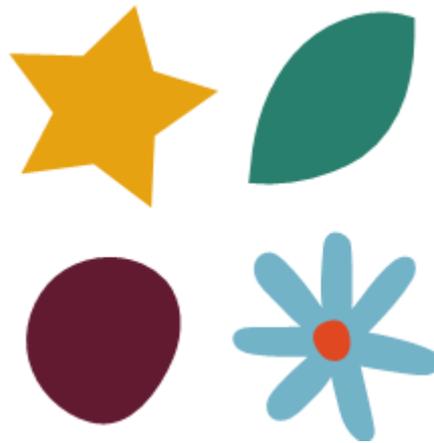


# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Davis Creek Primary School (5505)



Submitted for review by Philip Fox (School Principal) on 06 May, 2021 at 01:01 PM

Endorsed by Brent Richards (Senior Education Improvement Leader) on 06 May, 2021 at 01:03 PM

Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	All students, including those receiving tier 2 and tier 3 literacy intervention will make at least 12 month learning gain.
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	To develop data literacy of educators to support a system of tiered intervention. This will guarantee every student will receive additional time and targetted teaching for learning, including our EAL learners. Students who are proficient have access to enriched and extended learning opportunities.
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>-confidently and accurately identify learning needs of their students through the PLC process.</li> <li>-be provided with professional learning to understand and implement classroom practices supporting students who are learning english to access language skills and the broader curriculum.</li> <li>-use the EAL curriculum to monitor, report, plan and assess student learning.</li> <li>-share a common belief that all students can make learning growth.</li> <li>-consistently create and deliver common formative assessment as quick check-ins for learning. Use this to engage in reflective practice, evaluation and planning. We never assume that because we have taught it the students have learned this.</li> <li>-bring assessment data to the meeting and a differentiated teaching plan is developed.</li> <li>-develop an understanding of curriculum essentials (guaranteed and viable curriculum) and unwrap standards so as to map the learning pathway. We use our key resources such as Fountas and Pinnell Literacy continuum, Top Ten Numeracy Resource and Units of Study for Writing.</li> <li>-consistently and explicitly implement the school's instructional model.</li> <li>-monitor the impact of instruction on learning which supports continual feedback to students on their learning process.</li> <li>-guide students to monitor and record their learning goals through conferencing.</li> <li>-analyse and celebrate successful teaching practices through the ongoing check-ins.</li> <li>-implement a response to intervention model to support all students to be successful and understand that together we will achieve greater success for all children.</li> </ul>
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- know and be able to explain how lessons are structured and support their learning.</li> </ul>

	<ul style="list-style-type: none"> <li>- make learning growth and will know what their next steps are to progress in their learning.</li> <li>- experience success and develop an awareness of themselves as a learner (metacognitive)</li> <li>- strive to achieve their personal best.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- collate documentation and data from formative assessments. Bring evidence to P.L.Cs</li> <li>- understanding of how to use the EAL curriculum.</li> <li>- develop a work program that shows evidence of differentiation including intervention and enrichment.</li> <li>- use a documented assessment schedule and have evidence of data and moderated assessments.</li> <li>- track student growth and build data literacy through the use of spreadsheets.</li> <li>- have differentiated curriculum documents and evidence of student learning at different levels.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Build capacity to develop formative assessment and data literacy</li> <li>- allocate time for EAL professional learning</li> <li>- enable and empower teachers to make informed decisions about a students next step for their learning</li> <li>- resource and create a structure for coaching, classroom observations and learning walks.</li> <li>- resource and create a structure that supports tiered intervention.</li> <li>- triangulate reading data with identified students who are identified as E.A.L with teacher judgments to support the implementation of a Response to Intervention program.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching to support building staff capacity in reading	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Recruit intervention teachers	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$174,815.66  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			

<b>Actions</b>	Refine and extend our whole school approach to student engagement, wellbeing and positive behaviours to consider actions at leadership, teacher and student levels, implementing Berry Street Education strategies. .
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- discuss the school's values and the expected behaviours and give examples of how they are demonstrated.</li> <li>- be intrinsically motivated to maximise their learning and hold high expectations for themselves</li> <li>- discuss the classroom essential agreement and set goals using the Learner Profile.</li> <li>- have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others.</li> <li>- take an active role in promoting safety and in reducing inappropriate behaviour.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- model respectful and positive relationships at all times. Start each day with the Morning Circle (Greeting, Values and Expectations, Announcements, Positive Primer, WWW).</li> <li>- implement consistently strategies from Berry Street Education Model- Body, Relationships and Stamina and Engagement (See Staff Handbook).</li> <li>- develop Individual education plans to support inclusion for students identified.</li> <li>- engage students in learning and develop and develop students' self-regulation, enhanced self-efficacy and self-esteem as learners.</li> <li>- provide processes enable students to monitor their engagement.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- unpack the Wellbeing, Behaviour Management and Engagement Policy with staff at induction.</li> <li>- employ a range of strategies targeted at all stake-holders to help maintain a safe, respectful and inclusive learning environment.</li> <li>- introduce and revisit the D.C.P.S Learning Ladder and support with whole school implementation.</li> <li>- provide rich professional learning opportunities to support implementation of strategies from the Berry Education Model</li> <li>- support staff with implementation of classroom practices.</li> <li>- generate meaningful discussions on behalf of those students whose voices are less likely to be heard.</li> <li>-facilitate the development of staff wellbeing strategies.</li> <li>-implement school wide student surveys to monitor and track student wellbeing and engagement.</li> </ul>
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-live and breathe our school values and Top Ten Essential Habits of Davis Creek.</li> <li>-engage and participate in a number of strategies to support self-regulation, de-escalation and relationship building strategies. They can demonstrate these skills independently.</li> <li>-identify where they are on the ready to learn scale and what personal strategies to implement to get themselves in the optimal state fro learning.</li> <li>-have access to a student support space, lunchtime clubs and activities program</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- report student wellbeing concerns at the P.L.C.</li> <li>-seek out help when needed in a timely manner.</li> <li>-implement the strategies and teach explicitly for the body and relationships modules from the Berry Street Education Model.</li> <li>-implement the staged response to behaviour plan.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate a documentation system for referrals and communication processes regarding monitoring and escalating wellbeing concerns.</li> <li>-establish a regular time for the wellbeing team to speak with staff and for staff to ask questions.</li> <li>-facilitate professional learning with with staff.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise and train teachers for day 2 and 3 of the Berry Street Education Model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed a school-wide approach to building a strong, positive community between parents, teachers and students resulting in high levels of family involvement in school activities. The school as a whole is community focused and establishes a community hub facilitating collaboration with a diversity of partners.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will have a strong relationship with students and parents/carers.</li> <li>- Teachers will participate in the Berry Street Education Model training about relationships.</li> <li>- Leaders will prioritise time for staff to communicate and build relationships with parents/carers.</li> <li>- Leaders will plan regular ongoing parent education sessions.</li> <li>-Leaders will provide opportunities for strong connections between the kindergarten and the primary school through the establishment of a community hub.</li> </ul>			

