

Brunswick South Primary School – 2020 Annual Implementation Plan ‘At a Glance’

VISION: For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities

VALUES: Constant Learning Mutual Responsibility Compassion Sense of Possibility

What is an Annual Implementation Plan (AIP)?

The AIP sets out specific actions for implementing and monitoring [BSPS Strategic Plan](#) for the coming year. The AIP is self-evaluated annually and is assessed as a continuum of learning defined by 4 ratings, these are: *Emerging, Evolving, Embedding and Excelling*.

Rating	Emerging	Evolving	Embedding	Excelling
Continuum ranking	Lowest			Highest

Of the 16 improvement dimensions, BSPS has self-evaluated as Evolving against 5, Evolving moving towards Embedding against 9 and Embedding against 2. This is an improvement on the **2019** AIP self-evaluation.

AIP key focus areas for 2020

To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy.			
GOAL	<p>This goal focuses on improving student performance in Literacy and Numeracy areas through improved NAPLAN results in Writing and Numeracy. This year's AIP is particularly focused on:</p> <ul style="list-style-type: none"> ● Reducing the proportion of Yr 5 students achieving low growth in Writing and Numeracy. "Growth" is a NAPLAN measure that examines learning gain over the previous two years. ● Increasing the proportion of Yr 5 students achieving high growth in Writing and Numeracy. ● Increasing the proportion of Yr 3 and 5 students in the top two bands in Writing and Numeracy. Each NAPLAN scale is divided into ten bands to report student progress through Years 3, 5, 7 and 9. Band 1 is the lowest band and band 10 is the highest. ● Enhanced reading comprehension strategies for years 5 and 6. ● Continue building consistency in teaching and therefore in the student learning experience, across the year levels ● Build on the work of the teachers' Professional Learning Communities to find more engaging ways to deliver curriculum across a range of student skills levels. 		
STRATEGIES	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p><u>Implement Professional Learning Communities (PLCs)</u> - PLCs comprise BSPS teachers who develop specialist areas and share their learning practices with each other. In 2019 these communities were embedded, sharing practice across all year levels within each discipline or specialist area, as well as the already established practice of sharing across the teaching team within a learning area (eg. grade 1/2). Feedback from staff indicated that the embedding of the PLCs in 2019 had positive impacts on their practice with the Numeracy PLC in particular noting enhanced teaching strategies.</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p><u>Implement Action Plan to accelerate improvement over the next 12 months</u> - The action plan will assist teachers to assess the impact that their teaching strategies have on reading improvement. The Action Plan will be adjusted each term in response to teacher findings.</p> </td> </tr> </table>	<p><u>Implement Professional Learning Communities (PLCs)</u> - PLCs comprise BSPS teachers who develop specialist areas and share their learning practices with each other. In 2019 these communities were embedded, sharing practice across all year levels within each discipline or specialist area, as well as the already established practice of sharing across the teaching team within a learning area (eg. grade 1/2). Feedback from staff indicated that the embedding of the PLCs in 2019 had positive impacts on their practice with the Numeracy PLC in particular noting enhanced teaching strategies.</p>	<p><u>Implement Action Plan to accelerate improvement over the next 12 months</u> - The action plan will assist teachers to assess the impact that their teaching strategies have on reading improvement. The Action Plan will be adjusted each term in response to teacher findings.</p>
<p><u>Implement Professional Learning Communities (PLCs)</u> - PLCs comprise BSPS teachers who develop specialist areas and share their learning practices with each other. In 2019 these communities were embedded, sharing practice across all year levels within each discipline or specialist area, as well as the already established practice of sharing across the teaching team within a learning area (eg. grade 1/2). Feedback from staff indicated that the embedding of the PLCs in 2019 had positive impacts on their practice with the Numeracy PLC in particular noting enhanced teaching strategies.</p>	<p><u>Implement Action Plan to accelerate improvement over the next 12 months</u> - The action plan will assist teachers to assess the impact that their teaching strategies have on reading improvement. The Action Plan will be adjusted each term in response to teacher findings.</p>		
ACTIONS	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>This year the focus for PLCs will be on consistent use of the BSPS Instructional Model to embed high quality teacher practice within a bilingual environment using evidence-based strategies. This year there will be a focus on ensuring consistent teacher planning documentation to support curriculum delivery across the whole school.</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>Assessment of the effectiveness of teaching strategies will include peer review and observation and ongoing reference to student literacy data. It will also involve interviews with the students during regular classroom activities. Teachers will focus on developing greater consistency in their reading comprehension teaching strategies.</p> </td> </tr> </table>	<p>This year the focus for PLCs will be on consistent use of the BSPS Instructional Model to embed high quality teacher practice within a bilingual environment using evidence-based strategies. This year there will be a focus on ensuring consistent teacher planning documentation to support curriculum delivery across the whole school.</p>	<p>Assessment of the effectiveness of teaching strategies will include peer review and observation and ongoing reference to student literacy data. It will also involve interviews with the students during regular classroom activities. Teachers will focus on developing greater consistency in their reading comprehension teaching strategies.</p>
<p>This year the focus for PLCs will be on consistent use of the BSPS Instructional Model to embed high quality teacher practice within a bilingual environment using evidence-based strategies. This year there will be a focus on ensuring consistent teacher planning documentation to support curriculum delivery across the whole school.</p>	<p>Assessment of the effectiveness of teaching strategies will include peer review and observation and ongoing reference to student literacy data. It will also involve interviews with the students during regular classroom activities. Teachers will focus on developing greater consistency in their reading comprehension teaching strategies.</p>		
SUCCESS INDICATORS	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency in the student performance data from year to year ● an increased understanding and awareness of the BSPS Instructional model in teacher planning documentation ● increased understanding from teachers and students on their learning as well as reflection on the purpose of the teacher student observation and feedback activities ● The Year Level PLC leaders using PLC tools learnt through professional development to improve their practice. </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency between top two tiers in NAPLAN from year 3 to 5 ● more year 3 student close to top two tiers moving into the top two tiers in year 5 ● Student survey and ongoing interview responses received through regular classroom activity, indicate improved reading comprehension and response to teaching strategies. ● greater consistency in teacher reading strategies. </td> </tr> </table>	<p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency in the student performance data from year to year ● an increased understanding and awareness of the BSPS Instructional model in teacher planning documentation ● increased understanding from teachers and students on their learning as well as reflection on the purpose of the teacher student observation and feedback activities ● The Year Level PLC leaders using PLC tools learnt through professional development to improve their practice. 	<p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency between top two tiers in NAPLAN from year 3 to 5 ● more year 3 student close to top two tiers moving into the top two tiers in year 5 ● Student survey and ongoing interview responses received through regular classroom activity, indicate improved reading comprehension and response to teaching strategies. ● greater consistency in teacher reading strategies.
<p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency in the student performance data from year to year ● an increased understanding and awareness of the BSPS Instructional model in teacher planning documentation ● increased understanding from teachers and students on their learning as well as reflection on the purpose of the teacher student observation and feedback activities ● The Year Level PLC leaders using PLC tools learnt through professional development to improve their practice. 	<p>We expect to see:</p> <ul style="list-style-type: none"> ● greater consistency between top two tiers in NAPLAN from year 3 to 5 ● more year 3 student close to top two tiers moving into the top two tiers in year 5 ● Student survey and ongoing interview responses received through regular classroom activity, indicate improved reading comprehension and response to teaching strategies. ● greater consistency in teacher reading strategies. 		