Annual Implementation Plan - 2021
Define Actions, Outcomes and Activities

Springside Primary School (8911)

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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning catch up and extension data * Teacher judgements (diagnostic, formative and summative) * English Online Interview , Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform * PAT Happy, active and healthy kids * Attendance (including for priority cohorts or at-risk students) * Chronical data from compass Connected Schools data * PIVOT data * Engagement data from learning management systems such as compass * Community attendance at events and digital engagement including social media and website traffic data
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	* Establish and Support staff to embed the use of data walls in the areas of Literacy and Numeracy to inform targeted planning * Coach staff in their cohorts to build teacher practice and capacity * Lead PLCs/EOLs through the FISO improvement cycle to identify student learning needs, ensuring effective differentiation * Run Learning Enhancement to provide academic support/intervention (catch up and extension) - tutoring program * Continue to establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice * Plan whole school professional learning on identified core-curriculum priority areas throughout the year * Revisit and strengthen the use of HITS in classrooms * Providing professional learning around our Instructional Model - 'The Workshop Model'

	* Develop a sustainable Peer Observation model * Prioritise curriculum 'essentials': mathematics, reading, writing and science * Establish/embed consistent approaches to formative assessment * Build staff capacity to understand and implement IEPs * Work with ES and other teaching staff to assess learning and map progress against IEP goals
Outcomes	* PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons * Teachers identify student learning needs * Teachers will use HITS to plan lessons and units * Teachers will consistently and explicitly implement the school's instructional model * Teachers will develop an understanding of curriculum essentials to ensure mastery * Teachers will consistently implement the agreed assessment schedule * Teachers and leaders will regularly update data walls * Teacher will provide regular feedback and monitor student progress using data walls * Teachers will provide students with the opportunity to work at their level using differentiated resources * Students will experience success and celebrate the acquisition of knowledge * Students will know how lessons are structured and how this supports their learning * Students in need of targeted academic support or intervention will be identified and support
Success Indicators	* Teachers' formative assessment data and teacher judgement data * Teacher records and observations of student progress * A documented assessment schedule and evidence of teachers inputting data and moderating assessments * Data walls indicating student progress * Student feedback on differentiation, the instructional model, and use of common strategies * Progress against Individual Education Plans * Differentiated curriculum documents and evidence of student learning at different levels

Activities and Milestones	Who	Is this a PL Priority	When	Budget
• Document plans for coaching/observation	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 3	$230,000.00 ☑ Equity funding will be used

* Develop consistent processes using FISO Improvement cycle in PLCs	☑ Leading Teacher(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Schedule and organise professional learning schedule around HITS	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Embed data walls in PLCs in the areas of Literacy and Numeracy to inform targeted planning	☑ Leading Teacher(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Coaches/Learning enhancement teachers to provide Learning Enhancement (tutoring) for identified students	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$213,000.00 ☐ Equity funding will be used
* Provide professional learning on how to effectively write IEPs for identified students	☑ Allied Health	☑ PLP Priority	from: Term 1 to: Term 2	$40,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority

Actions	* Continue the implementation and professional learning of SWPBS
	    - Continuum of Response to behaviour
	    - Consistency of acknowledgement system

	* Analyse Chronicle data - monitor interventions for tier 2 and tier 3 students * Maintain and prioritise Social and Emotional Learning program (Respectful Relationships) in the teaching and learning program * Maintain and prioritise the explicit teaching of Expected Behaviours within the school * Continue to embed the whole school approach to Zones of Regulations * Inclusion of Learning - enhancement teacher to run social groups for identified students * Monitor and respond to attendance data
Outcomes	* Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing * Teachers will incorporate SEL (Respectful Relationships) classes and in planning units of work * Teachers will model and are consistent in agreed behaviour Expectations * Teachers will be consistent using the 'Continuum of Response to Behaviour' when managing undesirable behaviours * Teachers will consistently use the school wide acknowledgement system
Success Indicators	* Classroom and peer observations * Chronicle data (minor and major behaviours, success slips, sick bay data) * Attendance data * PIVOT data, AtoSS * SWPBS TFI/SAS data * Welfare referrals

Activities and Milestones	Who	Is this a PL Priority	When	Budget

* In SPAT develop a SWPBS Action Plan focusing on specifically
    - Continuum of Response to behaviour
    - Consistency of acknowledgement system
    - Explicit teaching of expected behaviours
	☑ Leading Teacher(s)
	☑ Teacher(s)
		☐ PLP Priority	from:
			Term 1
			to:
			Term 2
				$0.00
				
				☐ Equity funding will be used

* Gather and analyse Chronicle data in SPAT to identify students requiring Tiered Response to Intervention	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

* Using the data, target students in tier 2 to participate in social groups run by Learning Enhancement staff member	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Whole school professional learning on Zones of Regulation	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
* PLCs to use SEL Scope and Sequence documents to plan and embed in the curriculum	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Team leaders to monitor cohort attendance data and put in place required supports	☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

KIS 3 Setting expectations and promoting inclusion	Connected schools priority
Actions	* Strengthen and embed the school-wide approach to communicate with parents/carers through Seesaw on what is being taught, progress of student learning * 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 such as videos to parents, zoom meetings for SSGs, through Seesaw * Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach (Question and Answer forums, Camp forums, Positive Parenting programs)

Outcomes	* Leaders will support PLCs to develop strong consistency and expectations of ongoing reporting across the school * Teachers will develop strong relationships with students and parents/carers/kin * Students and parents will feel connected to their school and have positive attitudes to attendance
Success Indicators	* Seesaw * Whole school surveys (PIVOT, AToSS) * Parent opinion survey * Student/staff/parent feedback and interviews * Attendance * Engagement and progress in learning enhancement * Number of referrals, documented outcomes of student referral meetings * Frequency and consistency of communications with parents via Seesaw

Activities and Milestones	Who	Is this a PL Priority	When	Budget
* Revisit Seesaw ongoing reporting expectations	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
* Monitor through staff coaching sessions Seesaw posts	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
* Teachers to adhered to minimum expectations of Seesaw	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 3	☐ Equity funding will be used