

Annual Implementation Plan 2021

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>By the end of 2021, 90% of students targeted by the Tutoring Program will achieve the expected learning outcomes.</p> <p>By the end of 2021, 80% of students will achieve the expected outcomes for Personal and Social Capability Dimension.</p> <p>By the end of 2021, Parent Opinion Survey will indicate 80% (60%-2020 results) positive support for 'the school has a strong relationship with the local community'.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Whole School Level:</p> <ul style="list-style-type: none"> -Develop data literacy (analysis of assessment) of all Teachers including the Education Support staff to inform understanding of student needs and progress, and identify students requiring additional support - Revisit and strengthen the use of HITS in classrooms with a focus on structuring lessons, feedback and explicit teaching -Targeted tutoring program to enable catch-up and extension in Reading <p>Classroom Level:</p> <ul style="list-style-type: none"> - PLC's to analyse assessment and create data walls for Reading, Writing and Mathematics to inform targeted planning - Consistent classroom practice of the Workshop Model for Literacy and Numeracy (e.g. Learning Intentions, Mini Lessons) and consistent use of Mentor Texts to teach the qualities of 'good' writing - PLCs to continue to collaboratively plan units of work with a focus on differentiation -Tutoring program in the Junior school with a focus on Reading and working collaboratively with classroom teachers <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Establish targeted support program for intervention and extension for students in Literacy and Numeracy
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Teachers will become more confident in their capacity to identify student learning needs through Professional Learning, Mentoring and Coaching - PLCs will continue to meet weekly and utilise HITS to engage in reflective practice, evaluate and plan curriculum, assessments and plan lessons - Teachers will consistently and explicitly implement the school's Instructional Workshop Model for Literacy and Numeracy <p>Classroom Level:</p> <ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will create data walls and monitor student progress - Teachers will provide students with the opportunity to work at their level using differentiated resources

	<p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Students in need of targeted academic support (extension and intervention) will be identified and supported - Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Students will know what their next steps are to progress their learning
<p>Success Indicators</p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Teachers will improve their understanding and analysis of assessment data - Teacher records on-going monitoring of student progress - Classroom observations and learning walks, demonstrating professional learning strategies - Consistent evidence of Instructional Workshop Model in weekly Work Programs and Term Planners <p>Classroom Level:</p> <ul style="list-style-type: none"> - Documentation and data from assessments - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Data walls indicating clearly student progress - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Data used to identify students for Tutoring and Intervention Programs - Differentiated resources used in tailored supports - Assessment data and student surveys from Tutoring and Intervention groups
<p>KIS 2 Empowering students and building school pride</p>	<p>Happy, active and healthy kids priority</p>
<p>Actions</p>	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Plan school wide professional learning on Social and Emotional Well-being for both students and staff - Create a Well-Being team to enhance student engagement - Connect with external agencies (Banksia Gardens and North West Mental Health) to assist with providing staff with strategies and resources when dealing with health and emotional concerns <p>Classroom Level:</p> <ul style="list-style-type: none"> - Establish an agreed approach to monitoring and responding to student well-being concerns - Implement classroom interventions in self-regulation, coping strategies and mechanisms, exercise and relaxation - Staff to work with the Well-being Team to build staff capacity to collect, analyse, monitor and respond to student engagement data <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Target counselling based on individual student needs - Establish friendship groups with a focus on self-awareness, self-management, problem solving and social skills.

Outcomes	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Teachers, Leaders and the School Community will share a common approach to Well-being - Teachers and leaders will integrate Social and Emotional Well-being into school practice, policies and programs (SWPBS) - All staff to implement strategies / resources provided by external agencies and documented in term and weekly planners <p>Classroom Level:</p> <ul style="list-style-type: none"> - Teachers will continue to model SWPBS expectations and behaviours - Teachers will continue to integrate Social and Emotional curriculum into weekly work programs and classroom practices <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Students will receive individualised support, with regular monitoring and Student Support Group meetings where appropriate - Relevant teachers and Well-being Team will establish engagement activities, referral process, timetabling and staffing/resourcing
Success Indicators	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Documentation of programs evident in weekly and term planners - Internal and external professional learning attendance and shared readings for staff are documented - Self assessment against the DET Inclusive Schooling Index tool <p>Classroom Level</p> <ul style="list-style-type: none"> - Students engagement in Well-being programs (feedback, participation) - Documentation of resources for Well-being programs <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Appointment and staffing of Well-being Team - Data used by the Well-being Team to identify students in need of targeted support - Documentation of strategies students will use in classes and at school
KIS 3 Setting expectations and promoting inclusion	Connected school's priority
Actions	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Strengthen and build a school-wide approach to improve the communication with parents and carers - Provide parents/carers with detailed ongoing information regarding their child's academic progress - Plan for improving the school facilities and grounds that will encourage more engagement with the community - Establish an 'Engagement' Action Team to build better relationships, positive health, physical health and mental wellbeing with members of the whole school community <p>Classroom Level:</p> <ul style="list-style-type: none"> - Strengthen and build relationships with parents/ carers - Conduct regular pulse checks with parents and carers regarding their child's academic performance - Students to be exposed to cultural practices to expand their knowledge of the world and outside their local community - Implementation of student voice, to empower students and build school pride

	<p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Develop a plan for increasing the engagement of the parents/carers that are under-represented or harder to reach, such as EAL - Engaging parents/carers by providing relevant and regular feedback - Students to be provided with opportunities to have a 'voice' through survey's, student forums, participation during planning days and through school based activities
Outcomes	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Teachers will have strong relationships with students and parents and carers - Parents and Carers will have more knowledge about their child's academic ability - The wider community will feel welcome in the school and regularly use school facilities <p>Classroom Level:</p> <ul style="list-style-type: none"> - Teachers will have strong relationships with students, parents and carers - Students with diverse needs (such as EAL, funded students) will feel more connected to our school <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Teachers and support staff will have strong relationships with parents/carers by making regular contact - All students will have access to resources and various learning opportunities to build their global citizenship skills
Success Indicators	<p>Whole School Approach:</p> <ul style="list-style-type: none"> - Whole school surveys (SSS, AToSS, Parent Opinion Survey) - Student/staff/parent/carer forums, focus groups and interviews - Assessment and Reporting- EAL and PSD reports <p>Classroom Level:</p> <ul style="list-style-type: none"> - Attendance - Positive student survey data (internal surveys, AToSS) - Pulse checks with parents/carers/kin <p>Individual / Tailored Level:</p> <ul style="list-style-type: none"> - Attendance in intervention/tutoring support programs - Number of referrals, documented outcomes of student referral meetings - Frequency of communications with parents/carers/kin - Student perception and survey data - Parent/carer surveys and interviews