

**Lucknow Primary School – SSP & AIP ... Goals, Targets & Strategies**

School Strategic Plan	2019 Annual Implementation Plan	Key Improvement Strategy 1 - Curriculum Planning and Assessment
<b>Goal 1: To maximise academic outcomes and learning growth for all students</b>		<p><b>Collect, share and analyse purposeful data across the school to maximise knowledge and partnership between teachers and students to drive school improvement</b></p> <p><b>ACTIONS</b></p> <p>Instructional Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth through embedding high impact teaching strategies. They will use evidence to determine what they will do to have the greatest impact on student learning. They will be able to identify what teaching strategies are working, what needs to change and how to find out more. Data literacy will be further developed through embedding a strong purposeful guidelines and clearly articulated outcomes</p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Further embed a consistent understanding of teaching approaches for reading</li> <li>• Build teacher capacity in teaching approaches for reading (Guided Reading, Reciprocal Reading, Literature Circles, Scaffolding Literacy, etc.)</li> <li>• Implement a consistent approach to Independent Reading across the school</li> <li>• Continue to embed the 6 Traits + 1 writing approach</li> <li>• PLCs to track and monitor individual students, subgroups and whole school progress</li> <li>• PLCs to become effective at using a wide range of data and evidence for improvement, including regular high quality moderation to assess student achievement and teacher effectiveness.</li> <li>• Continue to engage in the Area Reading Strategy</li> <li>• Implement a literacy intervention and extension across the school</li> <li>• Develop digital resources to support teacher professional learning, student understanding and parent engagement in Literacy</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Number Talks are delivered daily and teachers will make visible student thinking (understanding and reasoning) in mathematics</li> <li>• Big Ideas drive teaching and learning sequences</li> <li>• Explicit teaching is a consequence of problem solving tasks</li> <li>• Mathematics is to be taught in context. Number and Algebra is to be continuously revisited throughout the year and taught within and through Measurement &amp; Geometry and Statistics &amp; Probability contexts</li> <li>• PLCs to track and monitor individual students, subgroups and whole school progress</li> <li>• PLCs to become effective at using a wide range of data for improvement</li> <li>• Develop students' reasoning, fluency, problem solving skills and understanding.</li> <li>• Build student agency through goal setting.</li> <li>• Develop digital resources to support teacher professional learning, student understanding and parent engagement in Numeracy</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• The actions will further embed the skills and dispositions of our staff as members of a PLC.</li> <li>• Teacher pedagogical knowledge will continue to develop and learning engagements will focus on student needs.</li> <li>• Students will find their learning to be stimulating and appropriately challenging.</li> </ul> <p><b>Literacy</b></p> <p><b>Instructional Leaders will:</b></p> <ul style="list-style-type: none"> <li>• provide resources and professional reading on teaching approaches for PLCs to use in their Inquiry Cycle</li> <li>• lead teacher Professional Learning and facilitate high quality moderation to assess student achievement and teacher effectiveness.</li> <li>• Develop digital resources</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• engage with the professional reading and share their findings at a whole-staff PL</li> <li>• plan reading lessons that encourage critical thinking and comprehension</li> <li>• Employ evidence based literacy intervention and extension</li> <li>• facilitate student access to engaging quality texts</li> <li>• Plan lessons to enable students to effectively utilise the 6 Traits + 1 writing strategies</li> <li>• provide regular effective feedback to students about their learning and identify students who would benefit from literacy intervention or extension</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• engage positively in daily reading</li> <li>• demonstrate progress in their reading and comprehension ability</li> <li>• demonstrate progress in their ability to embed: ideas, voice, word choice and fluency into their writing</li> <li>• articulate their learning goals</li> </ul> <p><b>Numeracy</b></p> <p><b>Instructional Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Develop digital resources</li> <li>• provide resources and professional reading on teaching approaches for PLCs to use in their Inquiry Cycle</li> <li>• lead teacher Professional Learning</li> <li>• Model evidence based teaching strategies in numeracy</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that 1.5 hours of maths is delivered every day</li> <li>• engage positively in daily maths activities</li> <li>• provide regular effective feedback to students about their learning and identify students who would benefit from literacy intervention or extension</li> </ul>
1.1 By 2022 30% of Year 3 and Year 5 students will be assessed in the top two bands in NAPLAN Reading, Writing and Numeracy	In 2019, increase the number of Year 5 students from 15% to 20% in the top two bands in NAPLAN Writing	
1.2 By 2022 the percentage of Year 5 students showing medium and high learning growth in NAPLAN Reading, Writing and Numeracy will be at 85%	In 2019 the percentage of Year 5 students showing medium and high learning growth will increase in NAPLAN Reading 73% to 76%; Writing 75% to 78% and Numeracy 78% to 81%	
1.3 By 2022 90% of able students will achieve their targeted level of Fountas and Pinnell in accord with their year level in Reading.	In 2019 every student in the school will be assessed using Fountas and Pinnell benchmarking.	
1.4 By 2022 teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number	Teacher judgements will show a minimum of 12 months growth for 12 months effort for each able student in Reading, Writing and Number	
1.5 By 2022 90% of able students will achieve their targeted level in Number, based on a whole school common assessment tool	In 2019 every student in the school will be assessed using a common assessment tool.	
<b>Goal 2: To empower students as partners who actively engage in learning to a high level.</b>		
2.1 By 2022 differentiated learning and challenge to reach the 50th percentile	In 2019 improve the number of positive student responses about differentiated learning and challenge by 10%	
2.2 By 2022 improve learning confidence to reach the 50th percentile	In 2019 improve the number of positive student responses about learning confidence by 10%	
2.3 By 2022 improve self-regulation and goal setting to reach the 40th percentile	In 2019 improve the number of positive student responses about self-regulation and goal setting by 10%	
2.4 By 2022 all students will show an increase in Learning Confidence, Challenge and self-regulation	In 2019, all students will be surveyed twice to ascertain their opinions about learning.	
<b>Goal 3: Improve and embed transparent structures and processes to drive continuous school improvement in student learning, engagement and wellbeing.</b>		
3.1 By 2022 Leadership section of SSS to remain above 80 per cent positive responses.	In 2019 improve the number of positive staff responses to the leadership section of the SSS by 10%	
3.2 By 2022 the staff Professional Development Plan (PDP) goals will accurately align with the Annual Implementation Plan (AIP) outcomes and will be reviewed against these.	In 2019 staff PDP goals will accurately align with and be reviewed against AIP targets and outcomes	

