

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Dromana Primary School (0184)



Submitted for review by Andrew Haley (School Principal) on 16 December, 2020 at 11:02 AM
Endorsed by Leonie King (Senior Education Improvement Leader) on 16 December, 2020 at 02:28 PM
Endorsed by Angela Paragreen (School Council President) on 18 December, 2020 at 12:17 PM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. All students to achieve a stanine of 5 or above.</p> <p>1. To improve PAT Online Assessment in Numeracy: Year 1 - By November of Year 1, increase the cohort average from a scaled score of 98 (November 2020) to at least 102 in PAT data.</p> <p>Year 2 - By November of Year 2, increase the cohort average from a scaled score of 97.8 (November 2020) to at least 107 in PAT data.</p> <p>Year 3 - By November of Year 3, increase the cohort average from a scaled score of 105.6 (November 2020) to at least 113.5 in PAT data.</p> <p>Year 4 - By November of Year 4, increase the cohort average from a scaled score of 109 (November 2020) to at least 117.4 in PAT data.</p> <p>Year 5 - By November of Year 5, increase the cohort average from a scaled score of 120 (November 2020) to at least 126 in PAT data.</p> <p>Year 6 - By November of Year 6, increase the cohort average from a scaled score of 122.2 (November 2020) to at least 127 in PAT data.</p> <p>2. To improve PAT Online Assessment in Reading: Year 1 - By November of Year 1, increase the cohort average from a scaled score of 85.2 (November 2020) to at least 93.3 in PAT data</p> <p>Year 2 - By November of Year 2, increase the cohort average from a scaled score of 79.1 (November 2020) to at least 100.5 in PAT data.</p> <p>Year 3 - By November of Year 3, increase the cohort average from a scaled score of 105.8 (November 2020) to at least 116.2 in PAT data.</p> <p>Year 4 - By November of Year 4, increase the cohort average from a scaled score of 110.8 (November 2020) to at least 118.7 in PAT</p>

	<p>data.</p> <p>Year 5 - By November of Year 5, increase the cohort average from a scaled score of 123.1 (November 2020) to at least 128.1 in PAT data.</p> <p>Year 6 - By November of Year 6, increase the cohort average from a scaled score of 125 (November 2020) to at least 129 in PAT data.</p> <p>3. All students to achieve 12 months progress on teacher judgement.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>In 2021 we will:</p> <ol style="list-style-type: none"> 1. Embed Professional Learning Community structures and practices across the school to improve student learning outcomes. 2. Develop the data literacy of all staff to improve our ability to identify and respond to individual student needs.
Outcomes	<p>Leaders are able to:</p> <ol style="list-style-type: none"> 1. Lead learning about what Professional Learning Communities are and what they do. 2. Support teachers to implement our instructional models in a consistent way from Foundation to Year Six. <p>Teachers are able to:</p> <ol style="list-style-type: none"> 1. Confidently and accurately identify the learning needs of their students. 2. Engage in reflective practice to plan, implement and reflect on the teaching and learning program using the school's instructional models. <p>Students are able to:</p> <ol style="list-style-type: none"> 1. Set learning goals and know what they are learning and why across all areas of the curriculum. 2. Participate in regular targeted academic support, including intervention or enrichment and tutoring.
Success Indicators	<ol style="list-style-type: none"> 1. Teachers' formative assessment data and teacher judgement data. 2. Teacher records and observations of student progress. 3. Classroom observations and learning walks demonstrating the implementation of professional learning strategies.

	<p>4. Student feedback on differentiation, the instructional model, and use of common strategies.</p> <p>5. Differentiated curriculum documents, including work programs and collaborative meeting minutes and evidence of student learning at different levels.</p> <p>6. A documented assessment schedule.</p> <p>7. Evidence of student data recorded on Compass.</p> <p>8. Evidence of teachers moderating student work.</p> <p>7. Data walls indicating student progress.</p> <p>8. Evidence of tailored support programs, including tutoring, intervention and enrichment.</p> <p>9. Progress against Individual Education Plans.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1) Schedule and deliver professional learning on; formative assessment and collecting, analysing, responding to and monitoring data, literacy and numeracy instructional models.	<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	\$1,000.00 <input type="checkbox"/> Equity funding will be used
2) Establish and implement processes/structures for collecting, analysing, moderating and monitoring school-wide data including individual class, year level, across year levels and whole school to improve teaching and learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
3) Implement an effective approach to goal setting. This includes developing and monitoring SMART Goals for each year level and the implementation of student learning ladders.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
4) Teams to identify a problem of practice and conduct an inquiry each term in to various areas/focus, such as the HITs, Formative Assessment, Feedback and student opinion as part of the SMART goal process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

