

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Templestowe Park Primary School (5129)



Submitted for review by Mark Roberts (School Principal) on 10 December, 2019 at 09:47 AM  
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Endorsed by Ben White (School Council President) on 24 February, 2020 at 12:58 PM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth of every student in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	<p>To increase the number of students achieving in the top two bands in Reading, Writing and Numeracy.</p> <ul style="list-style-type: none"> <li>- Improve Gr 3 Reading 2019 - 74% to 80% in 2020</li> <li>- Improve Gr 5 Reading 2019 - 52% to 58% in 2020</li> <li>- Improve Gr 3 Writing 2019 - 69% to 75% in 2020</li> <li>- Improve Gr 5 Writing 2019 - 42% to 52% in 2020</li> <li>- Improve Gr 3 Numeracy 2019 - 64% to 70% in 2020</li> <li>- Improve Gr 5 Numeracy 2019 - 48% to 58% in 2020</li> </ul> <p>Increase the number of students that achieve high growth and decrease the number that receive low growth in NAPLAN matched cohort in Reading, Numeracy and Writing.</p> <ul style="list-style-type: none"> <li>- Reading &gt;35% High - Low &lt;15%</li> <li>- Numeracy &gt;30% High - Low &lt;20%</li> <li>- Writing &gt;28% High - Low &lt;25%</li> </ul>
<b>12 Month Target 1.2</b>	<ul style="list-style-type: none"> <li>• Set Year level cohort targets for the % of students that are awarded an A or B for Reading in Teacher Judgement. To be confirmed when Semester 2 2020 results are finalised.</li> </ul>
<b>12 Month Target 1.3</b>	<p>To improve the 'Percent Endorsement Whole School' in the School Staff Survey.</p> <ul style="list-style-type: none"> <li>- Improve the outcome for Seek feedback to improve practice from 80% in 2019 to 85% in 2020.</li> </ul> <p>Improve the outcome for Discuss problems of practice from 88% in 2019 to 93% in 2020.</p>

<b>KIS 1</b> Curriculum planning and assessment	Build teacher capability to utilise data to teach students at their point of need in Literacy and Numeracy.
<b>Actions</b>	<p>Templestowe Park PS has selected the KIS 'Build teacher capability to utilise data to teach students at their point of need in Literacy and Numeracy' for the first time. After considerable review of our NAPLAN, PAT, F&amp;P Running Records and Teacher Judgements, it was identified that our highly able students in middle to upper primary required more targeted and explicit teaching to improve learning growth.</p> <p>This year, Templestowe Park PS has chosen the following Action in order to improve our point of need teaching for all students:</p> <ul style="list-style-type: none"> <li>- Redesign the team planning model to reflect analysis of student performance data and plan explicitly for our highly able students as a starting point.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Discuss their differentiated learning goals with their peers and adults.</li> <li>- Collect evidence of their achievement of their differentiated learning goal.</li> <li>- Articulate their personal strengths in a learning area and articulate how they are working towards their goal.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Design and implement learning sequences and activities explicitly based on student performance data.</li> <li>- Provide explicit feedback to students on current strengths and areas for future focus (goal).</li> <li>- Track progress of learning and goal achievement with students.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide professional learning on best practice in planning.</li> <li>- Model and assist in effective planning meetings.</li> <li>- Monitor planning meetings through guidance, participation and observation.</li> <li>- Monitor point of need teaching and differentiation through learning walks.</li> </ul>
<b>Success Indicators</b>	<p>Templestowe Park PS has identified the following outcomes:</p> <p>Leaders will: use multiple sources of evidence to track the performance and the success of the planning changes. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- PLT meeting minutes.</li> <li>- Interventions implemented based on student performance data.</li> </ul>