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Teachers implement many strategies from the relationship module to build strong relationships with students and support positive school wide relationships.</li> <li>- Leaders advocate for a community hub that supports outreach and the establishment of a strong connected community (play groups, language classes)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Berry Street Education Model Training- Day 2 Relationships and Day 3 Stamina and Engagement	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To optimise the learning growth in literacy and numeracy for all students.			
<b>12 Month Target 2.1</b>	All students, including those receiving tier 2 and tier 3 literacy intervention will make at least 12 month learning gain.			
<b>KIS 1</b> Evaluating impact on learning	Enhance teacher capacity to differentiate teaching and learning through the Professional Learning Community, Planning, Teaching and Learning Cycle.			
<b>Actions</b>	Establish and extend the professional learning community culture at Davis Creek Primary School. The four questions will guide the work of the PLC: <ul style="list-style-type: none"> <li>- What knowledge, skills, and dispositions should every student learn? (Essential learnings)</li> <li>- How will we know when each student has learned it? (Formative assessment)</li> <li>- How will we respond when some students do not learn? (Response to intervention)</li> <li>- How will we extend the learning for students who are already proficient? (Enrichment)</li> </ul>			
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- see and read the learning intention and success criteria.</li> <li>- use descriptive feedback from teachers to monitor and track their learning goals in reading, writing and mathematics.</li> <li>- co-create anchor charts with teachers throughout the reading, writing and mathematics workshops.</li> <li>- understand what is expected of them during the reading, writing and mathematics workshop and can explain the routine.</li> <li>- display reading, writing and mathematics behaviours and demonstrate agency as learners (eg. select just right books for independent reading)</li> </ul>			

	<ul style="list-style-type: none"> <li>- develop skills to support them to be effective learners (ie. social, research, thinking. communication and self management skills)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- understand the intervention model at Davis Creek to support all learners to be successful with the right amount of time and support. We are responsible for the learning of every child in our year level.</li> <li>- understand that they may not be able to provide every child with everything they need but we can achieve this together.</li> <li>- regularly meet and collaborate with the common formative assessment of student work.</li> <li>- participate in professional learning to develop classroom instructional practices with rigour and integrity (C.I.T.W and H.I.T.S).</li> <li>- provide descriptive feedback to students in their workbooks and support them to set just right learning goals.</li> <li>- establish a classroom library with a combination of levelled texts and engaging picture story books too.</li> <li>-support the co-construction of anchor charts with the students.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide high quality professional learning to support teachers to teach to a high standard (learning walks, coaching, peer observations and principal observations).</li> <li>- resource our school so we can have high expectations for all learners, which includes early and ongoing intervention.</li> <li>- provide a model which articulates a system of interventions that guarantees each student will receive additional time ad support for learning.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- explain the learning intention and success criteria including new vocabulary they have been introduced too.</li> <li>- read descriptive feedback from teachers in workbooks and respond to this sharing their thinking.</li> <li>- refer to anchor charts to support their thinking and learning.</li> <li>- demonstrate learning behaviours that are consistent with the expectations of the school during reading, writing and mathematics workshops.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- articulate the belief through action and agency that all students cab achieve high standards given the right time and the right support.</li> <li>- explain how high impact instructional practice like using ongoing evidence for learning that differentiate instruction are embedded in the planning cycle.</li> <li>- participate in learning walks, coaching and classroom observations (principal and peer) as part of a rich professional learning culture.</li> <li>- explain how we can create anchor charts with high student involvement.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- support a culture where all leaders, teachers and students can articulate what they do and why they lead, teach and learn the way they do.</li> <li>- embed the four questions into everything we do at DCPS.</li> <li>- provide a clear plan that is staged to support a school wide process where we have a timely, directive and systematic approach for student support.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching with Fiona Jackson	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input type="checkbox"/> Equity funding will be used