

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Armstrong Creek School (5564)



**ARMSTRONG  
CREEK  
SCHOOL**

Submitted for review by Evan Savage (School Principal) on 20 December, 2019 at 03:05 PM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 23 December, 2019 at 07:58 AM  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Increase the percentage of students achieving above expected age level in Reading
<b>12 Month Target 1.1</b>	To increase the percentage of students above the age expected level from 32% in 2019 to 35% in 2020 based on Victorian Curriculum levels.
<b>12 Month Target 1.2</b>	To decrease the percentage of students with less than 6 months growth in reading from 14% in 2019 to 12% in 2020 based on Fountas and Pinnell assessments, EOI and teacher judgements (ABLES)
<b>12 Month Target 1.3</b>	Increase the percentage of students in the Top 2 Bands of NAPLAN Reading; - Grade 3; 45% in 2019 to 50% in 2020 - Grade 5; 31% in 2019 to 34% in 2020
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Introduction and expectation of explicit teaching of phonics and decoding strategies school-wide (automaticity in reading)
<b>Actions</b>	Embed the Armstrong Creek School priority teaching and learning standards (GVC) in Phonics across the school
<b>Outcomes</b>	Leaders will: * Support teachers and teams in the planning and implementation of teaching phonics/decoding at all levels of the curriculum * Communicate high expectations of the use of our GVC * Prioritise resourcing of phonics teaching and learning and continue to build own professional knowledge and capacity in terms of best practice reading instruction, modelling this to all staff Teachers will: * Understand the importance of teaching decoding as a skill to all students, plan and implement lessons with the explicit teaching of these skills * Use the PLC inquiry cycle to monitor and reflect on student progress * Continue to build their knowledge and capacity of phonics instruction.

	<p>Students will:  * Be able to apply decoding strategies to help improve their reading comprehension and achievements in reading.</p>			
<b>Success Indicators</b>	<p>GVC (Phonics) reflected in planning documents, ILPs, student reports, learning goals and PLC documentation.  Phonics specific assessments completed and measured over the year  Staff Opinion Survey Targets:  * Guaranteed and Viable Curriculum from 63% to 65%  * Instructional Leadership from 74% to 78%</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Sounds Write Training for Staff P-2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning for existing and new staff around the ACS Priority Teaching and Learning Standards	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Use of MTSS as a data analysis tool for student needs and progress in phonics/decoding	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Professional Learning of assessment tools to measure phonics and decoding strategies	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Build teacher capacity in Explicit Instruction			
<b>Actions</b>	Develop a whole-school understanding of what explicit teaching looks like			
<b>Outcomes</b>	Leaders will: * Continue to build professional knowledge and capacity in Explicit Instruction * Promote consistency of language and approaches to explicit instruction * Observe sample lessons across the school demonstrating 'explicit instruction' * Prioritise Professional Learning in Explicit Instruction for staff Teachers will: * Access Professional Learning and Readings around Explicit Instruction * Engage in the staff resource text during on-going professional learning meetings * Use explicit instruction as an instructional practice on a daily basis * Work in PLCs to plan and implement explicit instruction so that all students can access Students will: * Identify the behaviours they need to demonstrate in order to participate in explicit instruction			
<b>Success Indicators</b>	* PLC minutes and teacher planning documents show daily evidence of explicit instruction taking place for students * Staff will use student learning data to monitor progress and measure success * PDP will reflect staff learning of explicit instruction at a deep level Staff Opinion Survey * Increase Knowledge of High Impact Teaching Strategies from 46% to 50% * Use of HITS 69% to 72% ATSS			

	* Increase effective teaching time from 76% to 80%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Reading "Explicit and Direct Instruction" on-going in 2020	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Coaching and mentoring of staff by Learning Specialists and Leading Teachers in Explicit Instruction	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,400.00  <input type="checkbox"/> Equity funding will be used
Professional Learning of the HITS	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Documented process of Explicit Teaching at Armstrong Creek School	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$450.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Implementation of Guaranteed and Viable Curriculum and The Big 6 in Reading			
<b>Actions</b>	Embed the Armstrong Creek School priority teaching and learning standards (GVC) in Reading along with how and what to teach in the Big 6 in Reading across the school.			

