

Strathfieldsaye PS 2020 Annual Implementation Plan

Goal 1	Improve growth and achievement for all students in literacy
12 Month Target 1.2	By the end of 2020, the combined percentage of Years 1 to 6 students at or above the expected levels of achievement measured against Victorian Curriculum [teacher judgment growth] semester 2 to semester 2, will increase: <ul style="list-style-type: none"> • <i>Reading</i> from 75% [2019] to 77% [2020] • <i>Writing</i> from 70% [2019] to 72% [2020]
Key Improvement Strategy 1.a Building practice excellence	Develop teacher knowledge and skills to embed evidence based instructional practices

Goal 2	Improve student leadership, voice and agency in learning
12 Month Target 2.2	By the end of 2020, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> • <i>Student agency and voice</i> from 81% [2019] to 83% [2020] • <i>Student motivation and support</i> from 69% [2019] to 73% [2020]
Key Improvement Strategy 2.c Parents and carers as partners	Engage parents and carers as partners in learning

Define Actions, Outcomes and Activities

Goal 1	Improve growth and achievement for all students in literacy
12 Month Target 1.2	By the end of 2020, the combined percentage of Years 1 to 6 students at or above the expected levels of achievement measured against Victorian Curriculum [teacher judgment growth] semester 2 to semester 2, will increase: <ul style="list-style-type: none"> • <i>Reading</i> from 75% [2019] to 77% [2020] • <i>Writing</i> from 70% [2019] to 72% [2020]
Key Improvement Strategy 1.a Building practice excellence	Develop teacher knowledge and skills to embed evidence based instructional practices
Actions	To develop consistent implementation of the agreed Instructional Literacy models.
Outcomes	<p>Consistent implementation of the reading and writing instructional models will be demonstrated when...</p> <p>Students will:</p> <ul style="list-style-type: none"> • be able to articulate the 'usual' structure of literacy lessons <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the structure of the school's reading and writing instructional models • understand how to apply the instructional models in a way that supports the school's literacy focus • establish/improve peer coaching skills, with a focus on the teaching of literacy across the curriculum • consistently use the instructional model to plan and deliver lessons <p>Leaders will:</p> <ul style="list-style-type: none"> • use multiple sources of evidence to track peer coaching/instructional model implementation including barriers and enablers • invite teachers to observe their classes • develop their own peer coaching skills

Success Indicators	<p>Improved consistency in the delivery of the instructional model will be evident through...</p> <p>Students:</p> <ul style="list-style-type: none"> • student writing samples • moderated assessment samples • improvement in student achievement data <p>Teachers:</p> <ul style="list-style-type: none"> • lesson and unit plans • moderated assessment samples • PLC presentations of evidence of impact <p>Leaders:</p> <ul style="list-style-type: none"> • evidence of delivered professional learning • notes from learning walks and talks • notes from coaching observations 	
Activities and Milestones	Who	When
<p>Audit current practice and beliefs of best practice of literacy teaching through the use of learning walks and school-based surveys.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 3</p>
<p>Employ Literacy Consultant, Narissa Leung, to provide targeted professional learning during a Curriculum Day around best practice for the teaching of Literacy, including a focus on guided reading/writing and reading/writing conferences. Leadership team to conduct follow-up professional learning sessions and coaching to ensure consistent implementation of agreed practices.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff 	<p>from: Term 3 to: Term 3</p>
<p>Revise and modify the SPS instructional models for Reading and Writing and the whole school planning templates associated with these models. Conduct learning walks at least once a month to monitor the consistent implementation of the instructional models and planning templates.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 3 to: Term 4</p>
<p>Use the PLC inquiry and peer observation processes to regularly observe, monitor, and provide feedback on teacher practice in Literacy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> All Staff 	<p>from: Term 3 to: Term 4</p>

Goal 2	Improve student leadership, voice and agency in learning
12 Month Target 2.2	By the end of 2020, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> • <i>Student agency and voice</i> from 81% [2019] to 83% [2020] • <i>Student motivation and support</i> from 69% [2019] to 73% [2020]
Key Improvement Strategy 2.c Parents and carers as partners	Engage parents and carers as partners in learning
Actions	To identify the impact and use of technologies when engaging parents and carers as partners in learning.
Outcomes	<p>Increased engagement and involvement of parents and carers as partners in learning will be demonstrated when...</p> <p>Students will:</p> <ul style="list-style-type: none"> • complete the 'Learning from Home' survey • create video recordings that demonstrate their learning growth • participate in parent information sessions • invite their parents and carers to become more involved in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> • create video recordings of explicit teaching lessons • communicate with parents and carers on a regular basis and maintain records of these communications • provide more opportunities for the engagement and involvement of parents and carers as partners in learning • participate in parent information sessions • present evidence of impact information related to parent and carer engagement to PLC and staff meetings <p>Leaders will:</p> <ul style="list-style-type: none"> • reflect on remote learning experiences • reflect on the data from the 'Learning from Home' surveys • facilitate and participate in parent information sessions • create a school-based survey for students and parents and reflect on the data collected • deliver professional learning sessions related to Increased engagement and involvement of parents and carers <p>Parents and Carers will:</p> <ul style="list-style-type: none"> • complete the 'Learning from Home' survey • participate in parent information sessions • complete the school-based survey • increase engagement and involvement as partners in student learning

<p>Success Indicators</p>	<p>Increased engagement and involvement of parents and carers as partners in learning will be evident through...</p> <p>Students:</p> <ul style="list-style-type: none"> • 'Learning from Home' survey data • video evidence of student learning • evidence of participation in parent information sessions <p>Teachers:</p> <ul style="list-style-type: none"> • recordings of explicit teaching lessons • notes from communications with parents and carers • evidence of increased opportunities for the engagement and involvement of parents and carers • evidence of parent information sessions • PLC presentations of evidence of impact <p>Leaders:</p> <ul style="list-style-type: none"> • reflection notes of remote learning experiences • reflection notes from 'Learning from Home' survey data • evidence of parent information sessions • reflection notes from school-based survey data • evidence of delivered professional learning <p>Parents and Carers:</p> <ul style="list-style-type: none"> • 'Learning from Home' survey data • evidence of participation in parent information sessions • school-based survey data 	
<p>Activities and Milestones</p>	<p>Who</p>	<p>When</p>
<p>Reflect on remote learning experiences, using Learning from Home survey data, and determine the positive elements that could be retained to enhance parent engagement. Continue to implement the identified practices.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 3 to: Term 3</p>
<p>Use technology to engage and inform parents in their students' learning including sharing recordings of explicit teaching lessons and parent information sessions and providing video evidence of student learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 4</p>