	<ul style="list-style-type: none"> <li>- Observations of initiatives during planning meetings and learning walks.</li> </ul> <p>Teachers will: participate in PLT meetings and undertake actions based on recommendations. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- PLT and planning meeting minutes.</li> <li>- Goal setting and implementation of initiatives.</li> <li>- Measurement of interventions (qualitative and quantitative).</li> </ul> <p>Students will: participate in the actions and learning activities designed by the Teachers in their planning meetings. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Participating in point of need teaching and learning activities.</li> <li>- Providing feedback to teams and leadership through the student feedback initiatives.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate best practice in planning procedures through DET literature, PLT training and contact with high performing primary schools. In consultation with the SIT leaders and staff, design a planning model that has an explicit focus on student performance data and designing activities that are at the point of need for all students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Undertake professional learning for staff to implement the planning model, best practice when analysing student performance data and how to set SMART goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Implement a revised weekly planning model to cater for individual student learning needs. The focus is on designing point of need and meaningful tasks for students that are above the expected level of achievement.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Curriculum planning and assessment	Build staff capacity through the development of professional learning communities.
<b>Actions</b>	<p>Templestowe Park PS has selected the KIS 'Build staff capacity through the development of professional learning communities' for the second year in a row. Last year our Actions related to developing a whole school PLC structure. Considerable improvements were made in developing PLTs across the school and teachers having the opportunity to discuss and action interventions based on problems of practice. We wish to continue to develop this area in 2020. With the focus on English and Maths within the PLT structure, it was felt that we needed to re-establish the Professional Action Learning Teams (PALT) in other key learning areas to promote consistency across the school.</p> <p>This year, Templestowe Park PS has chosen the following Actions in order to deepen consistency of team planning and teacher practice:</p> <ul style="list-style-type: none"> <li>- If accepted, participate in the DET PLT initiative with a focus on writing. If the application is not accepted, undertake DET PLT online training to continue to improve the PLC culture within the school.</li> <li>- Implement PALTs in key curriculum areas to ensure that teachers participate in a learning community to improve teacher practice and consistency across the school.</li> <li>- Develop the leadership qualities and capacity of the middle leaders to manage PALT, PLT and Level teams.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage in a range of learning activities based around the actions of the PALTs. Particularly in the areas of Inquiry, Student &amp; Community Wellbeing, Indigenous studies, Sustainability and STEM.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Participate in PALT meetings and action strategies from these meetings.</li> <li>- Lead the implementation of PALT recommendations in their PLT and Level teams.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead PALT meeting and monitor the implementation of actions from these meetings.</li> <li>- Provide modelling, PL and feedback to middle leaders of PALTs.</li> <li>- Monitor the actions of the PALTs and how they impact student participation and learning.</li> </ul>
<b>Success Indicators</b>	<p>Templestowe Park PS has identified the following outcomes:</p> <p>Leaders will: use multiple sources of evidence to track the performance and the success of the PALTs. Success indicators will include:</p>

	<ul style="list-style-type: none"> <li>- PALT meeting minutes.</li> <li>- Monitoring of actions from the teams.</li> <li>- Observations of initiatives during learning walks.</li> </ul> <p>Teachers will: participate in PALT meetings and undertake actions based on recommendations. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- PALT meeting minutes.</li> <li>- Goal setting and implementation of initiatives.</li> </ul> <p>Students will: participate in the actions and learning activities designed by the PALTs. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Participation in PALT led initiatives and providing feedback to teams and leadership.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Undertake professional reading, study DET PLT online resources and possibly participate in the DET PLT initiative.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Establish PALTs across the school in STEM, Indigenous studies, Sustainability and Student & Community Wellbeing. Actions according to the goals established by the PALTs will be undertaken.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Refine the school's pedagogical model to ensure consistency of practice and language across the school.			
<b>Actions</b>	Templestowe Park PS has selected the KIS 'Refine the school's pedagogical model to ensure consistency of practice and language across the school' for the second year in a row. Last year our Actions related to improving the pedagogical practices in Reading and Mathematics. Our focus on Mathematics will continue in 2020. After reviewing recent student performance data it was identified that a refinement in our approach to teaching Writing was required.			