3.3 By 2022 role clarity of all staff will be understood and this section of the SSS will remain above 90%.

Explicit role clarity will be developed for all Leaders in 2019.

**SUCCESS INDICATORS**

Evidence from:

- Common Formative Assessments and Summative Assessments
- Work samples and moderation outcomes
- Coaching and Classroom observations
- PLT meeting minutes
- Evidence from the Inquiry Challenge
- Data that captures student learning growth - NAPLAN and Teacher Judgement
- Evidence from Learning journey books
- Student work samples
- High quality, well presented work in student workbooks
- Evidence from the Attitude to School survey
- Evidence from classroom observations
- Parent feedback, parent engagement
- Parent opinion survey
- Regular parent and student access to teacher developed online learning resources

**Students will:**

- engage positively in daily maths lessons
- demonstrate progress in their ability to apply and explain their reasoning in number talks
- utilise a range of strategies to solve complex Maths problems
- articulate their learning goals

**Key Improvement Strategy 2 - Building Practice Excellence**

**Build teacher capacity to consolidate and implement a whole school instructional framework that incorporates identifies teaching strategies and practices that are consistently applied**

**ACTIONS**

- Instructional Leaders and their team will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth.
- They will use evidence and professional learning to determine what they will do to have the greatest impact on student learning.
- Teachers will identify what teaching strategies are working, what needs to change and how to find out more.

**OUTCOMES**

- The actions will further embed the skills and dispositions of our staff – as members of a Professional Learning Community.
- Teacher pedagogical knowledge will continue to develop and learning engagements will focus on student needs.
- All teachers will adopt a common lesson sequence when teaching Literacy and Numeracy that is appropriate to their year level, student needs and the schools pedagogical framework.
- Feedback will be an intrinsic part of Literacy and Numeracy lessons
- Students will experience stimulating learning that is appropriately challenging.

**Key Improvement Strategy 3 - Empowering students and Building school Pride**

**Develop and embed processes and practices of effective feedback to, from and between the students.**

**ACTIONS**

- Establish high level norms and practices that will embed feedback to, from and between students in a consistent manner in all classrooms.
- Continue to engage in professional learning with George Telford to embed high quality targeted feedback
- Refine students' Learning Journey books to accurately reflect students' progress and their ownership of their learning achievements and learning goals
- Develop a common school-wide layout template that all classrooms adopt to ensure that bookwork is well presented and legible and that students take pride in their work.
- Survey students x 2 to ascertain their opinions about learning.

**OUTCOMES**

- Teachers are skilled in facilitating high quality effective feedback to, from and between the students in all classrooms.
- Students can talk confidently about what is going on in their learning and where they need to go next.
- Learning Journey books are rich sources of learning evidence
- Students can talk about their learning

**Key Improvement Strategy 4 - Setting Expectations and promoting inclusion**

**Develop and establish a common language and understandings around learning and thinking about the learning process**

**ACTIONS**

- Instructional Leaders and their PLT will embed a rigorous Teaching and Learning Inquiry Cycle that relentlessly focuses on student learning growth.
  - Teachers will use evidence to determine what they will do to have the greatest impact on student learning.
- Instructional Leaders and teachers will be able to identify what teaching strategies are working, what needs to change and embed high quality feedback in their classrooms.

**OUTCOMES**

- Teachers and students work together as partners in learning and this is captured in the students' Learning Journey books
- Student voice and agency is evident in all classrooms.

**Key Improvement Strategy 5 - Empowering students and building school pride**

**Develop staff, student capacity to work as partners in learning to support a rich learning culture**

**ACTIONS**

- Teachers will use student learning evidence to determine what they will do to have the greatest impact on student learning.
- Teachers will embed high quality feedback to, from and between the students in their classrooms.

**OUTCOMES**

- Teachers and students work together as partners in learning.
- Student voice and agency is evident in all classrooms.

**Key Improvement Strategy 6 - Parents and carers as partners**

**Encourage and assist parents and carers as partners in student learning**

**ACTIONS**

- Develop digital resources to enable parents to access key classroom lessons so that they can better understand what, why and how their children are learning and how they can support their children's learning.
- Establish student led 3 way conferences in place of the traditional parent teacher night.
- Develop formal opportunities for students to share their learning with parents eg. open nights

**OUTCOMES** - Parent and carers engagement in their child's learning is enhanced by technology. - Parent and carers have a better understanding of their children's learning goals

