2020 Annual Implementation Plan

for improving student outcomes

Brighton Beach Primary School (2048)

Submitted for review by Beverley May (School Principal) on 20 December, 2019 at 02:56 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 07 January, 2020 at 03:40 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To achieve high learning growth for all students, with the minimum of 12 months learning growth in literacy and numeracy every year.
12 Month Target 1.1	Numeracy Top 2 Bands 2018: Grade: 3 67%; Grade 5: 56% 2019: Grade: 3: 52%; Grade 5: 46% 2020 Grade 3: 63% (Similar schools is 63%) Grade 5: 57% (Same as before – the same cohort had 71% of students in the top 2 bands). English - Reading Top 2 Bands 2018: Grade 3: 72%; Grade 5: 60% 2019: Grade 3: 62%; Grade 5: 52% 2020: Grade 3: 74% (Similar Schools is 74%) Grade 5: 63% (2017 Grade 3 Top 2 Bands was at 72%)
12 Month Target 1.2	Benchmark Growth Numeracy 2019 25% above Benchmark; 18% below Benchmark 2020 Reading 2019 35% above Benchmark; 15% below Benchmark 2020 Seeking to reduce the number below benchmark; to increase above benchmark
12 Month Target 1.3	Triangulation of data - PAT, Naplan, Teacher Judgement - as shown through SPA

KIS 1 Evidence-based high-impact teaching strategies	Implement Instructional models, which are supported by evidence-based high impact teaching strategies.
Actions	Continued professional learning around differentiation for numeracy and reading Increased opportunities for teachers to share practice and observe each other Ongoing learning focused on catering for highly able students Redefining and establishment of beliefs and actions in the area of Mathematics
Outcomes	Students will be able to reflect on personal growth and articulate next step learning Teachers will have an increased knowledge of differentiation in Maths and Reading. Teachers will undertake coaching, mentoring or peer observation to improve practice Leaders will support teachers to review key understandings of effective differentiated practice in both Maths and Reading. Leaders will continue to build connections with network schools to further understanding best practice.
Success Indicators	Mathematics: NAPLAN item analysis, Teacher survey - learner confidence, Bastow Leading Numeracy evidence of action English: staff filming and facilitated reflections, PAT Reading data analysis, Unit planners reflect differentiated reading response tasks Both: peer observation notes, student shadowing data, cohort data analysis
Activities and Milestones	ENGLISH: building staff capacity around PAT reading and data analysis, using the Literacy Portal, consolidating reading practices, trailing SMART spelling in the junior school. MATHS: revisiting beliefs and actions in Maths, refining the BBPS Maths instructional model, engaging in the Bastow Maths Leadership course by the senior school team. HIGH ABILITY: Engagement and development of teaching and learning program to support high ability students, in line with DET initiatives PEER OBSERVATION: revisiting protocols, and increasing opportunities for teachers to engage in coaching and observation.

Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.
12 Month Target 2.1	Exploration of possible options Trial in 3/4 team (25%)
12 Month Target 2.2	NA
12 Month Target 2.3	ATSS - Differentiated learning challenge 2019 87% positive 10% neutral 3% negative ATSS - Motivation and Interest 2019 84% positive 13% neutral 3% negative 2020 Increase positive responses, reduce neutral
KIS 1 Empowering students and building school pride	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.
Actions	Engage school community in Respectful Relationships practices Build profile as a Lead School for Respectful Relationships
Outcomes	Students will have a greater understanding of key ideas featured in the RR curriculum Teachers will have a greater understanding of gender issues explored in Topics 7&8 Leaders will consider gender practices at BBPS at a whole school level Parents will have a greater understanding of a gender lens and the key ideas explored in the RR curriculum
Success Indicators	Gender Lens audit Staff survey - teaching confidence for Topic 7/8 Parent session attendance tracking
Activities and Milestones	RESPECTFUL RELATIONSHIPS: exploring gender lens in our community, enacting the 2020 Action Plan, facilitating parent and staff sessions as part of the RR Community of Practice.

Goal 2 continued	To strengthen the partnership with the school community to achieve expected learning growth for all students.
KIS 2 Curriculum planning and assessment	Further develop, embed and evaluate a whole school approach to ongoing, continuous reporting that allows for up to date sharing of student assessment.
Actions	Provide opportunities for professional learning on the development of rubrics as a form of shared assessment Build knowledge of possible strategies that support continuous reporting Continue to build understanding of student tracking and data literacy
Outcomes	Students will have increased opportunities to engage in tasks supported by rubrics and self-reflection Teachers will have further developed an understanding of rubric construction. Teachers will work within their PLCs to use rubrics more readily as a form of assessment. Some teachers will have trialled and reflected on a range of strategies that increase communication about learning between teacher and parent. Leaders will have a more outlined idea of what continuous reporting might look like at BBPS moving forward. Parents will have had the opportunity to further build an understanding of teaching and learning at BBPS
Success Indicators	Feedback - survey from parents and staff - before and after Work samples - evidence of use of rubrics Reliable and more accurate rubric creation
Activities and Milestones	DATA & ASSESSMENT: using data walls to build teacher understanding of cohort data, building teacher capacity to use rubrics, further explore NAPLAN data REPORTING & COMMUNICATION: audit current of assessment practices and review assessment schedule, collect feedback from community re communication at a classroom level, revamp Curriculum Nights into Parent Expos

Goal 3	Enrich student engagement through enhanced opportunities for student voice and agency in learning.
12 Month Target 3.1	ATSS - Student Voice and Agency 2019 73% positive responses, 7% negative responses 2020 Seeking to reduce negative responses and increase positive responses
12 Month Target 3.2	ATSS - Stimulated learning 2019 88% positive, 11% neutral, 1% negative responses 2020 seeking to increase positive responses, reduce neutral
KIS 1 Curriculum planning and assessment	Develop the school-wide approach to teaching and learning in Science and Digital Technology, through the lens of STEAM.
Actions	Increased planning for and documentation of STEAM principles across the curriculum Further develop understanding of rubrics as a form of shared assessment Deeper understanding of the critical and creative thinking curriculum
Outcomes	Students will have increased opportunities to self-evaluate learning using rubrics. Students will engage with technology as an integrated part of the curriculum. Teachers will have engaged in coding practices with their students. Teachers will have a clearer understanding of the Science and DigiTech continuum. Teachers will continue to explore ways to build student agency in learning. Leaders will provide provide ongoing opportunities for professional learning in the area of STEAM. Leaders will have supported teams to further explore how student agency can inform planning/whole school decisions.
Success Indicators	Teacher reflections - PD log PAT Science data and moderation Work samples - DigiTech, Science and Critical/Creative thinking rubrics Planners - STEAM integrated into Reading / Maths / Inquiry focus
Activities and Milestones	STEAM: Build teacher knowledge of Science through PAT assessments and establishing science rubrics, conduct a Thinking Curriculum audit, develop a DigiTech rubric, tresource and build teacher confidence through coaching in the STEAM room. STUDENT AGENCY: continued exploration of student agency in learning, establishment of student feedback groups