

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Albert Park Primary School (1181)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Each student to make at least one Victorian Curriculum level of learning progress in each school year during 2021 in English, Mathematics and Science as measured by teacher judgement.</p> <p>Using the Attitudes to School Survey Attain 85 per cent or greater positive responses to Effective Teaching Practice for Cognitive Engagement: Differentiated Learning Challenge Attain 85 per cent or greater positive responses to Effective Teaching Practice for Cognitive Engagement: Stimulated Learning</p> <p>95% of families regularly engaging in student learning reflection via the Seesaw app.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Actions</p> <p>Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Strengthen the schools PLC model to support teacher collaboration and reflection on practice</p>
Outcomes	<p>Leaders will – (Whole School)</p> <p>Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams</p> <p>Establish negotiated accountability measures , including observational walks</p> <p>Provide the opportunity for collective understanding of goal setting and feedback to be developed</p> <p>Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students</p> <p>Teachers will – (Classroom)</p> <p>Discuss student growth data and moderate work samples in PLC teams</p> <p>Have an established understanding of differentiation and the next stage of learning for all students</p> <p>Support students in setting and evaluating goals and Provide feedback formative and summative, during and after tasks/activities</p> <p>Students will – (Individual)</p>

	<p>Be made aware of their assessment data to set effective learning goals Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth) Develop an understanding of the role of feedback and be open to feedback in helping them further learn</p>			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish criteria for identifying students requiring individual and tailored support and deliver that	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$111,000.00 <input type="checkbox"/> Equity funding will be used
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$22,600.00 <input type="checkbox"/> Equity funding will be used
Students plan, organise and effectively manage their learning independently	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Use Equity funding to support students with additional needs impacting their learning	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Strengthen and embed the whole school approaches to social and emotional learning			
Outcomes	<p>Leaders will – (Whole School) Leaders will support the APPS commitment to the Respectful Relationship initiative as a partner school Leaders will facilitate the review of the APPS Social and Emotional Learning scope and sequence Leaders will strengthen engagement with regional and external support agencies</p> <p>Teachers will – (Classroom) Teachers will embed the APPS Social and Emotional Learning scope and sequence into the teaching and learning program Teachers will use agreed processes to monitor and identify students in need of additional supports</p> <p>Students will – (Individual) Students with acute needs will receive individualised support that is regularly monitored</p>			
Success Indicators	Documentation of the SEL learning Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data of support accessed by students and/or families			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Schedule professional learning to revisit the schools social and emotional learning model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review of the APPS Social and Emotional Learning scope and sequence	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with families, incorporating new elements developed during remote and flexible learning			
Outcomes	<p>Leaders will – (Whole School) Leaders will timetable opportunities for staff to build relationships with families</p> <p>Teachers will – (Classroom) Teachers will have strong relationships with students and their families</p> <p>Students will – (Individual) Students will feel increased connectedness to school</p>			
Success Indicators	<p>Families attendance at school activities and engagement in learning</p> <p>Parent/ caregiver response to surveys about classroom learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Expand community cohesiveness and opportunities to interact and celebrate together.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Consult the community and review the reporting of student learning accordingly	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used