<b>Outcomes</b>	Leaders will: * Communicate high expectations of the implementation of the Big 6 and GVC school-wide * Support teachers and teams in the planning and design of curriculum in Reading * Seek professional development to stay up to date with contemporary evidence around best practices in the teaching of reading Teachers will: * Use the GVC and Big 6 to assess, plan and design for teaching and learning school-wide * Use the PLC inquiry cycle to critically reflect on student progress			
<b>Success Indicators</b>	Staff Opinion Survey: * Guaranteed and Viable Curriculum from 63% to 65% * Use data for curriculum planning 85% to 87% * Use of pedagogical model 77% to 80%			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning for new and existing staff in GVC and Big 6 in reading.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Coaching and Professional Learning in the ACS Instructional Model	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,500.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 4</b> Building practice excellence	Further embed the PLC inquiry process across the school			
<b>Actions</b>	Further embed Professional Learning Communities with fidelity across the school			
<b>Outcomes</b>	Leaders will: * Communicate high expectations of PLCs			

	<ul style="list-style-type: none"> <li>* Use multiple sources of evidence to track implementation of PLCs</li> <li>* Model how to give and receive feedback with staff and how to follow the inquiry cycle with fidelity</li> <li>* Build capacity of others to implement and run the PLC cycle within a team</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Understand the characteristics of high-quality PLCs,</li> <li>* Engage in regular conversations about student learning and instructional practice</li> <li>* Use PLC time to evaluate the impact of teaching on student outcomes</li> <li>* Use MTSS as a data analysis tool to design curriculum in response to student needs</li> </ul>			
<b>Success Indicators</b>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>* Monitor effectiveness using data from 77% to 80%</li> <li>* Understand how to analyse data from 54% to 58%</li> <li>* Collaborate to plan curriculum 77% to 80%</li> </ul> <p>ATSS</p> <ul style="list-style-type: none"> <li>* Increase stimulated learning from 63% to 65%</li> <li>* Increase differentiated learning challenge from 75% to 80%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning for staff in PLCs, data analysis and MTSS	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 5</b> Evidence-based high-impact teaching strategies	All students co-construct their Individual Learning goal in Reading, based on teacher feedback and assessment and reviewed at least 5 times per term			
<b>Actions</b>	Develop a whole school system to constructing, monitoring and reviewing Individual Learning Goals in reading			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* Support teachers and students in developing learning goals with rigour and which accurately reflect student learning needs</li> </ul>			

	<ul style="list-style-type: none"> <li>* Continue to support teachers in the implementation of our continuous reporting cycle</li> <li>* Model how to provide feedback in a constructive way</li> <li>* Model how to design strategies for achieving goals set</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>* Work in PLCs to develop systems for learning goal construction and review</li> <li>* Review learning goals for students during explicit teaching times, at least once every 1-2 weeks</li> <li>* Design learning goals using assessment and the Big 6 in reading</li> <li>* Provide students with continuous feedback about their learning in reading</li> <li>* Develop sound strategies for achieving learning goals</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* Have a say in what their learning goals are based on feedback and understanding of their own learning needs</li> <li>* Articulate their learning goals in reading and identify the ways in which they can achieve them</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>* Instructional Leadership from 74% to 78%</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>* Monitor effectiveness using data from 77% to 80%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning around goal setting and strategies for improved learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To activate student voice in the school community to contribute to a positive school climate			
<b>12 Month Target 2.1</b>	Increase the ATTS domain for Social Engagement (social connectedness, inclusion, voice and agency) from 69% to 72%			
<b>12 Month Target 2.2</b>	Increase the Parent Opinion Survey domain of Parent Community Engagement from 80% to 83%			
<b>KIS 1</b> Empowering students and building school pride	Develop formal and informal structures and opportunities to promote student voice.			



