Annual Implementation Plan - 2021
Define Actions, Outcomes and Activities

Barton Primary School (5560)

Submitted for review by Matthew Moore (School Principal) on 03 February, 2021 at 10:28 AM
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Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	- Student engagement and well-being. Attitude to School Survey Data By the end of 2021 whole school positive endorsement of: • Student voice and agency will increase to 77%. • Stimulated learning will increase to 89% • Learning confidence will increase to 87% - Whole School Well-being Data By the end of 2021: The ratio of negative incidents to well-being award nominations will improve to 0.86 - Parent Opinion Survey (POS) By the end of 2021: • Parent overall satisfaction with the school will increase to 82% • Parent involvement and participation will increase to 62% - Teacher Judgement - (English) By the end of 2021 students performing at or above the expected age level: • Reading and Viewing will be 88% • Speaking and Listening will be 93% • Writing will be 84% - Teacher Judgement - (Mathematics) By the end of 2021 students performing at or above the expected age level: • Measurement and Geometry will be 85.5% • Number and Algebra will be 88% • Statistics and Probability will be 92%
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	• Develop the data literacy skills of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Establish/embed/maintain PLT structures to support teacher collaboration and reflection of strengthen teaching practice • Plan and implement a Tutor Learning Program, as part of the DET Tutor Learning Initiative 2021, for students more than 12 months

	below the expected level in English (Reading & Viewing) and Maths (Number & Algebra), as well as 12 months above expected level.
Outcomes	Leaders will: • Have high knowledge of evidence based approaches to teaching Literacy and Numeracy and what this should look like. • Provide effective PD • Model evidence based best practice. • Support staff and teams to use this in their learning hubs/teaching practice • Identify students who will undertake intervention/small group support in the Tutor Learning Initiative • Leaders will establish intervention/small group Tutor Learning Program, as part of the DET Tutor Learning Initiative 2021 Teachers will: • Teachers will confidently and accurately identify student learning needs of their students • PLT will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Identify students who will undertake intervention/small group support in the Tutor Learning Initiative • Nominated or relevant teachers will implement an intervention/small group Tutor Learning Initiative Students will: • Students in need of targeted academic support or intervention will be identified and supported • Students will know how lessons are structured and how this supports their learning • Students will know what their next steps are to progress their learning • Be able to identify the rules of the English language relevant to their stage of learning. • Transfer knowledge of sounds and rules of the English language to reading, writing, spelling, grammar and handwriting.
Success Indicators	Leaders: • Data used to identify students for tailored supports • Appointment/staffing of programs, including the Tutor Learning Initiative • Minutes from meetings Teachers: • 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 • Planning Documentation

	• Anecdotal evidence • Survey Data • Peer Observations • Evidence used to evaluate impact of teaching of student outcomes • ILP data Students: • Individual Learning Goal records • Student feedback on differentiation, the instructional model, and use of common strategies • Student voice and agency through literacy lessons • Students have shown 12 or more months growth over the year in the area of English and Mathematics. • Pre/Post data are indicative of growth

Activities and Milestones	Who	Is this a PL Priority	When	Budget
• Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used
• Document plans for coaching/mentoring/observation	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$21,000.00 ☐ Equity funding will be used
• Provide Professional Learning for all staff on evidence based approaches to teaching Literacy.	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
• Provide Professional Learning for all staff on evidence based approaches to teaching Numeracy.	☑ All Staff ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$10,000.00

			to: Term 4	☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	• Refine whole school approach to well-being to consider actions at the leadership, teacher and student levels • Implement a whole school approach to social-emotional learning or belonging and engagement			
Outcomes	• Teachers will incorporate exemplar wellbeing practices in classes and in planning units of work • Teachers will model and are consistent in agreed routines • 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 • Teachers and leaders will integrate social-emotional learning into school practice, policies and programs			
Success Indicators	• Classroom and peer observations • Observations of changes to classroom practices • Curriculum documentation reflecting social and emotional learning • Internal and external professional learning attendance and shared readings for staff are documented • Shared Professional Learning goals documented in staff PDPs • Curriculum documentation reflecting social and emotional learning • Self assessment against the DET Inclusive Schooling Index tool • Whole school surveys - Attitudes to School Survey (AToSS) • Positive student survey data (internal surveys, AToSS)			

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Develop curriculum units collaboratively with well-being team members	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used

Develop peer-observation process as agreed by staff	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	• Strengthen and embed the school-wide approach to communication with parents/carers/next-of-kin, incorporating the new ways in which schools connected during remote and flexible learning • Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices			
Outcomes	• Teachers will prioritise time to communicate and build relationships with parents/carers/kin • Students and parents/carers/kin will feel as though they belong and are seen • Teachers will have strong relationships with students and parents/carers/kin • All students will be connected to resources and learning opportunities			
Success Indicators	• Whole school surveys - Attitudes to School Survey (AToSS) • Class participation data • Positive student survey data (internal surveys, AToSS) • Frequency of communications with parents/carers/kin • Student/staff/parent/carer/kin focus group surveys and interviews • Documentation of school digital policies • Observations and learning walks demonstrate use of digital learning			

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Plan for on-going professional development on integrating digital learning	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00

				☐ Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Expand community access to school newsletters, social media, and information sessions	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events - Depending COVID restrictions	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used