	<p>This year, Templestowe Park PS has chosen the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> <li>- Refine the Writing teaching and learning pedagogical model to ensure that all students are participating in lessons that are rigorous and cater for their learning needs.</li> <li>- Continue the development of leadership and Maths leaders through professional learning with the Maths Association of Victoria and Melbourne University. The school is a part of the Maths Association Victoria and Melbourne University Maths Collaborative 2019 - 2020 'Leading Whole School improvement in Mathematics Education'.</li> <li>- Refine the Mathematics teaching and learning pedagogical model so students teachers are explicitly teaching the proficiency of problem solving and students are provided with opportunities to practise these strategies.</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to explain the lesson structure.</li> <li>- Engage in their learning, working in line with the instructional model.</li> <li>- Verbalise the intent and role of the teacher during the different stages of the learning model.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Undertake extensive professional learning to implement the instructional model.</li> <li>- Implement the agreed instructional model in Writing and Mathematics.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide professional learning to all staff.</li> <li>- Model effective teaching practices.</li> <li>- Monitor student learning through observations and learning walks.</li> <li>- Discuss learning walk observations of conferencing at SIT meetings.</li> <li>- Provide targeted one on one support to staff as needed.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Templestowe Park PS has identified the following outcomes:</p> <p>Leaders will: use multiple sources of evidence to track the performance and the success of the initiatives. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- NAPLAN, PAT and Teacher Judgement outcomes in the areas of focus.</li> <li>- Planning documentation that exhibits the change in the teaching and learning model.</li> <li>- Observation of the changes in the pedagogical model during classroom visits and learning walks.</li> </ul> <p>Teachers will: implement the refined teaching and learning models in Mathematics and Writing. Success indicators will include:</p>

	<ul style="list-style-type: none"> <li>- Planning documentation that reflects the changes.</li> <li>- Change of practice in the classroom based on the changes.</li> </ul> <p>Students will: participate in a range of teaching and learning opportunities based on the refined teaching and learning model. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Participation in differentiated Mathematics and Writing classes.</li> <li>- Providing feedback on the changes through student voice opportunities.</li> <li>- Improvement in the associated areas within the AtoSS.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Five full days PL for 5 member team of staff with MAV and Melbourne University to continue the Maths Collaborative 2019-2020 'Leading Whole School Improvement in Mathematics Education' program.</p> <p>Undertake PL sessions with staff led by the Maths Collaborative Team, consisting of the Assistant Principal, Mathematics Leader, 3 x Level 2 Teaching staff. This includes sharing of classroom practice and professional conversation.</p> <p>Monitor whole staff knowledge of how to observe and record student conceptual understanding through concrete, pictorial and abstracts ways, and build a teacher resource to support teachers.</p> <p>Develop whole staff knowledge of the problem solving proficiency.</p> <p>Regular Staff PD led by Assistant Principals, Maths Collaborative Team and PLT Leaders focussed on:</p> <ul style="list-style-type: none"> <li>- Embedding shared knowledge and understanding.</li> <li>- Providing teachers with opportunities to reflect on current practice and to plan for future teaching.</li> <li>- Regular PLT meetings to discuss Maths teaching and</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>



learning and interpret evidence collected about student conceptual understanding.				
Design and publish the refined Mathematics pedagogical model to include specific teaching of problem solving strategies.  Undertake PL at Staff and PLT meetings on problem solving strategies and guide teachers on how to use the model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00  <input checked="" type="checkbox"/> Equity funding will be used
Design and publish the refined Writing pedagogical models.  Undertake PL at Staff and PLT meetings to guide teachers on how to use the model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100.00  <input type="checkbox"/> Equity funding will be used
Design and implement a whole school schedule and focus for the explicit teaching of the 6 + 1 traits of writing.  Undertake PL at Staff and PLT meetings to guide teachers on how to introduce the traits within their classrooms.  Regular PLT meetings to discuss Writing teaching and learning and interpret evidence collected about student writing strategies and where to guide teaching next.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Provide Learning Specialist with one full day a week to observe, model and coach teachers in Writing practice. Observation will ensure that a consistent approach is being taken across the school.  Provide time for teachers to undertake peer observation during Writing sessions to observe the practice of their peers in implementing the pedagogical model and the use of mentor texts to guide instruction.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used

