

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Alfredton Primary School (1091)



Submitted for review by Laurel Donaldson (School Principal) on 07 December, 2020 at 03:26 PM

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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>1.a - 90% of children in F-6 will achieve the APS benchmark by the end of Term 4 for Literacy and Numeracy. (refer to attachment)</p> <p>1.b - Sense of confidence in the AToSS from 77% to 80% Stimulated Learning increase from 80% to 85% Student Voice and agency increase from 67% in 2019 to 70% in 2021</p> <p>1.c - An increase in the % of positive responses in the POS for Parent Community Engagement-School Communication and Teacher Communication. - a decrease in the negative responses in the POS Safety domain - My child has been bullied recently at school.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Students will be supported to identify their learning goals.</p> <p>Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation With Staff input, establish a targeted support program for students - tutor program</p>
<b>Outcomes</b>	<p>All time tables will incorporate an extra hour daily for Literacy and 1.5 hours per week for numeracy targeted and differentiate at student's point of need.</p> <p>Teachers will interpret data and accurately identify student learning needs Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning Students will progress against Individual Education Plan goals and targets.</p>
<b>Success Indicators</b>	A documented assessment schedule and evidence of teachers inputting data and moderating assessments

Students identified as not achieving expected growth in 2020 will be assessed more frequently in accordance with assessment schedule and an ILP.  
 Students will show and achieve the expected growth from Term 1 to Term 4.  
 All students will develop personal learning goals and teachers will conference with students to track against growth points each term.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish processes/structures for collecting and monitoring school-wide data (1 funded release day for Benchmarking per staff member= 24 days)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Engage with parents/carers to ensure appropriate supports	<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
Schedule times for individual and tailored support to occur. Implement the Tutoring Program.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$154,150.00  <input type="checkbox"/> Equity funding will be used
*Increased time allocation for literacy and numeracy. Literacy = 1 extra hour per day with a minimum of 4 additional hours per week. Numeracy = 1.5 additional hours per week.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Establish an agreed approach to monitoring and responding to student well-being concerns (e.g. chaplain referrals)</p> <p>Build staff capacity to monitor and respond to student well-being concerns.</p> <p>Provide staff with opportunities to understand and action the steps and strategies when referring students with additional needs.</p> <p>Ensure all students have the opportunity to participate in extra curricular activities</p>			
<b>Outcomes</b>	<p>Teachers, leaders and the school community will share and follow a common understanding of the whole school approach to monitoring and responding to student well-being.</p> <p>Students will experience more success in classes</p> <p>Strengthen in-class relationships through classroom processes</p> <p>Students will spend more time engaged in the classroom.</p>			
<b>Success Indicators</b>	<p>Documentation of frameworks, policies or programs</p> <p>Documented agreed process for student referrals</p> <p>Staff use the agreed referral process and first response strategies</p> <p>Curriculum and planning documentation includes social and emotional learning.</p> <p>Student engagement and assessment data - AToSS</p> <p>Increased participation in extra curricular programs</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Consult with staff early in Term 1. Implementation from Term 1 to Term 4. and implement on monitoring and referral processes (Release for Leadership Team).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used

Document an agreed referral process, implement and review.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Provide staff with opportunities to understand first response strategies, when to use the referral process (Release to meet with AP to familiarise with understand strategies and process)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning e.g. Class Dojo, Google Classrooms, Flexischools, Newsletters, Google Meets Strengthen relationships with parents/carers/kin and conduct regular pulse checks via phone/face to face interviews in Terms 1 and 3 and phone interviews in Terms 2 and 4			
<b>Outcomes</b>	Strong relationships will be built between teachers, ES staff, students and parents/carers/kin. Students and parents/carers/kin will feel as though they have a connection with the school and voice and agency will be a priority for all. Teachers will regularly connect with the parents/carers/kin of all students.			
<b>Success Indicators</b>	Whole school surveys (SSS, AToSS and POS) will show a higher positive percentage in domains of connectedness and engagement. CoP strategies are actioned across the school and included on leadership agendas. Pulse checks with parents/carers/kin e.g. during P-T interview, SSGs and other forums. Frequency of communications with parents/carers/kin Increased actioning of student feedback.(AToSS, POS) Increase in the positive endorsement in the POS Parent Engagement in Community Domain-Teachers communicate with me often about my child's progress (2020-66%)			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Allocate time for teachers to communicate with parents/carers/kin. (release for Leadership Team)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<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
Identify barriers for individual students to engage (Leadership Team release)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To optimise the learning outcomes and learning growth for all students (F – 6) in Literacy and Numeracy.			
<b>12 Month Target 2.1</b>	<p>Relative Growth            Reading - high growth 31% to 32%            , medium growth from 46% to 49%            (Decrease the low growth from 23% to 20%)            Writing - high growth 28% to 29%            , medium growth from 50% to 53%            (Decrease the low growth from 23% to 20%)            Number - high growth 21% to 27%            , medium growth from 51% to 54%            (Decrease the low growth from 28% to 22%)</p> <p>Benchmark Growth            Reading - high growth from 28% to 30% , medium Growth - from 48% to 55%            Writing - high growth from 26% to 28%, medium growth from 51% to 57%</p>			

