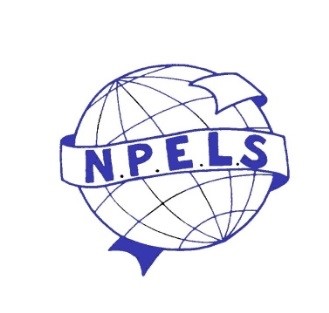
**Annual Implementation Plan - 2019**

**Define Actions, Outcomes and Activities**

Noble Park English Language School (8749)



Submitted for review by Inna Gvozdenko (School Principal) on 19 December, 2018 at 12:28 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 20 December, 2018 at 03:44 PM  
Endorsed by Martin Sykes (School Council President) on 15 February, 2019 at 11:19 AM

**Define Actions, Outcomes and Activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | To maximise individual student learning growth particularly in English acquisition. | | | | |
| 12 Month Target 1.1 | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub-stages per student in all modes of language. | | | | |
| KIS 1 Building practice excellence | At the three smaller campuses (Casey, Springvale and Stonnington/Glen Eira) teachers will continue to work collaboratively and build their capacity to achieve improved student learning outcomes through Communicative Language Teaching (CLT). | | | | |
| **Actions** | Identify and strengthen the communicative language teaching practices used by teachers across all modes, incorporating high impact teaching strategies (HITS) in a New Arrivals EAL setting Develop teacher capacity to use formative assessment practices, particularly the use of goals and feedback Develop teacher knowledge and capacity to work as effective teams to improve student-learning outcomes through collaborative planning for teaching and assessment | | | | |
| **Outcomes** | Evidence of Impact:  Leaders will:  Model understanding of communicative language teaching Provide regular, ongoing feedback on impact and progress Provide opportunities to share best practice Provide resources, including reading materials, classroom support staff and professional learning to support the classroom program  Teachers will:  Demonstrate confidence in using a communicative language teaching approach Share instructional practice with and provide feedback to colleagues Articulate clear learning goals and feedback with their students, and explicitly teach students to reflect on their learning Utilise a range of assessment tools including the EAL Developmental Continuum, TEAL rubrics, and teacher observations  Students will:  Progress at least 2 sub-stages on the EAL Developmental Continuum.  Understand and identify their individual learning goal/s.   Parents will: Become familiar with their children’s learning goals Support their children learning at home Participate in student progress meetings every term | | | | |
| **Success Indicators** | • Teams will respond to an evaluation survey administered at the end of terms 2 and 4 through an online tool. The results will show changes in   practice.  • Data will be analysed and disseminated to the school leadership team and participants.  • Teachers will reflect on the impact of the program on their teaching and assessment practices as part of their Performance and   Development. • HITS Continuum of Practice will show appropriate levels of growth in two areas (goal setting and feedback). • Student achievement data will show growth. • Students on ILPs will demonstrate appropriate student learning growth. • Learning goals visible and included in curriculum documents. • The results of Student Attitudes to School Surveys, Parent Opinion Surveys and Staff Opinion Surveys will show growth when compared   with measures achieved in 2018. • Staff Opinion Survey measures Teacher Collaboration (62.62%) and Shielding and Buffering (63.45%) will improve by at least 3% when   compared with measures achieved in 2018. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Professional learning team day with a focus on HITS. A comparison review HITS with EAL strategies will also be undertaken on the day to identify overlap and contrast. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🗹 Equity funding will be used |
| Professional learning team day with a focus on Peer observation and feedback | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Professional learning team day with a focus on classroom observation, student voice and feedback | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 3 | $10,000.00  🗹 Equity funding will be used |
| Professional learning team day with a continued focus on classroom observation, student voice and feedback | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 4  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Twilight forum to further explore CLT pedagogy in a New Arrivals setting, and review and share of CLT lessons that have worked well in classrooms will take place. | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $100.00  🗹 Equity funding will be used |
| KIS 2 Building practice excellence | To continue improving the skills and knowledge of teachers to work collaboratively in Professional Learning Communities and strengthen their practice through:  peer observations, team teaching, providing and receiving feedback, mentoring and coaching programs, professional learning and sharing best EAL practice. | | | | |