Undertake PL with Dr Lorraine McDonald titled 'Actively noticing the craft of writing: attentive teaching with mentor texts'. This PL will run for a full day in Term 1.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Design and publish writing assessment rubrics based on genre checklists, 'I can' statements and Fountas and Pinnell guidelines.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To develop a differentiated curriculum that challenges all students and improves student engagement.			
<b>12 Month Target 2.1</b>	To improve the 'Percent Endorsement Whole School' in the School Staff Survey.  - Improve the outcome for Use student feedback to improve practice from 76% to 82%.			
<b>12 Month Target 2.2</b>	To improve the 'Overall Primary % Positive' in the Student Attitudes to School Survey.  - Improve the outcome for I am learning things that really interest me from 79% to 84%.  - Improve the outcome for Stimulated learning from 88% to 92%.  - Improve the outcome for Student voice and agency from 74% to 80%.			
<b>12 Month Target 2.3</b>	To improve the 'Overall Primary % Positive' in the Parent Opinion Survey.  - Improve the outcome for Stimulating learning environment from 84% to 89%.  - Improve the outcome for this school provides opportunities for my child to make decisions and solve problems 84% to 89%.			

	- Improve the outcome for Effective teaching from 82% to 87%.
<b>KIS 1</b> Building practice excellence	Develop and formalise feedback and reflection processes for teachers and students.
<b>Actions</b>	<p>Templestowe Park PS has selected the KIS Develop and formalise feedback and reflection processes for teachers and students for the first time. After reviewing our current practices for student feedback and hosting focus groups with students, it was identified that students desired a greater opportunity to provide feedback so changes can be made to improve their learning and entire school experience.</p> <p>This year, Templestowe Park PS has chosen the following Action in order to improve our point of need teaching for all students:</p> <ul style="list-style-type: none"> <li>- Develop a formal process for providing feedback to teachers and school leadership to improve student learning and empowerment.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to provide feedback to staff and leadership.</li> <li>- Discuss the areas that are important to their learning and set learning goals.</li> <li>- Verbalise how their teacher knows how they are feeling about their learning and know that they care.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Build a positive and trusting relationship with their students.</li> <li>- Receive and act on the feedback they receive to improve their teaching practice.</li> <li>- Ensure that all students have the opportunity to provide constructive feedback.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide a whole school model for providing feedback.</li> <li>- Monitor the implementation of the feedback model and the approach to student feedback.</li> <li>- Receive and act on the feedback they receive to improve whole school practices.</li> </ul>
<b>Success Indicators</b>	<p>Templestowe Park PS has identified the following outcomes:</p> <p>Leaders will: use multiple sources of evidence to track the performance of the student voice initiatives. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- PALT meeting minutes.</li> <li>- Monitoring of actions pertaining to student feedback from the teams.</li> </ul>

	<ul style="list-style-type: none"> <li>- Participating in and observing student feedback sessions.</li> </ul> <p>Teachers will: participate in PL based on student voice and lead the initiative in their classrooms. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Implementation of student voice initiatives in their classrooms.</li> <li>- Participating in feedback sessions with their students.</li> <li>- Acting on suggestions and feedback from students.</li> </ul> <p>Students will: participate in the design of the feedback loop and provide feedback to teachers and leaders. Success indicators will include:</p> <ul style="list-style-type: none"> <li>- Actively participating in the design of the feedback loop.</li> <li>- Participating in the feedback loop.</li> <li>- Improvement in the associated areas within the AtoSS.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Undertake PL sessions with all staff on Amplify and best practice to promote student voice and student feedback.</p> <p>Investigate formal processes for student voice and feedback through observations of high performing primary schools.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100.00  <input type="checkbox"/> Equity funding will be used
<p>Undertake PL with all staff on Amplify and best practice when receiving feedback from students.</p> <p>Design a model of feedback with consultation from students, teachers and leadership. This feedback channel will be from student to classroom teacher, specialist teacher and leadership.</p> <p>In conjunction with students, design opportunities for student voice in the classroom and wider school based on the research undertaken and the recommendations of the Amplify document.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100.00  <input type="checkbox"/> Equity funding will be used
<p>Deliver the design model of student feedback to all students. Take action on student recommendations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1	\$100.00

<p>Once the feedback loop is established, undertake surveys, focus groups and forums to ensure the process is successful.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
<p>The Student &amp; Community Wellbeing PALT will lead and monitor the implementation of the feedback loop and student voice initiatives.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100.00</p> <p><input type="checkbox"/> Equity funding will be used</p>