

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Wandong Primary School (1277)



Submitted for review by Kelly Morrow (School Principal) on 05 February, 2021 at 10:05 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 08 February, 2021 at 12:28 PM
Endorsed by Dean Carmody (School Council President) on 11 February, 2021 at 03:27 PM

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | <p>1A Learning, catch-up and extension priority - Improve Lit' and Num' achievement and learning growth for every student. Increase % of Year 5 students achieving At or Above benchmark growth in NAPLAN to 77% or above in R and Num' Increase % of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for: Year 3 - R to 34%, W to 40%, Num' to 24% Year 5 - R to 31%, W to 21%, and Num' to 25%. Teacher Judgement data Prep-6 will indicate achievement above age expected level: 20% in Writing and Number/Algebra and 30% in Reading/Viewing and less than 20% of students will make below expected growth. The % positive endorsement on SSS will be: Academic emphasis and Teacher collaboration 70%, Understand how to analyse data and Seek feedback to improve practice - 65% The % positive responses score on AToSS will be: Motivation and interest and Stimulated learning - 80%</p> <p>1B Happy, active and healthy kids priority - Improve student wellbeing. The AToSS to show 77% positive endorsement for: Sense of connectedness, Teacher concern, Managing bullying, Effective classroom behaviour. Responses to the POS will show positive endorsement for: School improvement and Managing bullying to 85%. Annual number of major negative behaviour reports on Compass will decrease by 10% on baseline data gathered in 2021. The average absence days per full time equivalent student will be 10% below the State average.</p> <p>1C Connected schools priority - Improve learner agency and engagement. The overall % positive score on the ATOSS for years 4-6 will be: Student voice and agency – 68%, Self-regulation and goal setting – 82%, Resilience – 75%, Sense of confidence – 77%. School based survey developed and baseline data will indicate 10% improvement over course of SSP. The % positive endorsement scores on School Staff Survey: Skills to measure impact and Plan differentiated learning activities – 78% or above, Use student feedback to improve practice and Focus learning on real life problems- 69% or above.</p> |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <p>Action 1: With the assistance of Leadership Partners, work towards ensuring the evidence-based English (Reading and Writing) and Mathematics Instructional models are embedded in all teachers' practice.</p> <p>Action 2: Further identify and implement consistent approaches to the collection and analysis of data for differentiated teaching and learning.</p> |

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| | Action 3: Ensure a consistent, school-wide and tiered approach to intervention, which strategically ensures maximum reach and impact. |
| Outcomes | <p>Leaders:</p> <p>A1:</p> <ul style="list-style-type: none"> • Conduct LWTs to observe implementation of R, W and M IMs. • Ensure Strategic Teams advocate for improvement of English and Maths teaching practices within PLCs. • Deliver PL on priority areas. <p>A2:</p> <ul style="list-style-type: none"> • Refine and implement WPS Assess' Schedule/Plan, linking to all tiers of Assessment Pyramid. • Further refine/document moderation practices in R, W and M. • Effectively evaluate impact of programs and make strategic decisions based on emerging trends. <p>A3:</p> <ul style="list-style-type: none"> • Further develop a tiered Intervention Plan, informed by relevant screeners. • Support teachers to provide intervention. • Effectively manage resources (tutoring initiative). • Monitor impact of intervention strategies <p>Teachers:</p> <p>A1:</p> <ul style="list-style-type: none"> • Plan to create T&L sequences utilising core approaches from IMs. • Deliver a differentiated work program, reflecting IMs and HITS. • Set, work towards and reflect on PDP goals which develop a depth of knowledge of IMs. <p>A2:</p> <ul style="list-style-type: none"> • Use data to justify their differentiated work program. • Model enhanced practices around the collection, use and analysis of student data • Have shared understanding of student achievement based on moderation of work samples. • Interpret data sets and determine next steps at cohort, class and student level. <p>A3:</p> <ul style="list-style-type: none"> • Determine where students are on learning continuum/ plan targeted teaching. • Utilise data to inform intervention and create links between tiered intervention practices. • Develop(with tutor input where applicable) ILPs utilising the EL Continuum. <p>Students:</p> <p>A1:</p> <ul style="list-style-type: none"> • Articulate what they are learning and why, and what they need to learn next. • Articulate what a typical lesson looks like in R, W and M. |