| **Actions** | In order to enhance student learning outcomes the school will:  • Continue to build capacity of PLC leaders and teachers to work as effective teams through collaborative planning and assessment practices • Continue to embed peer observations, team teaching and giving/receiving feedback on teaching practice to enhance teachers’ skills • Continue to build teacher capacity in How Language Works | | | | |
| **Outcomes** | Students will:  • Set individual learning goals  • Reflect on their learning  • Give feedback to peers and teachers  Teachers will: • Equip students with the knowledge, skills and understanding to set individual learning goals by using a gradual release of responsibility framework • Use student and peer feedback to improve teaching and learning  • Use the FISO improvement cycle/collaborative cycle of inquiry to improve student outcomes  • Strengthen one learning sequence incorporating How Language Works/Systemic Functional Grammar   Leaders will: • Analyse whole school data to determine common problems of practice (E.g. Teacher Collaboration, Shielding and Buffering, quality of ILPs, analysis and the use of student data from different sources ) • Build teacher capacity in Goal setting and feedback • Unpack the latest department publications such as Student Voice  • Extend effective PLCs structures in other key learning areas, e.g. PE, Maths, Science • Release PLC leaders to build capacity of their teams effectively using the structured FISO improvement cycle   Parent/carers will: • Become familiar with their children’s learning goals • Support their children learning at home • Participate in student progress meetings every term | | | | |
| **Success Indicators** | • PLCs will have undertaken pre and post year assessments of their level of capability using the PLC Maturity Matrix to determine PLC   operation improvement growth. This assessment will inform and guide area requiring future development.  • HITS Continuum of Practice shows growth in two areas (Goal setting/feedback) • Student achievement data shows appropriate levels of improvement in learning growth • Student attendance and punctuality data demonstrates improvement. • Students on ILPs will demonstrate appropriate student learning growth. • Learning sequences incorporate How Language Works/Systemic Functional Grammar content/resources/activities. • Learning intentions/individual learning goals visible and included in curriculum documents • Results of Student Attitudes to School Surveys, Parent Opinion Surveys and Staff Opinion Surveys will show improvement when compared   with measures achieved in 2018 • Staff Opinion Survey measures Teacher Collaboration (62.62%) and Shielding and Buffering (63.45%) will improve by at least 3% when   compared with measures achieved in 2018. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Curriculum day 1 – Professional learning leaders and teams collaborate to plan EAL programs to cater for students individual learning needs | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Building teacher capacity in How Language Works through mentoring program (Group 1) | | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $36,000.00  🗹 Equity funding will be used |
| Building PLC leaders capacity through the Literacy for Learning Course (Bastow) | | 🗹 Curriculum Co-ordinator (s)  🗹 Literacy Leader  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Building teacher capacity across Casey and Noble Park Campuses through Learning Partnerships with Esther Weichert | | 🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $60,000.00  🗹 Equity funding will be used |
| Building PLC leaders’ capacity through participation in Intake 3 SEVR Professional training of PLC leaders (8 days). | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Building teacher capacity through the ‘How Language Works’ program | | 🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 2  to: Term 4 | $26,000.00  🞎 Equity funding will be used |
| Curriculum Day 2: Celebration of the school achievement over SSP 2014-2018 | | 🗹 All Staff  🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $6,000.00  🗹 Equity funding will be used |
| Communities of Practice: New Arrival Program Professional Learning Day | | 🗹 All Staff | 🗹 PLP Priority | from: Term 2  to: Term 2 | $20,000.00  🞎 Equity funding will be used |
| Working party formed to develop model texts for ‘How Language Works” | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 3 | $15,000.00  🗹 Equity funding will be used |
| Building MEA/Wellbeing team/level coordinators' capacity through Reflective Practice Sessions | | 🗹 Assistant Principal  🗹 Education Support  🗹 Student Wellbeing Co-ordinator  🗹 Wellbeing Team  🗹 Year Level Co-ordinator(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used |
| Working party to develop/update assessment rubrics in all modes of English | | 🗹 Curriculum Co-ordinator (s)  🗹 PLT Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $7,000.00  🗹 Equity funding will be used |