

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Davis Creek Primary School (5505)



Submitted for review by Philip Fox (School Principal) on 09 March, 2023 at 11:42 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the percentage of students in the top 2 bands for numeracy in Year 3 in Numeracy from 30% (2021) to 40% (2023) Increase the percentage of students in the top 2 bands for numeracy in Year 5 in Numeracy from 29% (2021) to 40% (2023)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Participate in the Maths Specialist Program and Network C.O.P. - Ascertain current reality of numeracy knowledge and practice to identify a focus and deliver professional learning, - Review the essential learnings with the big ideas of mathematics and match formative assessments to support planning for students using latest research. - Review the teaching of numeracy at DCPS and understand the numeracy practices to support the instructional model with a strong focus on differentiation and 'learning by doing' mindset.
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> -Demonstrate their knowledge and understanding through differentiate learning experiences through rich formative assessments. -Understand the mathematics workshop model and how metacognitively it supports their learning. -Increase their engagement and participation in classroom activities through careful design of rich learning experiences. <p>Teachers will</p> <ul style="list-style-type: none"> -Participate in various Professional Learning opportunities that are targeted to improve their understanding of Mathematics content knowledge and beliefs about an effective mathematics practices. -Have a shared understanding of the mathematics workshop model and the various instructional elements within it. -Utilise their assessments to inform chort data and growth and also groups for differentiated instruction. -Provide opportunities for all students to participate in grade-level content (essential learnings/big ideas) through whole-class practice. -Design and develop a range of formative assessments for various topics that are catered to the needs of all students. -develop a high level of data analysis within the team. <p>Leaders will</p> <ul style="list-style-type: none"> -Assist staff to design and develop a range of formative assessments.

	<ul style="list-style-type: none"> -Support teachers (to make evidence informed) in aligning classroom practice that matches the needs of their students. -Monitor the implementation of the school's instructional model. 			
Success Indicators	<p>Early Indicator</p> <ul style="list-style-type: none"> - Consistent implementation of the Mathematics Workshop model is evident through peer observations, coaching and learning walks, - Teams will use the PLC Tracker to ascertain what students need to know, understand and do and use this data to plan for focus group teaching, - Analyse student learning evidence from focus group teaching within the plc to monitor and track student growth, - Differentiated instruction will be evident in the whole class and focus group planning. <p>Late Indicators:</p> <ul style="list-style-type: none"> - Level of conversations and contribution within a plc will increase, as evident through meeting minutes, - Teachers will independently seek out knowledgeable others within numeracy through peer observations to explore instructional practices and experiment within their own classroom, - Teams will use a range of assessments to set targets, track and monitor students' progress, - Positive responses to 'Stimulated Learning' and 'Differentiated Learning Challenge' within the ATOSS survey. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participate with Primary Maths Science Specialist Training facilitated by Department of Education.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2023 Dimension	
Actions	<ul style="list-style-type: none"> - Implement a social and emotional learning curriculum through the planned programme of inquiry and the P.Y.P. - Establish a strong wellbeing culture and build consistently inclusive practices for all students and teachers.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Develop a self-awareness of their emotions and a range of social skills to build positive relationships. This includes an awareness of others. - Develop a strong sense of belonging to Davis Creek and feelings of success and confidence as a learner. - Form an understanding of themselves, their strengths and aspirations. - Actively contribute to IEP/ BSP development. <p>Teachers will:</p> <ul style="list-style-type: none"> - Teach explicitly a planned and responsive SEL curriculum to the needs of each cohort of children. - Build and strengthen their capacity/capability in inclusive education to improve school wide practice for all students. - Build professional knowledge of adjustments required to ensure students with Tier 2 and 3 are able to access learning at their point of need. - Work with Education Support staff collaboratively in order to be responsive to the needs of Tier 2 and 3 students. <p>Leaders will:</p> <ul style="list-style-type: none"> - Monitor and support the teaching of an explicit SEL curriculum to address the needs of our students. - Establish a whole school plan so that we establish an evidenced based inclusive culture. - Provide quality professional learning to support development of capacity of staff to lead development of quality IEPs and BSPs. - Identify staff who are inclusive practice champions and empower them to share their practices with others. - Expect that the relationship between teachers and education support staff is dynamic and collaborative so that we support excellent outcomes for our students.
Success Indicators	<p>Early Indicators</p> <ol style="list-style-type: none"> 1. All teachers have been trained and are developing high quality IEPs for all students requiring reasonable adjustments. 2. Data on evidenced based reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making. 3. Regular SEL lessons are occurring consistently across the school. 4. Students are feeling more engaged with teachers and their peers across the school. <p>Late Indicators</p> <ol style="list-style-type: none"> 5. There has been a significant reduction in the number of behaviour related incidents between students across the school.