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| | <p>A2:</p> <ul style="list-style-type: none"> Negotiate and monitor learning goals. Articulate where they are on EL Continuum and where they will go next. Choose learnings to share on Seesaw which reflect progress towards goals. <p>A3:</p> <ul style="list-style-type: none"> Engage with differentiated intervention supports. Attempt to apply what they have learned in intervention back in the classroom. | | | |
| Success Indicators | <ul style="list-style-type: none"> Classroom observations and learning walks demonstrating take up of instructional models and professional learning strategies. Internal professional learning attendance and shared readings for staff are documented Shared PL goals documented in staff PDPs Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls clearly indicating student progress Differentiated curriculum documents and evidence of student learning at different levels Appointment/staffing of programs Student progress shown against the Essential Learning Statements and Learning Celebrations shared on Seesaw. Evidence of all students having individualised Learning Goals. Students will be able to verbalise their success against the Reading and Writing Expected Behaviours and the Mathematics Mindset Norms. Students to achieve more than 12 months growth in 12 months. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Develop a targeted Professional Learning Schedule to upskill and improve teachers' knowledge of how to implement the Instructional Models effectively. | <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 |
| Utilise Strategic Teams to create exemplar models of practice to be added to the Instructional Models. | <input checked="" type="checkbox"/> PLT 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 |

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| Engage in collaborative Professional Learning Communities who confidently use data to 'plan for the majority' as well as 'adjust for the minority'. | <input checked="" type="checkbox"/> Learning Specialist(s) <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 |
| Engage in effective inquiry cycles which use data to drive improvement. | <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 |
| Use data to effectively prioritise students requiring intervention and develop a tiered response plan. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal <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 |
| Upskill teachers and support staff to deliver effective intervention at a Tier One and Two level. | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Leadership Partners to co-coach and mentor middle leaders (PLC leaders) to build leadership skills. | <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Leadership Partners to assist to embed consistency and sustainability of Writing Instructional Model. | <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | <p>Action 1: Introduce and establish consistent School Wide Positive Behaviour strategies across the school.</p> <p>Action 2: Establish a whole school tiered approach to social and emotional wellbeing (SEW).</p> <p>Action 3: Introduce the Respectful Relationships curriculum effectively across the school.</p> <p>Action 4. Introduce and implement a consistent whole-school approach to promoting and tracking attendance.</p> | | | |
| Outcomes | <p>Leaders will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Provide PL re: behaviour management/ positive relationships. • Use data to evaluate impact of SWPB. <p>A2:</p> <ul style="list-style-type: none"> • Establish a consistent referral based system for wellbeing concerns. • Drive Wellbeing strategic team to define tiered approach to SEW. <p>A3:</p> <ul style="list-style-type: none"> • Provide PL and feedback to teaching staff to enhance planning practices of RR curriculum. • Use student data to enhance teaching and learning re: RR curriculum. <p>A4:</p> <ul style="list-style-type: none"> • Have a thorough knowledge of the background narratives and trends in relation to absences. • Enact the staged response to attendance to address chronic absenteeism. • Understanding the PL needs of staff. <p>Teachers will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Show consistency in approach to implementing SWPB. • Feel more confident in responding to/following up on behavioural incidents. • Build their skills and knowledge around supporting student wellbeing. • Explicitly teach the expected behaviours. <p>A2:</p> <ul style="list-style-type: none"> • Understand the whole school approach to wellbeing. • Integrate SEL into teaching practice and programs. • Differentiate SEW based on individualised needs. | | | |

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| | <p>A3:</p> <ul style="list-style-type: none"> • Plan for enhanced resilience, relationships skills and acceptance of others. • Differentiate their RR learning program to cater for all students. <p>A4:</p> <ul style="list-style-type: none"> • Have a thorough knowledge of the background narratives for each student in their class in relation to absences. • Understand their roles/responsibilities in monitoring, tracking and acting on attendance. • Possess skills to support families to improve attendance. <p>Students will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Have less behavioural incidents documented. • Articulate a greater awareness of SWPB elements. • Articulate and model expected behaviours <p>A2:</p> <ul style="list-style-type: none"> • Receive targeted support as necessary. <p>A3:</p> <ul style="list-style-type: none"> • Articulate their learning and value this curriculum area. <p>A4:</p> <ul style="list-style-type: none"> • Value the importance of regular attendance. • Increase their data literacy skills in regards to attendance. |
| <p>Success Indicators</p> | <ul style="list-style-type: none"> • Classroom observations and learning walks demonstrating adoption of SWPB approaches and strategies implemented. • SWPBS matrix completed • Record keeping of distribution of whole school rewards. • Reduction in the level of negative behavioural incidents recorded across each term. • Evidence of Wellbeing referrals being logged by teaching staff. • Classroom observations and learning walks demonstrating authentic learning opportunities planned and delivered for Respectful Relationships Curriculum. • Internal professional learning attendance and shared readings for staff surrounding behaviour management, positive behaviour support and trauma informed approaches are documented. • Shared PL goals documented in staff PDPs. • Documentation for key approaches and processes relating to SWPB, RRs and Social and Emotional Wellbeing. • Attendance data sets which show a detailed analysis of student absences. • Whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates. • Examples of education for families around the importance of regular attendance. • Examples of promotional strategies e.g. whole school celebrations at school assemblies. |