		<input checked="" type="checkbox"/> Team Leader(s)			<input type="checkbox"/> Equity funding will be used
5) Implement peer observation and feedback across the school to monitor and improve the implementation of the school's instructional models.		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used
6) Staff to provide timely feedback to students and parents regarding their performance and to help students to identify the next point in their learning.		<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority				
Actions	In 2021 we will refine and embed our whole school approach to student wellbeing from Foundation to Year Six.				
Outcomes	<p>Leaders are able to:</p> <ol style="list-style-type: none"> 1. Articulate a common understanding of our student wellbeing programs and practices with teachers, students and families. 2. Integrate social emotional learning into school practice, policies and programs across the school. <p>Teachers are able to:</p> <ol style="list-style-type: none"> 1. Respond to the social and emotional learning needs of students. 2. Model, consistent and agreed routines. 3. Incorporate Respectful Relationships and SWPBS into their daily and weekly practice. <p>Students are able to:</p> <ol style="list-style-type: none"> 1. Experience more positive interactions/moments at school. 2. Describe the schools expected behaviours and give examples of how they may be demonstrated in a different context/class. 				

	3. Demonstrate behaviours consistent with the schools expected behaviours.			
Success Indicators	1. Classroom observations. 2. Observations of changes to classroom practices. 3. Curriculum documentation reflecting social and emotional learning programs. 4. SWPBS COMPASS data; Chronical reports of student wellbeing concerns, behavioural incidents, Mighty Merits. 5. Student progress against Individual Education Plans. 6. Student progress against Behaviour Support Plans. 7. Percentage positive increase in AToSS, Staff Opinion Survey and Parent Opinion Survey.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1) Schedule regular and ongoing Professional Learning on Respectful Relationships, SWPBS, circle time and restorative practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2) Implement the Dromana Primary School Wellbeing Scope and Sequence which will focus on the ongoing teaching of social and emotional learning using Respectful Relationships framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
3) Timetable 50 minutes per week per class to consistently implement the Respectful Relationships framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

4) Implement and monitor SWPBS processes and protocols in a consistent manner from Foundation to Year Six.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
5) All staff to follow school wide protocols and processes to identify, monitor and support minor/major student behaviours, including protocols for recording minor/major behaviours in school data system.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
6) Support staff to develop high level skills in behaviour management and restorative practices.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
7) Integrate social emotional learning into school wide practices, policies and programs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
8) Develop and implement clear processes and procedures for identifying, monitoring and managing students with acute needs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	1. Strengthen the relationships between the school and our parents/carers/kin and other community members.			

Outcomes	<p>Teacher are able to:</p> <ol style="list-style-type: none"> 1. Develop and maintain strong relationships with our students and families. 2. Regularly connect with the parents/carers of all students. <p>Students are able to:</p> <ol style="list-style-type: none"> 1. Feel connected to their school and have positive attitudes towards their attendance and learning. <p>Community are able to:</p> <ol style="list-style-type: none"> 1. Feel welcome in the school and regularly use the school facilities. 			
Success Indicators	<ol style="list-style-type: none"> 1. Whole school surveys. (Staff Opinion Survey, Attitude To School Survey, Parent Opinion Survey) 2. Pulse check with parents/carers. 3. Attendance Data. 4. Student/staff/parent/carer/kin focus groups and interviews. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1) Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2) Increase the use of our school grounds and facilities by the community for sports and events.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
3) Organise opportunities for the local adult education provider to host parents/carers/kin learning onsite such as Anglicare.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

4) Increase the number of, and organise, whole school celebrations/events such as school open days, assemblies, concerts and other school events where parents and community members are invited to attend.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
5) Investigate, implement and analyse surveys across the school to gain feedback from key stakeholders on how we are progressing in the Connected School Priority.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
6) Increase the level of communication between school and home utilising platforms such as Compass, Facebook and school website.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used