	Students report in ATOSS an improvement in classroom behaviour from 70% to 77%. 6. School wide connectedness data continues to improve.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
International Baccalaureate 2 Day Workshop- Making the PYP Happen	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$22,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning outcomes in literacy and numeracy.			
12 Month Target 2.1	Increase the percentage of students in the top 2 bands in Year 3 - Reading 48% (2021) to 48%(2023) - Writing 52% (2021) to 52%(2023) Increase the percentage of students in the top 2 bands in Year 5 - Reading 32% (2021) to 40%(2023) - Writing 12% (2021) to 20% (2023)			
12 Month Target 2.2	Increase the percentage of Prep–Year 6 students at or above the expected level in Semester 2 Teacher Judgements: -Reading from 82% (2020) to 85%(2023)			

	<p>-Writing from 67% (2020) to 72 % (2023)</p> <p>-Numeracy from 83% (2020) to 84% (2023)</p>
12 Month Target 2.3	<p>Increase SSS positive endorsement for</p> <ul style="list-style-type: none"> -Academic emphasis from 63% (2022) to 70% (2023) -Collective efficacy from 67% (2022) to 70% (2023) -Guaranteed and viable curriculum from 74% (2022) to 78% (2023) -Teacher collaboration from 51% (2022) to 70% (2023) -Instructional leadership from 76% (2020) to 80% (2023)
12 Month Target 2.4	<p>Increase Years 4–6 AToSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> -Differentiated learning challenge from 89% (2022) to 90% (2023) -Stimulated learning from 86% (2021) to 88% (2023) -Motivation and interest 88% (2021) to 90% (2023) -Effort from 80% (2021) to 83 % (2023)
KIS 2.c Evidence-based high-impact teaching strategies	Define and embed evidenced-based instructional practices across all classrooms.
Actions	<ul style="list-style-type: none"> • Consistent approach to teaching with common pedagogy underpinning organisation for teaching and learning- professional reading in the Writer’s Workshop incorporating HITS. • Commitment to explicit teaching of writing that reflects the developmental needs of students in every classroom using WA First Steps. • Building teacher professional knowledge- understand the levels of Grammar that need to be taught so that we strengthen focus group teaching and conferencing. • Continue regular and sustained PL/ reflective practice for developing an engaging Reader's Workshop at all year levels.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Feel the buzz in their classrooms that comes with student voice, choice and agency. - Know how to go about the business of writing and are metacognitive and are reflective in their use of writing strategies. - Know they are developing as writers and can explain indicators of this. <p>Teachers will:</p> <ul style="list-style-type: none"> - Commit to focusing on the writer and not on the writing.