- Panorama data which shows improved attendance rates- a reduction in the number of average days absent per student and a reduction in the number of students classified as being 'chronic attendees' (20+ absent days).

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| Develop a targeted Professional Learning Schedule to upskill and improve teachers' knowledge surrounding Behaviour Management and Positive behaviour support. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Utilise Wellbeing Strategic Team to periodically analyse student behaviour data to enhance tiered approach to supporting all students. | <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Engage in professional learning to enhance capacity to support social and emotional wellbeing of students. | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Upskill teachers to enhance knowledge and deliver a differentiated Respectful Relationships curriculum. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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 |
| Construct and define 'Tier one' and 'Tier two' interventions to support students social and emotional wellbeing. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$67,847.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| | <input checked="" type="checkbox"/> Wellbeing Team | | | |
| Use 2020 attendance data to implement early intervention strategies in 2021. | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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 |
| Hold Student Support Group meetings for 'at risk' students and formalise attendance plans. | <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 |
| Communicate protocols for staff around monitoring and acting on student attendance rates. | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Provide education for families around the importance of regular attendance for improved student outcomes and wellbeing- this may be delivered through a combination of parent information sessions, the school newsletter, Compass updates and information packs sent home. | <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Deliver PL for staff around the impact of attendance rates and ways to support families and sensitively engage in difficult conversations around reducing student absences. | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |

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| Actions | <p>Action 1. Communicate more meaningfully and effectively with parents (including student progress).</p> <p>Action 2. Investigate and trial best practice methodologies in regards to learner agency.</p> |
| Outcomes | <p>Leaders will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Understand the PL needs of staff as they relate to the delivery of the KIS. • Develop/implement school-wide processes to share student progress with parents. • Provide parents with information in regards to new processes, which includes providing Professional Learning session/s for families regarding new progress reporting procedures. • Lead staff in the development of an inclusive community communication document. <p>A2:</p> <ul style="list-style-type: none"> • Attend PL to increase knowledge of best practice methodology. • Develop an implementation plan to increase learner agency from F-6. <p>Teachers will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Use dedicated 'Look For' statements to accurately assess student learning. • Articulate their students' learning progress, making links with evidence. • Gain mastery of digital platforms to communicate student progress. • Contribute to the development of an inclusive community communication document. <p>A2:</p> <ul style="list-style-type: none"> • Articulate the benefits of increased learner agency as they relate to engagement and achievement. • Possess the skills to be able to work with their students to set meaningful learning goals. • Possess the ability to enact feedback provided by their students on their learning. <p>Students will:</p> <p>A1:</p> <ul style="list-style-type: none"> • Have a much greater understanding of their learning goals. • Achieve greater outcomes as a result of being challenged at their point of need. <p>A2:</p> <ul style="list-style-type: none"> • Articulate their achievements and next steps. • Use feedback provided by teachers and peers to collaboratively set learning goals. |
| Success Indicators | <ul style="list-style-type: none"> • Seesaw tasks uploaded correctly that are linked to achievement of dedicated 'I Can' statements. • Processes for timely, progressive reporting established and documented. • Essential Learnings setup on Compass. • Professional Learning by three staff members completed on Learner Agency. • Learnings and strategies from professional development (learner agency) incorporated into curriculum design days. |

- Shared PL goals documented in staff PDP.
- Parent Opinion data shows an increase in 'School Support'.
- Documented community communication plan developed with staff.

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| Provide parent information sessions to increase awareness of Essential Learnings. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Utilise Seesaw to communicate celebrations of students' learning achievements as per their Essential Learnings goals. | <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 |
| Prioritise time to develop and action plans for increased learner agency. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Use the PDP process with teachers to set, monitor and evaluate goals to improve learner agency in class rooms. | <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 |
| Development of inclusive community communication documentation | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
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