

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Strathaird Primary School (5463)

Strathaird



Primary School

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>LEARNING CATCH UP AND EXTENSION In 2021, the percentage of students making high learning growth from Term 1 to Term 4 in English level and other assessments (DAL, F&P) will be 25% or greater.</p> <p>In 2021, 95% of students will improve their F&P level by at least two F&P levels from Prep-6.</p> <p>In 2021, students participating in 'catch-up' literacy intervention will improve by at least five F&P levels.</p> <p>In 2021, high performing students will maintain and improve their achievement in reading.</p> <p>HAPPY, HEALTHY, ACTIVE KIDS In 2021, the percentage of Years 4-6 students with positive responses will be above:</p> <ul style="list-style-type: none"> • 98% in Differentiated learning challenge • 94% in Stimulating learning • 96% in Motivation and interest • 95% in Resilience • 94% in Self-regulation and goal setting • 92% in Sense of confidence • 94% in Sense of connectedness • 90% in Student voice and agency <p>In 2021, the percentage of parents on the Parent Opinion Survey with positive responses will be above:</p> <ul style="list-style-type: none"> • 93% in Student connectedness • 90% in Student motivation and support • 86% in Student agency and voice <p>CONNECTED SCHOOLS In 2021, the percentage of parents on the Parent Opinion Survey with positive responses will be above:</p> <ul style="list-style-type: none"> • 93% in Student connectedness • 90% in Parent participation and involvement

	<ul style="list-style-type: none"> • 91% in School communication • 85% in Teacher communication • 89% in School pride and confidence • 90% in Student motivation and support • 86% in Student agency and voice
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	To develop teachers capacity to generate accurate judgements regarding student achievement against the Victorian Curriculum. In order to improve students literacy outcomes, we will develop teachers capacity and understanding to use reading assessments to plan for effective, targeted, differentiated teaching and provide precise and regular scaffolding and feedback. Implement an evidence based individual/small group literacy intervention program across the school that accelerates the learning of individual students to maximize their learning outcomes.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Receive learning that is targetted to their needs and scaffolded and receive regular, precise feedback to enable them to learn effectively, experience success and maintain upward progression in literacy achievement. *Receive accurate performance judgements from their teacher that reflects their actual achievement. *Understand the learning intentions, structure of their lessons and success criteria and use this information to support their learning. <p>Teachers will:</p> <ul style="list-style-type: none"> *Teachers collect and analyse assessment data and provide next step learning for students. *Effectively deliver differentiated literacy learning based on analysis of needs. *Embed the Fountas and Pinnell Literacy Continuum and other key strategies (e.g. Close Reading) in reading, writing and word study. *Be able to explain students literacy performance and progress in relation to the Victorian Curriculum. *Closely track the assessment performance of students (e.g. through data walls) and ensure progress is maintained through targetted planning and implementation. *Teachers will clearly and consistently implement the School's Instructional Model and help students to understand the components and use this information to support their learning. *Revisit and strengthen the use of HITS in classrooms through PLTs, with a specific focus on continued development of metacognition. <p>Leaders will:</p>

	<ul style="list-style-type: none"> *Plan and present whole school professional learning. *Will use multiple sources of evidence to track the success of this high level action.
Success Indicators	<ul style="list-style-type: none"> *Teachers/intervention/whole school assessment data indicating student progress. *Student survey data. *Minutes of SIT Team and other meetings reflecting on progress. *Teachers planning. *Observation and Learning Walkthrough notes demonstrating implementation of targetted strategies. *Student feedback on differentiation, instructional model and strategies.
KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	<p>Implement an action plan that leads to high levels of student engagement and wellbeing, and, where necessary, addresses the trauma and behaviour needs of specific children.</p> <p>Develop a culture of student empowerment to support students to manage and monitor their own learning within a stimulating learning environment.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Show improved levels of engagement and wellbeing and decreased signs of trauma, unsettled or unusual behaviour. *Show an awareness and improved capability to manage and monitor their own learning in relation to the Student Agency Checklist at their year level. <p>Teachers will:</p> <ul style="list-style-type: none"> *Improve their understanding of how to recognise children who are affected by trauma and how to effectively respond to these children in the classroom. *Develop the capacity to analyse, monitor and respond to student engagement and wellbeing data. *Conduct regular check ins with at risk students and refer concerns to School Leadership for targetted support. *Explicitly develop students capability to manage and monitor their own learning in relation to the Student Agency Checklist at their year level. <p>Leaders will:</p> <ul style="list-style-type: none"> *Provide targetted support for teachers and students to address wellbeing needs of specific students and families. *Provide time and support in Term 1 to fine tune the Student Agency Checklist which will be implemented from Term 2.

Success Indicators	<ul style="list-style-type: none"> *Classroom and Peer Observations. *Observations of changes to classroom practices. *Student engagement surveys. *Student monitoring documentation.
KIS 3 Building communities	Connected schools priority
Actions	Build on the strong connections with the families, the school community and broader educational community established through 2020 by embedding improved ways of working together to support students.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Feel as though their teacher cares about them and their family. *Feel connected to school (and their families). *Have positive attitudes towards school. *Build on their technology skills and experiences from remote learning to enhance aspects of their 2021 school/home learning. <p>Teachers will:</p> <ul style="list-style-type: none"> *Have strong relationships with students and their parents. *Use their experiences from remote learning, to develop students capability to use technology to enhance their learning. <p>Leaders will:</p> <ul style="list-style-type: none"> *Prioritise time for staff to communicate and build relationships with parents/carers. *Provide time for professional learning.
Success Indicators	<ul style="list-style-type: none"> *Observations indicate use of digital learning. *Positive student survey data. *Positive attendance data. *Positive Parent Opinion data.