	<ul style="list-style-type: none"> - Analyse writing samples. - Provide specific and targeted feedback to students and evidence of the impact of their teaching. - Develop individual plans to reflect the needs of diverse learners (scheduled conferences and focus group teaching) - Engage as learners in classroom research and trialling with a spirit of inquiry (growth mindset). - Create a learning environment that follows the non-negotiables. <p>Leaders will:</p> <ul style="list-style-type: none"> - Engage and participate in professional reading and learning and provide lighthouse classrooms for colleagues. - Leaders will mentor and coach teachers towards instructional excellence through evidenced informed, lesson demonstrations, instructional coaching and feedback - Create rapid action plans to monitor progress towards school strategic goals. - Leaders will monitor and provide evidence of how members of teams are translating what they are learning into practice. 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ol style="list-style-type: none"> 1. For Mathematics and Reading they will be visible in Yearly Overview, Unit planners and work programs. 2. Teachers are beginning to use the essential learnings to create proficiency scales. 3. Use the essential learnings to design formative and summative assessment. 4. The School leadership team will plan for and sequence professional learning around assessment and data. 5. The Literacy COP will focus on development the essential learnings for writing with the guidance of consultant Deb Sukarna. <p>Late Indicators</p> <ol style="list-style-type: none"> 1. School Survey- Guaranteed and Viable Curriculum, academic emphasis 2. NAPLAN measures in Reading, Writing and Mathematics 3. Teacher Judgements and made with greater precision. 4. Teachers feel confident to analyse student writing samples. 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Participate in regular and ongoing workshops termly with Deb Sukarna, external consultant.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$45,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Fiona Jackson- Reading Consultant	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student engagement and wellbeing.			
12 Month Target 3.1	Personal and social capabilities still to be determined.			
12 Month Target 3.2	Increase the SSS positive percentage endorsement for: -Use student feedback to improve practice 55% (2022) to 60% (2023) -Promote student ownership of learning goals from 82% (2020) to 85% (2023) -Support growth and learning of whole child from 55% (2020) to 60% (2023) -Plan differentiated learning activities from 67% (2022) to 75% (2023)			

12 Month Target 3.3	<p>Increase Years 4–6 AToSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> -Student voice and agency from 61% (2021) to 70% (2023) -Perseverance from 74% (2021) to 80% (2023) -Sense of confidence from 76% (2021) to 88% (2023) -Self–regulation and goal setting from 84% (2021) to 88% (2023)
12 Month Target 3.4	<p>Reduce percentage of student absence (Prep–Year 6):</p> <ul style="list-style-type: none"> -Greater than 20 days absence from 37% (2020) to 25% (2023) -Between 10–19.5 days absence from 30% (2020) to 15% (2023)
KIS 3.a Intellectual engagement and self-awareness	<p>Implement a social and emotional learning curriculum.</p>
Actions	<ul style="list-style-type: none"> - Implement a social and emotional learning curriculum through the planned programme of inquiry and the P.Y.P. - Establish a strong wellbeing culture and build consistently inclusive practices for all students and teachers.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Develop a self-awareness of their emotions and a range of social skills to build positive relationships. This includes an awareness of others. - Develop a strong sense of belonging to Davis Creek and feelings of success and confidence as a learner. - Form an understanding of themselves, their strengths and aspirations. - Actively contribute to IEP/ BSP development. <p>Teachers will:</p> <ul style="list-style-type: none"> - Teach explicitly a planned and responsive SEL curriculum to the needs of each cohort of children. - Build and strengthen their capacity/capability in inclusive education to improve school wide practice for all students. - Build professional knowledge of adjustments required to ensure students with Tier 2 and 3 are able to access learning at their point of need. - Work with Education Support staff collaboratively in order to be responsive to the needs of Tier 2 and 3 students. <p>Leaders will:</p> <ul style="list-style-type: none"> - Monitor and support the teaching of an explicit SEL curriculum to address the needs of our students. - Establish a whole school plan so that we establish an evidenced based inclusive culture. - Provide quality professional learning to support development of capacity of staff to lead development of quality IEPs and BSPs.

	<ul style="list-style-type: none"> - Identify staff who are inclusive practice champions and empower them to share their practices with others. - Expect that the relationship between teachers and education support staff is dynamic and collaborative so that we support excellent outcomes for our students. 			
Success Indicators	<p>Early Indicators</p> <ol style="list-style-type: none"> 1. All teachers have been trained and are developing high quality IEPs for all students requiring reasonable adjustments. 2. Data on evidenced based reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making. 3. Regular SEL lesson are occurring consistently across the school. 4. Students are feeling more engaged with teachers and their peers across the school. <p>Late Indicators</p> <ol style="list-style-type: none"> 5. There has been a significant reduction in the number of behaviour related incidents between students across the school. Students report in ATOSS an improvement in classroom behaviour from 70% to 77%. 6. School wide connectedness data continues to improve. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Making the PYP Happen	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$22,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

