

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Beveridge Primary School (1476)



Submitted for review by Steven Fernando (School Principal) on 09 February, 2021 at 10:13 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>NAPLAN</p> <ul style="list-style-type: none"> • Decrease the number of students achieving low benchmark growth in Reading to below 20% (2017=23%, 2018=19%; 2019 =32%) • Increase the number of students achieving above benchmark growth in Reading (2017 = 31%; 2018= 33%; 2019=19%) • Decrease the number of students achieving low benchmark growth in Writing to below 20% (2017=27%, 2018=5%; 2019 =31%) • Increase the number of students achieving above benchmark growth in Writing (2017 = 15%; 2018= 20%; 2019=17%) • Increase our Year 5 Top Two Band data in Reading to above 45% (2017 = 28% 2018=34%; 2019=36%;) • Increase our Year 5 Top Two Band data in Writing to above 30% (2017= 28%; 2018=13%; 2019=6%) <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Improve positive endorsement for guaranteed and viable curriculum from 68 per cent in 2018 70% or greater. <p>Improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Using student feedback to improve practice from 82 per cent in 2018 to 85% or greater • Promote student ownership of goals from 83 per cent in 2018 to 85% or greater. <p>Teacher Judgements</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above expected level in all areas of English and Mathematics – reading and viewing at 15 per cent, speaking and listening at nine per cent, writing at 10 per cent, measurement and geometry at 8 per cent, number and algebra at 15 per cent, statistics and probability at 10 per cent. <p>Attitude to School Survey</p> <ul style="list-style-type: none"> • student voice and agency from 49 per cent in 2018 to 60% or greater • a sense of connectedness from 63 per cent in 2018 70% or greater <p>POS</p> <ul style="list-style-type: none"> • Improve the percentage of parents completing the Parent Opinion Survey from 23 out of 110 in 2018 to 25% or greater.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority

Actions	<p>Enhance school wide assessment practices Enhance the delivery of writing instruction Implement effective targeted supports</p>
Outcomes	<p>Students</p> <ul style="list-style-type: none"> • Articulate the purpose of their learning & their strengths and next areas for growth • Articulate the connection between their IEP & their current learning • Engage with & achieve success in personal learning tasks • Track & meet their progress against personal learning goals • Identify and strategies which support learning <p>Teachers</p> <ul style="list-style-type: none"> • Explicitly state & Clarify the purpose of learning foci & tasks in weekly planning • Liaise with tutors around planning for targeted students • Ensure IEPs are co-created & used 2 drive teaching & learning across all learning environments • Provide relevant visual supports 2 assist learners • Regularly confer with students 2 reflect on goal achievement & adjust personal strategies for increased impact as required • Rove & provide immediate feedback 2 students on how they could improve • Identify & respond in teams 2 writing moderation cohort strengths and weaknesses (6+1) • Create learning hubs 2 support students in 1:1 or small group intervention • Create a classroom culture which values making mistakes • Build data lit skill <p>Leaders</p> <ul style="list-style-type: none"> • Review purpose of all learning in planning sessions using a range of data sets • Determine, implement & monitor the impact of differentiated supports • Coach staff with development & tracking of effective IEPs • Provide teachers with both PL opportunities & ongoing support • Review assessment plan t/table which ensure data/information back to teams facilitates improvement • PLTs 2 review supportive learning strategies & facilitate learning and embed professional sharing opportunities • Track school strengths & weaknesses against 6+1 traits 2 target appropriate PL and coaching as required • Employ tutors 2 support and monitor students who did not demonstrate adequate growth in 2020 & induct them into BPS learning support processes • Deliver peer observation program in line with school policy & learning walk opportunities • Support numeracy & literacy tracking & implementation strategies
Success Indicators	<p>Students will: be able to talk about their learning growth referencing their goals and personal strategies. They will also articulate mistakes as being part of their learning process.</p>

