

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 28 January, 2021 at 08:23 AM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:26 AM

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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal - Learning, catch up and extension priority
12 Month Target 1.1	See tables for 2021 targets
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole school level:</p> <ul style="list-style-type: none"> Develop data literacy of teachers to inform understanding of student needs and growth Identify the students on the TLI, where they are in their learning and monitor their growth Maintain PLCs structure and cycle to support teacher collaboration and reflection of strengthened teaching practice Provide PL on Targeted Teaching strategies and implement across the school Plan whole school professional learning on the instructional Reading and Maths model (focus on lesson structure, dimensions of fluency, analysing data) Provide induction and revision for staff in PLC cycle, Maths and Reading <p>Classroom level:</p> <ul style="list-style-type: none"> Prioritise curriculum 'essentials': Mathematics, Reading and Writing. Incorporate these into Inquiry, Science and Specialist areas. Use PLCs for staff to collaboratively plan units of work with a focus on targeted teaching Confer with students to develop personal goals <p>Individual level:</p> <ul style="list-style-type: none"> Build staff capacity to understand and implement ILPs Maintain and extend small targeted group intervention and instruction in classrooms
Outcomes	<p>Whole school level:</p> <ul style="list-style-type: none"> Teachers will confidently and accurately identify learning needs of their students PLCs will meet to engage in reflective practice, data analysis, evaluate and plan curriculum, and follow the LPS assessment schedule Effectively utilise all TLI funding through provision of skilled teachers to lead Targeted Teaching (tutors) Teachers will consistently and explicitly implement the school's instructional model in Reading Students will know how lessons are structured and how this supports their learning

	<p>Classroom level: Teachers will consistently implement the agreed assessment schedule Teachers will analyse and use data so that students experience success with their learning Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Individual level: Students in need of targeted academic support or intervention will be identified and supported Nominated or relevant teachers and leaders will establish targeted intervention groups Classroom teacher takes responsibility for progress of students in their class Students will know what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>Whole school level: Revised Assessment Plan documented and in use Teachers' formative assessment data and teacher judgement data recorded on Sentral and/or Staff Shared Documentation and data from formative assessments, as minuted in PLC meetings Teacher records and observations of student progress in an agreed whole school format Evaluation of Targeted Teaching programs Classroom and peer observations demonstrating take up of professional learning strategies All elements of the Reading instructional model in planning and classrooms Student feedback on differentiation, the instructional model, and use of common strategies and language in Reading</p> <p>Classroom level: A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated PLC planning, including Learning Intentions/Success Criteria</p> <p>Individual level: Data used to identify students for targeted teaching Differentiated resources used in targeted teaching Assessment data and student surveys Progress against Individual Learning Plans</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Maintain processes/structures for collecting and monitoring school-wide data, as per revised Assessment Schedule.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide professional learning opportunities in our Reading instructional model	<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	<input checked="" type="checkbox"/> Equity funding will be used
Provide opportunities for regular moderation of assessment across sub-schools/whole school	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Establish criteria and processes for identifying students requiring individual and tailored support (Learning Spec)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 2	
Schedule and organise professional learning on collecting, analysing and responding to data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Schedule and organise professional learning on monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide PL on Targeted Teaching	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole school level</p> <p>Build staff capacity in School Wide Positive Behaviour Support, including collection of data.</p> <p>Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>Define major and minor behaviours</p> <p>Maintain whole school approach to social-emotional learning (4Rs) and consider Respectful Relationships program</p> <p>Classroom level</p> <p>Establish an agreed approach to monitoring and responding to student wellbeing concerns, including behaviour response</p> <p>Build staff capacity to collect and respond to student engagement data</p> <p>Strengthen in-class connections through peer and group learning activities</p> <p>Conduct regular wellbeing check-ins/conferencing with students</p>			

	<p>Individual level Establish targeted small student groups for social skills intervention Build relationships and engage with families of at-risk students</p>
<p>Outcomes</p>	<p>Whole school level Continue whole staff professional learning around positive behaviour supports Teachers model and use Primary Preventions and Clever Classrooms Clearly defined major and minor behaviours and process documented for Sentral entry Consistent whole school response to behaviours of concern Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing</p> <p>Classroom level Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Students will feel supported and engaged and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner</p> <p>Individual Every child has a friend Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will continue to receive regular communication and support from the school</p>
<p>Success Indicators</p>	<p>Whole school level Classroom and peer observations Observations of changes to classroom practices Shared PL goals documented in staff PDPs Primary Prevention checklist will be implemented consistently across the school Laburnum matrix explicitly taught across the school</p> <p>Classroom level Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Reduction of major behaviour incidences</p> <p>Individual level</p>

	Improved social skills and interactions, evidenced by decreased minor behaviours and/or increased student engagement Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school (BSP)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning in positive behaviour supports, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continue peer-observation process	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Clarify and document monitoring and referral processes for student wellbeing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Document whole school behaviour responses and wellbeing approaches	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide staff with professional learning on first response strategies and when to use the referral process for student wellbeing	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

KIS 3 Building communities	Connected schools priority
Actions	<p>Whole school level Enhance parent engagement by continuing valued programs and researching other opportunities</p> <p>Classroom level Create opportunities for meetings using digital technologies between parents/carers and teachers Strengthen relationships with parents/carers</p> <p>Individual Continue to increase the engagement of any parents/carers or community groups that are under-represented or less engaged</p>
Outcomes	<p>Whole school level Next steps determined in whole school parent engagement strategy Students, staff and parents/carers will feel as though they belong and are seen</p> <p>Classroom level Communication of logistical information between staff and parents will be given and responded to in a timely and clear manner Parents/carers will attend SSGs and Parent Teacher meetings Staff, students and parents/carers will have strong relationships Students will feel connected to their school and have positive attitudes to attendance</p> <p>Individual level Communications and resources are provided via the website to increase accessibility All students will be connected to resources and learning opportunities Connections can be made between teachers and parents/carers of all students</p>
Success Indicators	<p>Whole school level Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school provides opportunities for parent/carer participation in the school. DET school surveys (SSS, AToSS, POS)</p> <p>Classroom level Positive student survey data (internal surveys, AToSS) Attendance</p>

	Individual level Student perception and survey data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate with parents the clear expectations around ways that teachers connect with students based on school values	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop a clear understanding of the role of parent reps and protocols around the way they communicate with the school community	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide opportunities for parent feedback to inform next steps (factor in new communication strategy)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide ongoing newsletter articles, including those from Parenting Ideas	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	