<b>Actions</b>	<ul style="list-style-type: none"> <li>o Develop survey to establish baseline data to promote student voice</li> <li>o Students set termly, personal goals against the school wide expectations</li> <li>o Student provide feedback to peers on learning goals</li> <li>o SRC plays a bigger part in whole school activities e.g. lunch time clubs and assemblies</li> <li>o Students are active members on the SWPBS Team</li> <li>o Active participants in the CoP – Student Voice</li> <li>o Embed the Positive Bystander program in Curriculum</li> <li>o Develop and implement Restorative Practice strategies</li> <li>o Teachers provide opportunities for students to share their learning and displays include students work and photos</li> </ul>			
<b>Outcomes</b>	<p>Students will have a sense that they are able to be active participants in their Learning Communities and that they were able to influence the outcome of events. Students will develop a sense of pride in their Learning Communities. Students demonstrate a sense of enjoyment in their learning. They regard their teachers positively and feel they are taught in an engaging way.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>o ATTS factor for Connectedness increase from 69% to 70%</li> <li>o ATTS factor for Managing Bullying effectively increase from 64% to 65%</li> <li>o ATTS factor for Respect for Diversity increase from 75% to 76%</li> <li>o ATTS factor Student Voice and Agency increase from 62% to 63%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Workshop current Student Voice strategies and develop an action plan to embed Student Voice in all ACS related activities	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Active participants in Community of Practice - Student Voice	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Developed documentation for MTSS - Student Voice	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building communities	Revise and further embed the Parent Engagement Strategy to increase parent/family sense of school pride and understanding of diversity.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>o Identify and address barriers to engagement - develop action plan</li> <li>o Parent/carer information sessions on a termly basis</li> <li>o Learning Community end of term learning celebrations</li> <li>o Home Expectation Matrix are being developed in consultation with school community</li> <li>o Share data with school community through newsletters and other platforms e.g. positive reflection emails to parents</li> <li>o Work closely with PAC to support Parent Involvement in each Learning Community</li> <li>o Whole school professional learning on Diversity</li> <li>o Develop understanding of diversity in whole school curriculum (RR, Capabilities and Health) and shared at whole school events</li> </ul>			
<b>Outcomes</b>	<p>Increase in the percentage of parents/carers who attend various school events.          Parents/ carers have a greater understanding of diversity.          Parents/carers provide positive feedback on the development and implementation of the Home Expectation Matrix.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>o Parent Opinion Survey domain for Respect for Diversity increase by 1% from 86% to 87%</li> <li>o Parent Opinion Survey domain for Student Development: Student voice and agency increase by 1% from 81% to 82%</li> <li>o Staff Opinion Survey domain for Parent and Community Involvement increase from 79% to 80%</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning and workshops on the Parent Engagement Strategy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Whole staff Professional Learning on Diversity	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning in unpacking capabilities which links to Respectful Relationships, Student Voice and Diversity	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Setting expectations and promoting inclusion	Continued development and embedding of consistent SW-PBS structures, processes and supports.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>o Document all formalised processes for Tier 1 practices to promote consistency among staff</li> <li>o Gather base line data around levels of behaviour and frequency through Compass</li> <li>o All teams to develop a semester based Action Plan</li> <li>o Align Behaviour Response Continuum (Major and Minor Behaviours) with the Student Friendly Flowchart</li> <li>o Establish a Tier 2 PBS team and set goals through an inquiry process</li> <li>o Developing students' capacities to be reflective and use metacognition (thinking about the problem) in a range of environments</li> <li>o Display of behaviour matrix inside and outside</li> <li>o Continue to develop consistent planning documentation for teaching expected behaviours across the whole school (Develop bank of SWPBS lessons)</li> <li>o Develop continua of Effective Classroom Practices</li> <li>o Develop set of Essential Professional Behaviours</li> </ul>			
<b>Outcomes</b>	Staff implement a consistent approach to SWPBS. The PC4L team use an inquiry process to improve student behaviour. Tier 2 Critical Intervention Team has a consistent approach to support and intervention.			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>o SWPBS Self-Assessment Survey shows an increase from 46% to 50%</li> <li>o Tiered Fidelity Inventory increase from 77% to 80%</li> </ul>			

	<ul style="list-style-type: none"> <li>o Percentage of students able to identify why they received a Creek Coin increases from 77% to 80%</li> <li>o Staff Opinion Survey shows an increase school support for staff physical safety from 48% to 50%</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documented process of Positive Climate for Learning with a focus on School Wide Positive Behaviour Support at Armstrong Creek School	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Coaching of staff to ensure SWPBS are embedded in all practices	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning to develop and Action Plan to drive SWPBS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Workshop the development of a continua of Effective Classroom Practices	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Display of Indoor and Outdoor expectations	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
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