

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Caulfield South Primary School (4315)



Developed December 2019

Goal 1	To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.
Key Improvement Strategy Global citizenship	Strengthen the school learning community of parents, teachers and students.
Actions	Support communication between parents, teachers and students by supporting the use of targeted feedback around learning intentions, success criteria and personalised student goals and learning strategies.
Activities	<ul style="list-style-type: none"> -Student/teacher posts on Seesaw modelling how to use learning intentions and success criteria to provide feedback -Student teacher communication with school community (info night, term letters, curriculum updates) supports increased participation in goal setting, feedback and learning strategies. -Staff meeting sharing sessions focussing on strategies that year levels have used to support improved parent participation.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Engage in reflective discussions with both parents and teachers about their academic and personal development - Use evidence in their student portfolios to support their own assessment of their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Support parents to participate in their child's learning and contribute to their development - Provide support for students and parents on how to give constructive feedback related to learning intentions and success criteria <p>School Community will:</p> <ul style="list-style-type: none"> - Participate in student feedback on learning and student goal setting
Success Indicators	<ul style="list-style-type: none"> - Student work samples on Seesaw and Three Way Conferences contain student reflections, goal setting and details of success criteria and learning intentions. - Parents scaffolded to provide constructive feedback on learning intentions and success criteria through student/teacher modelling - Parent comments on Seesaw include feedback to students on learning intentions and success criteria

Goal 2	To improve every students' achievement in English, Numeracy and Science.
Key Improvement Strategy Evidence-based high-impact teaching strategies	Invest in teacher capacity by developing capability in high impact teaching strategies.
Actions	<ul style="list-style-type: none"> -Improve staff understanding and use of effective and timely feedback to support student learning and agency. -Support Learning Specialists, PLAT and Focus Team Leaders to develop teacher capacity and ability to engage students in challenging, rigorous curriculum. -Improve Literacy, Numeracy and STEAM curriculum knowledge through use of support materials including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics teaching toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.) -Support teacher capacity to cater for highly able students in reading, writing and numeracy.
Activities	<ul style="list-style-type: none"> -Student academic and personal development goals linked to strategies for development and success criteria. -Staff meetings sharing teacher strategies for supporting student goal setting, development of success criteria and feedback. -Teachers complete professional learning on using the PYP framework to continue supporting student needs. -Staff professional learning on analysing cohort and individual reading and numeracy data to identify student needs.
Outcomes	<p>School Leaders will: Participate in ongoing leadership planning targeted at developing ability to lead, coach and support improvements in teacher practice. Run staff development supporting teachers to make improvements in practice</p> <p>Teachers will: -Regularly learn about and discuss strategies to support the development of HITS and student agency. -Learn about and use materials to support curriculum knowledge including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.) - Complete professional learning on analysing cohort and individual reading and numeracy data to identify student needs.</p> <p>Students will: Set goals for personal and academic growth Reflect on strategies used to make academic growth Receive and provide feedback on academic growth</p>
Success Indicators	<p>Visual tools to support student strategic reflection and goal setting evident in classrooms on learning walks.</p> <p>PLATs goals and actions are linked to supporting curriculum knowledge through use of resources including: DET Literacy teaching toolkit, Fountas and Pinnell Continuum of Literacy, NAPLAN marking guides, VCOP, Scribi writing, DET Mathematics Teaching Toolkit, Di Siemon Big Ideas in Maths (scaffolding Numeracy on DET website.)</p>

Goal 3	To strengthen students' personal and social learning skills.
Key Improvement Strategy Setting expectations and promoting inclusion	Build school understanding of resilience, empathy, and appreciation of diversity
Actions	Develop school knowledge and strategies in resilience, empathy and diversity.
Activities	<ul style="list-style-type: none"> -Implementation of Respectful Relationships action plan, lead by Wellbeing Focus Team. -Develop and implement Reconciliation Action Plan (RAP) -Student reflection and goal setting in areas of personal development, based on the PYP Learner Profile, Essential Elements and other classroom supports. -Support whole school recognition of important events of national significance e.g. Reconciliation Week, NAIDOC week, International Women's Day, Day of the Girl.
Outcomes	<p>School Leaders will: Support staff use of DET Respectful Relationships Support the development of a Reconciliation Action Plan</p> <p>Teachers will: Use DET Respectful Relationships program and resources Contribute to the development of the CSPS Reconciliation Action Plan Ensure that units of inquiry and classroom curriculum supports the development of resilience, empathy and appreciation of diversity.</p> <p>Students will: Engage in learning experiences that promote the development of resilience and empathy through personal goal setting and building relationships. Engage in learning experiences that develop a genuine understanding of respect and value for Aboriginal and Torres Strait Islander cultures, histories and celebrations.</p>
Success Indicators	<p>Notes from leadership team meetings reflecting on progress; SIT meeting minutes reflect on progress and plan to support implementation and development of Respectful Relationship and Reconciliation Action Plan. Lesson plans and planning documents of teachers include learning sequences that target the development of resilience, empathy and appreciation of diversity. Learning walks demonstrate evidence that units of inquiry are supporting student wellbeing development.</p>