

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Elsternwick Primary School (2870)



Submitted for review by Michael Portaro (School Principal) on 08 December, 2020 at 03:28 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 08 January, 2021 at 12:14 PM
Endorsed by Gill Cashion (School Council President) on 29 January, 2021 at 09:38 AM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning, catch-up and extension: For all students at EPS to achieve at least 12 months learning growth each year for all curriculum areas, according to teacher judgements.</p> <p>Happy, active and healthy kids priority: To embed the Resilience Project and Respectful Relationships into the wellbeing framework to ensure students, staff, parents and carers feel safe, valued and respected.</p> <p>Connected schools priority: Develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.</p>
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority
Actions	<p>Whole School:</p> <ul style="list-style-type: none"> - Develop the data literacy of teachers and education support staff to inform their understanding of student needs and progress. - Establish and embed PLC structures to support teacher collaboration and strengthen the use of HITS in classrooms in line with the whole school instructional model. - Effectively implement small group intervention programs for multiple year levels and varying student abilities. <p>Classroom:</p> <ul style="list-style-type: none"> - Use PLCs/PLTs for staff to collaboratively plan. - Support staff to embed the use and analysis of multiple data sources to inform targeted planning and to tracking of student growth. <p>Individual/Tailored</p> <ul style="list-style-type: none"> - Establish small group tutoring programs. - Build the staff's capacity to understand and implement IEP's for students.

<p>Outcomes</p>	<p>Whole School:</p> <ul style="list-style-type: none"> - Teachers will accurately identify student learning needs by engaging in reflective practice as part of their PLT/PLC's. - Teachers will use HITS to plan lessons and units. - Teachers will consistently and explicitly implement the school's instructional model <p>Classroom:</p> <ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update student assessment data - Teacher will provide regular feedback and monitor student progress using multiple sources of data <p>Individual/Tailored</p> <ul style="list-style-type: none"> - Students in need of targeted academic support or 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:</p> <ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies <p>Classroom:</p> <ul style="list-style-type: none"> - Documentation and data from formative assessments that clearly indicates student progress - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual/Tailored</p> <ul style="list-style-type: none"> - Data used to identify students for tailored supports - Assessment data and student surveys from intervention groups - Progress against Individual Education Plans

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	<p>Whole School</p> <ul style="list-style-type: none"> - Refine whole school approach to wellbeing to include the Resilience Project and Respectful Relationships - Continue tracking behaviour to gauge social-emotional learning, belonging and engagement <p>Classroom</p> <ul style="list-style-type: none"> - Implement the revised well being framework to include the Resilience Project and Respectful Relationships - Review our agreed approach to monitoring and responding to student wellbeing concerns - Build staff capacity to collect, analyse, monitor and respond to student engagement data <p>Individual</p> <ul style="list-style-type: none"> - Students will engage in a classroom program that responds to their wellbeing needs.
Outcomes	<p>Whole School</p> <ul style="list-style-type: none"> - Teachers will incorporate evidence based practices in classes and in planning units of work - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Leaders will strengthen engagement with regional and external support agencies <p>Classroom</p> <ul style="list-style-type: none"> - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use - At-risk students will be identified and receive targeted support in a timely manner <p>Individual</p> <ul style="list-style-type: none"> - Students with additional needs will receive individualised support with regular monitoring and student support group meetings (with parents/carers) where appropriate - Wellbeing leader to maintain a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Students, staff, parents and carers will feel safe, valued and respected
Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> - Classroom and peer observations and learning walks - Documentation of frameworks, policies and programs - Internal and external professional learning - Curriculum documentation reflecting social and emotional learning

Classroom

- Students engagement in wellbeing programs (feedback, participation, classroom observations)
- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

Individual

- Data used to identify students in need of targeted support
- Student pre and post surveys
- Documentation of strategies students will use in classes and at school

KIS 3 Networks with schools, services and agencies	Connected schools priority
Actions	<p>Whole School</p> <ul style="list-style-type: none"> - Strengthen and embed the school-wide approach to communication with parents/carers/kin, seeking regular feedback via online surveys and polls - Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices - Build staff capability to integrate digital learning <p>Classroom</p> <ul style="list-style-type: none"> - Use digital channels of communication to provide regular updates about student learning - Strengthen and embed digital learning in classes - Strengthen relationships with parents/carers/kin and enable regular opportunities for communication and feedback <p>Individual</p> <ul style="list-style-type: none"> - Ensure students requiring specific intentions are engaged with external agencies and supports - Ensure the benefits of digital learning continue to be available to every student
Outcomes	<p>Whole School</p> <ul style="list-style-type: none"> - Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin (timetabling scheduled opportunities for this to occur) - The wider community will have increased opportunities to communicate and connect with the school - Families will have an understanding of the digital learning pedagogy employed at the school <p>Classroom</p> <ul style="list-style-type: none"> - Teachers will be confident in integrating digital learning pedagogy - Students will have stronger digital literacy <p>Individual</p> <ul style="list-style-type: none"> - All students will be connected to resources and learning opportunities - Teachers will regularly connect with the parents/carers/kin of all students
Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> - Observations and learning walks demonstrate use of digital learning

- Documentation of school digital policies
- Whole school surveys (SSS, AToSS)

Classroom

- Positive student survey data (internal surveys, AToSS)
- Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks
- Attendance

Individual

- Attendance in intervention/tailored 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/kin surveys and interviews

Goal 2	To create a climate where students are heard, understood and empowered.
12 Month Target 2.1	AToSS will demonstrate improved perceptions of student voice and agency. A clear student leadership structure is in place and students are active participants in regular focus groups and decision-making bodies.
KIS 1 Empowering students and building school pride	To increase student engagement by promoting student agency & voice and providing opportunities to develop student leadership
Actions	<p>Whole School</p> <ul style="list-style-type: none"> - Establish student voice teams that provide opportunities for collaboration on all aspects of school life. - Provide opportunities for all students to provide feedback which promotes discussion and inform decisions. <p>Classroom</p> <ul style="list-style-type: none"> - Develop structures to engage with, listen and respond to the full range of student perspectives and feedback <p>Individual</p> <ul style="list-style-type: none"> - Students are provided opportunities take responsibility for their learning by actively contributing ideas about student-led learning.
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> - Schedule regular, purposeful learning walks to identify the implementation and development of effective student voice and agency practices. - Facilitate and support collaborative practices across the school - provide professional learning, promote discussion and seek feedback from students through various forums. <p>Teachers</p> <ul style="list-style-type: none"> - Incorporate student voice opportunities and strategies to develop student agency into planning sessions. - Seek feedback from students in relation to their teaching and effectiveness and reflect on their practice as a result of student feedback. <p>Students</p> <ul style="list-style-type: none"> - Have greater voice in the learning process through negotiation and collaborative decision making. - Have an increased sense of connectedness learning. - Student leaders are active in their school, are making a difference and have significant voice in the improvement of their school.

Success Indicators	AtoSS Staff Opinion Survey Parent Opinion Survey Qualitative data from regular student focus groups
---------------------------	--