

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Little Bendigo Primary School (2093)



Submitted for review by Anthony Tait (School Principal) on 03 December, 2020 at 07:42 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 14 December, 2020 at 05:20 PM

Endorsed by Jamie Tobin (School Council President) on 16 December, 2020 at 01:38 PM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal.			
12 Month Target 1.1	<p>To implement the 2021 Priorities.</p> <ol style="list-style-type: none"> 1. To maintain Stimulated Learning and Sense of Confidence in the Attitudes to School Survey above the state mean. 2. To maintain Parent-Community Engagement in the Parent Opinion Survey above the state mean. 3. To maintain School Safety and Sense of Connectedness positive responses in the Attitudes to School Survey above the state mean. 4. To improve the academic outcomes for Aboriginal and Torres Strait Islander students 			
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority			
Actions	<ol style="list-style-type: none"> 1. Establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice. 2. Use PLC's for staff to collaboratively plan units of work with a focus on differentiation. 3. Establish a targeted support program for students. 			
Outcomes	<ol style="list-style-type: none"> 1. PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. 2. Teachers will provide students with the opportunity to work at their level using differentiated resources. 3. Students in need of targeted academic support or intervention will be identified and supported. 			
Success Indicators	<ol style="list-style-type: none"> 1. Teachers formative assessment and teacher judgement data. 2. Differentiated curriculum documents and evidence of student learning at different levels. 3. Assessment data from intervention groups. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Establish processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$766.26 <input type="checkbox"/> Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$383.13 <input type="checkbox"/> Equity funding will be used
Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,748.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ol style="list-style-type: none"> 1. Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. 2. Establish an agreed approach to monitoring and responding to student wellbeing concerns. 3. Establish mentoring sessions focused on self-awareness, self-management, problem solving and social skills. 			
Outcomes	<ol style="list-style-type: none"> 1. Teachers, leaders and the school community will share a common understanding of the whole-school approach to wellbeing. 2. Teachers and leaders will establish agreed monitoring processes and ensure these are visible for staff use. 3. Leaders and teachers will establish a preventative mentoring program including a referrals process. 			
Success Indicators	<ol style="list-style-type: none"> 1. Documentation of frameworks, policies or programs. 2. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. 3. Student engagement and assessment data from regular classes. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop curriculum units collaboratively with wellbeing team members.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,149.39 <input type="checkbox"/> Equity funding will be used
Consult with staff on monitoring and referral processes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$766.26 <input type="checkbox"/> Equity funding will be used
Provide staff with opportunities to understand response strategies and the referral process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,149.39 <input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority			
Actions	1. Plan for school facilities and grounds works that will mean our school is a great place to learn. 2. Use digital channels of communication to provide regular updates on weekly student learning programs. 3. Ensure the benefits of digital learning continue to be available to every student.			
Outcomes	1. Teachers will have strong relationships with students and families. 2. Students will feel connected to their school. 3. Staff will have strong relationships with families.			
Success Indicators	1. Attitudes to School Survey results 2. Parent Opinion Survey results			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document engagements with families when difficult situations arise.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,149.39 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time in staff meetings to review wellbeing and engagement data, identify students and risk and develop/plan responses.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,149.39 <input type="checkbox"/> Equity funding will be used
Goal 2	To optimise the learning growth of all students.			
12 Month Target 2.1	To ensure all students F-6 achieve at least one year's growth, in each year of the strategic plan as measured by teacher assessment in Mathematics and English.			
KIS 1 Vision, values and culture	Develop effective PLC processes to improve Collective Efficacy.			
Actions	In 2020/2021 Little Bendigo Primary school is undertaking the PLC core professional learning and will focus on: <ul style="list-style-type: none"> Building PLCs through a culture of collaboration for school improvement 			
Outcomes	Leaders will: what will leaders do to ensure PLCs strengthen teaching practice? <ul style="list-style-type: none"> Leaders will develop skills in leading PLCs through the inquiry cycle and support teachers to plan collaboratively Leaders will plan with PLC leaders to ensure consistency of PLC protocols Leaders will ensure student learning data is used as the basis for all PLC inquiry cycles Leaders will work with PLC Area Manager/PLC Link school to design PLC inquiry cycles Leaders will plan for PLC leaders and teachers to build understanding of collaboration within inquiry cycles and planning 			

	<ul style="list-style-type: none"> Leaders will align SSP/AIP/PDP goals for staff <p>Teachers will: what will teachers do to ensure PLCs are used to collaboratively plan lessons with a focus on differentiation/targeted support:</p> <ul style="list-style-type: none"> Teachers will understand the important role of data in the PLC inquiry cycle Teachers will bring student learning data to each meeting Teachers will develop an understanding of the PLC inquiry cycle Teachers will plan differentiated lessons and targeted support based on student learning data Teachers will give and receive feedback Align a PDP goal with PLC elements <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate what they are learning and why they are learning in each lesson Learn to write learning goals with teacher support 			
Success Indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> Collate SIT meeting notes indicating progress of PLCs Have notes from learning walks Reflections undertaken with PLC Manager/Link school coordinator <p>Teachers will:</p> <ul style="list-style-type: none"> Collect assessment data /evidence of progress for all students Develop lesson plans that clearly define differentiation for all students Record reflections from peer observations linked to inquiry cycles <p>Students will:</p> <ul style="list-style-type: none"> Be able to evidence their learning goals in Reading, Writing and Maths 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff attend PLC training	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,065.04 <input type="checkbox"/> Equity funding will be used

Maturity Matrix competed at the end of Semester 1 and Semester 2	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$383.13 <input type="checkbox"/> Equity funding will be used
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