	<p>Teachers will: have a clear understanding of the strategic purpose of all learning and understand where it fits in to each student's learning journey Success Indicators will include: lesson plans; IEPs; weekly tutor updates (notes); peer and leadership observation feedback; student workbook feedback;</p> <p>Leaders will: use multiple sources of evidence to track pedagogical model implementation including barriers and enablers; Success Indicators will include: notes from team planning, meeting minutes; lesson plans and observation notes; notes from coaching/mentoring; notes from learning walks.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Support staff with implementation of assessment tools	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed 6+1 writing traits strategy across the school	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Build teacher knowledge and capability to facilitate student directed learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Target support for students deemed at risk through the Tutor program and enriched by existing school support programs.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Intervention and extension programs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$85,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Embed consistent whole school monitoring and responses to student mental health & well-being concerns. Enhance school responses to student absence Prioritise classroom walks, shared videos and reflection Promote healthy lifestyles			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> • Be able to articulate & model school values • Be able to name a staff member who they know believes in them • Feel like they can ask their teacher for help • Want to come to school everyday • Self-monitor against school wide SWPBS expectations • Name a range of emotions and strategies to support positivity and connection • Support a friend through their words or actions • Explain the impact of healthy food options • Participate in daily physical activity <p>Teachers</p> <ul style="list-style-type: none"> • Explicitly teach school values & support deep understanding • Build strong relationships with their students & know how to support them emotionally • Positively respond to staff feedback about how to support their learning and improve our school culture • Actively support the well-being team by engaging with team strategies & processes • Encourage and support student involvement in the development of the SWPBS matrix • Explicitly teach expected behaviours & provide opportunities for students to practise support seeking skills • Establish a class culture that fosters positive mental health & normalises support seeking • Establish school-wide challenges to engage students in a process of making healthy food choices and choosing regular exercise • Be aware of attendance patterns within their classroom and work proactively to improve them <p>Leaders</p> <ul style="list-style-type: none"> • Establish & resource committees to develop strategies that motivate students to make good choices 			

	<ul style="list-style-type: none"> • Provide PL & resources to support staff & parents through referral process • Lead review of attendance practices • Track attendance process & facilitate student led changes as appropriate • Establish a Well-being Team to support whole school community • Employ & induct chaplains as part of the well-being team • Ensure active participation from all stakeholders in the development of SWPBS • Resource & support SWPB • Prioritise classroom walks, shared videos & reflection • Resource committee to oversee development of termly healthy lifestyle challenges 			
Success Indicators	<p>Students will: be able to discuss strategies used to support personal mental and physical health Success indicators will include; improved attendance data</p> <p>Teachers will: actively and consistently support and embed whole school practices in line with BPS guidelines Success Indicators will include: peer and leadership observation feedback; Compass Chronicle notes and alerts; student survey feedback</p> <p>Leaders will: use multiple sources of evidence to track model implementation including barriers and enablers; Success Indicators will include: notes from learning walks and leadership observations</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed consistent whole school monitoring and responses to student mental health & well-being concerns.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Enhance school responses to student absence	<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
Promote healthy lifestyles	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$6,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Enhance opportunities to support and engage parents and carers as partners in student learning Further improve communication practices			
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> • Be confident school communications are reaching their parents. • Have confidence their parents can support their learning. • Deliver presentations, invite their parents. • Will feel cared for & valued by peers, staff and school leaders. • Feel like they belong at BPS. • Be proud of going to this school. <p>Teachers will:</p> <ul style="list-style-type: none"> • Engage with PL and resources which guide staff through Compass chronicles • Actively implement communication plan • Ensure all events are recorded appropriately on Compass and flagged in line with school processes. • Embed timely correspondence practices with families • Provide opportunities for parent participation in classrooms, in PFA and as guest speakers. • Provide opportunities for parents to learn how to support their children (EAL briefing sessions in L1 monthly). • Maintain regular contact with parents re supporting their children's learning • Actively support and assist in the organisation of school wide events. • Invite parents into classrooms. • Explicitly support student's presentation skill development. • Create learning opportunities which allow students to present learning. • Create a classroom culture which values diversity. <p>Leaders will;</p> <ul style="list-style-type: none"> • Lead a reflection of parent communication successes from 2020 • Develop a whole school communication expectations plan • Provide PL for teachers on effective use of Compass to track and monitor • Schedule time for coaching to embed processes. • Facilitate staff created videos and resources to assist parents with learning strategies and methods. 			

	<ul style="list-style-type: none"> • Schedule time on school calendars for parent upskilling opportunities. • Schedule presentation events in the school calendar (both parent to students and students to parents). • Facilitate the learning and reflection required by all staff to develop healthy and proudly diverse learning cohorts. 			
Success Indicators	<p>Parents will: be able to understand and support their children's learning and participate in their learning growth</p> <p>Teachers will: plan opportunities for active parent participation and up-skilling Success Indicators will include: Term planners; IEPs; communication logs; numbers of parents participating, video uploads onto school platform</p> <p>Leaders will: diarise events and actively support teachers with organisation of tasks which facilitate parent participation, allocate time for resource production and planning Success Indicators will include: term calendars and greater parent presence at each campus and development of a communication plan</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Support and engage parents and carers as partners in student learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Review communication practices	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Communication policy, process and expectations document completed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Monitor and review success of communication practices	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
---	--	--	----------------------------------	---