	Numeracy - High growth from 19% to 25%,medium growth from 58% to 60%
<b>12 Month Target 2.2</b>	Reading will increase from 93% in 2019 to 94% in 2021 Writing will increase from 88% in 2019 to 90% in 2021 Number and algebra from 89% in 2019 to 91% in 2021
<b>KIS 1</b> Evaluating impact on learning	Build teacher capability to interpret and utilise data with a range of formative assessment strategies to teach to a student's point of learning.
<b>Actions</b>	Implement a broad range of formative assessment strategies for literacy and numeracy using and monitored by the Inquiry Cycle. Continue the APS Peer observation and Reflective Practice process using the HITS and Marzano elements. Learning Specialists and Leading Teacher to follow the APS Peer Observation process and provide feedback to staff on pedagogy linked to the HITS identified as a staff focus. Staff will be observed and observe videos of their pedagogy. Revisit and strengthen the use of HITS in classrooms with a focus on Feedback(8) and HITS linked to individual staff assessment.
<b>Outcomes</b>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>*PLT Inquiry Cycles will have a strong focus on formative assessment practices.</li> <li>*PLT Inquiries will have a sharp and narrow focus (two per term)</li> <li>*Understanding of and consistent implementation of formative assessment practices.</li> <li>*Staff knowledge will articulate areas for improvement in their practice using the HITS.</li> </ul> <p>Staff will embed the HITS to enhance pedagogical practice Staff Performance plans (PDP) will include HITS in their SMART goals. *Develop student agency in using assessment data to set individual learning goals.</p> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>*Co-create and articulate learning goals based on data sets.</li> <li>*Use a consistent language to articulate their thinking and learning.</li> <li>*Demonstrate a positive growth mindset towards their learning.</li> <li>* Self monitor their progress, and provide evidence they believe demonstrates achievement of their goals.</li> <li>*Frame future learning goals on identified strengths and areas for improvement.</li> </ul>

<b>Success Indicators</b>	<p>Teachers will interpret data to plan for students' point of need.</p> <p>Teachers will use Learning specialist notes from peer observation and self-reflections documents to improve their practice against the HITs. *notes from leadership team meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer coaching; notes from learning walks</p> <p>Staff Performance plans (PDP) will indicate improvement in against the HITs as measured by their self-assessment ratings, and Learning Specialists observations and ratings.</p> <p>Staff will embed the HITS to enhance pedagogical practice as evidenced in videos of teacher practice and rated on evaluation documents.</p> <p>School wide instructional model which allows for the broad range of learning levels and pedagogies inherent within the teaching and learning</p> <p>* APS will have evaluated and diagnosed challenges within student learning and continue to implement formative assessment practices.</p> <p>* PLTs will continue to implement cycles of inquiry to effectively increase student achievement.</p> <p>* Meet school targets</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Intervention in literacy / numeracy as required (Staff members salary to implement Mult-Lit)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Focus on combining reading and writing assessment practice through professional development with Misty Adoniou	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Undertake the Inquiry Cycle within PLTs to review student learning data and future focus for teaching and learning. (CRT cover to release staff for termly year level planning and PLT inquiry development aligned to the school improvement model).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,400.00



				<input type="checkbox"/> Equity funding will be used
•Analyse NAPLAN and Essential Assessment numeracy data to determine area of need.	<input checked="" type="checkbox"/> Leadership Team <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
Teachers undertake Peer Observation and reflective practice with Learning Specialists and Leading Teacher against HITs and Marzano dimensions (2x1 hour per week provided by part a time staff member)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,600.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student engagement, voice, agency and leadership in learning.			
<b>12 Month Target 3.1</b>	Sense of confidence from 77% to 80% Stimulated Learning increase from 80% to 85% Student Voice and agency increase from 67% in 2019 to 70% in 2021			
<b>12 Month Target 3.2</b>	Effective Teaching from 82% in 2019 to 83% in 2021 Stimulating Learning increase from 84% in 2019 to 85% in 2021 Student Voice and agency increase from 81% in 2019 to 82% in 2021			
<b>KIS 1</b> Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.			
<b>Actions</b>	Provision of identified professional learning, underpinned by DET Student Agency and Literacy and Numeracy resources..			
<b>Outcomes</b>	Leaders: Provide ongoing feedback and support to build collective efficacy of staff To observe implementation of ideas and elements of Amplify to develop student voice, agency and leadership			

	<p>Teachers: Staff will have a greater knowledge of how to empower students through voice, agency and leadership Staff knowledge and skills in eliciting students' voice and agency will have increased. Teachers listen and act to student concerns</p> <p>Students: Empowering students to influence change in their school Provides opportunities for students to collaborate and make decisions about how they learn Actively participating in identifying strategies and are empowered to set individual learning goals and contribute to the design of the teaching and learning process</p>			
<b>Success Indicators</b>	<p>ATSS data . Student forums and incidental student feed back will show an increase. POS and SSS will reflect increased student engagement and teacher concern. PDP reflections on student voice and agency</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Teachers to align a PDP goal to feedback from students on teaching and learning within their classrooms. Use of google sheets to undertake online surveys to collect instant feedback. (Release for Professional reflection and agreed SMART goal setting with Principal)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,720.00  <input type="checkbox"/> Equity funding will be used
Participation in Student Voice and Agency Community of Practice, Cop formed in 2020 T4. Sharing strategies at staff meetings.	<input checked="" type="checkbox"/> All Staff <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
Staff knowledge and skills in eliciting student voice and agency will have increased.	<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

