

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Deepdene Primary School (3680)



Deepdene Primary School

Submitted for review by Kim Shipley (School Principal) on 23 November, 2020 at 10:27 AM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 11 December, 2020 at 02:00 PM
Endorsed by Justin Phillips (School Council President) on 14 December, 2020 at 02:08 PM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Numeracy assessment will be 25% or greater.</p> <p>During 2021 we will develop a school wide scope and sequence based on the Resilience, Rights and Respectful Relationships and Friendly Kids Friendly Classrooms Programs.</p> <p>During 2021 we will develop a variety of programs and strategies to connect students, parents and the community to Deepdene PS</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole school professional learning on implementation of a whole school approach to Numeracy led by the Learning Specialist</p> <p>Implement agreed systems for the collection and analysis of Numeracy data</p> <p>Tutor Program implemented Foundation - 6</p>
Outcomes	<p>Teachers will confidently and accurately identify learning needs of their students</p> <p>Teachers will consistently and explicitly implement the school's instructional model in Numeracy</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Tutor will implement program F - 6 with small groups in Numeracy</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Nominated or relevant teachers and leaders will establish intervention/small group tutoring</p> <p>Teachers use evidence-based Numeracy approaches aligned to the Numeracy strategy</p> <p>Teachers collect, analyse and respond to formative assessment data</p>

Success Indicators	<p>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 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 Data is used and documented to identify students for tailored supports Progress against Individual Learning Improvement Plans Teachers understand and document the whole-school approach to Numeracy</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <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
Establish criteria for identifying students requiring individual and tailored support and extension	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <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

Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish resourcing for individual and tailored support and extension programs	<input checked="" type="checkbox"/> Numeracy Leader <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
Regular Numeracy PD scheduled through out the year to monitor and support the implementation of a whole school approach to Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole School PD day at the beginning of the year to establish a whole school approach to Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Tutors will undertake PD related to assessment and data tracking	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Establish a whole school approach to social-emotional learning, belonging and engagement Embed/strengthen school within a school structures (houses/homegroups) Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts Develop a wellbeing program implemented in classrooms Establish an agreed approach to monitoring and responding to student wellbeing concerns Implement classroom programs including cognitive skills, behavioural skills, exercise and relaxation Strengthen in-class relationships through peer and group learning activities Target counselling for individual students with acute needs Build relationships and engage with families of at-risk students Teachers to conduct daily check-ins with at-risk students Ensure all students know there is someone who cares about them Implementation of the tutor program for students identified as needing support
Outcomes	Teachers are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Class teachers will implement a classroom wellbeing program Students will feel supported and engaged in classgroups and contribute to a positive classroom culture At-risk students will be identified and receive targeted support in a timely manner Families of at-risk students will receive regular communication and support from the school Students and families at risk will be connected to allied health and mental health services Students in need of targeted academic support or intervention will be identified and supported both in classrooms, through provision of targeted small groups and the tutor program
Success Indicators	Curriculum documentation reflecting social and emotional learning Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop curriculum units collaboratively to include wellbeing which reflects the social-emotional learning focus	<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
Establish clear referral processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish regular check-ins with families of at-risk students	<input checked="" type="checkbox"/> Assistant Principal <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
All teachers will use Friendly Kids Friendly Classrooms and Resilience, Rights and Responsibilities Programs in their planning	<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
Students identified for small group support through teacher judgement and assessment	<input checked="" type="checkbox"/> Literacy Leader <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 3 Building communities	Connected schools priority			

Actions	<p>Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the new ways in which schools connected during remote and flexible learning</p> <p>Plan for school facilities and grounds works that will mean every school is a great place to learn</p> <p>Use Compass as communication to provide regular updates on weekly student learning programs</p> <p>Ensure students requiring specific needs are engaged with external agencies and supports</p> <p>Regular assemblies held to celebrate and share student learning</p>			
Outcomes	<p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers</p> <p>Teachers will have strong relationships with students and parents/carers</p> <p>Students and parents/carers will feel as though they belong and are seen</p> <p>Teachers will be confident in integrating digital learning</p> <p>Students will feel connected to their school and have positive attitudes to attendance</p> <p>Teachers and support staff will have strong relationships with parents/carers of at-risk students</p> <p>All students will be connected to resources and learning opportunities</p> <p>Teachers can regularly connect with the parents/carers of all students</p>			
Success Indicators	<p>Observations and learning walks demonstrating use of digital learning</p> <p>Whole school surveys (SSS, AToSS)</p> <p>Staff/parent/carer interviews</p> <p>Positive student survey data (internal surveys, AToSS)</p> <p>Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks</p> <p>Attendance</p> <p>Regular assemblies held to celebrate and share student learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document engagements with parents/carers and follow up when difficult situations arise	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

events	<input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Routinely prioritise time in Area Meetings to identify students at risk of disengagement	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen and communicate processes for identifying and referring students and parents/carers to external support agencies or community organisations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <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
Teachers regularly post activities and photos for parents on Compass	<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
Regular assemblies held to celebrate and share student learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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
Parents invited to regular student celebrations such as assemblies, dance club, year level concerts, book parade, performances etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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

Goal 2	To improve the learning growth and outcomes for all students in literacy.
12 Month Target 2.1	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Literacy assessment will be 25% or greater.
12 Month Target 2.2	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Literacy assessment will be 25% or greater.
12 Month Target 2.3	In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the Literacy assessment will be 25% or greater.
KIS 1 Curriculum planning and assessment	Implement a consistent instructional model in writing which builds on current writing practices. (CPA)
Actions	All teachers will continue to implement VCOP and Seven Steps to Writing and SMART Spelling into classroom programs Literacy Learning Specialist to provide and support Professional Development for all staff focussing on new staff and graduates Literacy Support pertaining to writing and reading will be offered to students performing at least 6 months below standard Literacy Learning Specialist will provide support for identified students in Foundation to Year 2 Area Leaders will provide ongoing support for new and graduate teachers in their team Tutor program will be established and implemented across all levels
Outcomes	Students Will: Describe the vocabulary of spelling Describe the writing improvement strategies identified during literacy sessions Demonstrate a wider range of strategies and tools in spelling Students identified through the Tutor Program will be supported in small groups Teachers Will: Implement VCOP and Seven Steps to Writing and SMART Spelling into classroom practice and document planning documents and timetables Use a common language around learning and engagement Be equipped with strategies, skills and knowledge to plan and implement individual spelling sessions. Identify students requiring support through the tutor program

	<p>Tutors will be equipped with a greater set of strategies, skills and knowledge to support identified students</p> <p>Leaders Will:</p> <p>Induct new staff into current practices in line with VCOP and Seven Steps to Writing and SMART Spelling</p> <p>Provide relevant professional learning on expectations of the various components of VCOP and Seven Steps to Writing and SMART Spelling and the Tutor Program</p> <p>Monitor the implementation of the literacy strategies through lesson planners, attending level meetings & learning walks</p> <p>Incorporate the use of Literacy approaches into the PDP process</p>			
<p>Success Indicators</p>	<p>Victorian Curriculum standards will be used to assess students in Writing.</p> <ul style="list-style-type: none"> - Students growth will be tracked using Cold writes, NAPLAN data and EoL . - Classroom observations and anecdotal notes. - Student survey data will be used to inform teaching practices and assist in planning. - Literacy and Numeracy Learning Specialists will provide professional development related to our whole school programs for graduates and new teachers <p>Tutor Program is established and successfully implemented through all levels in the school</p> <p>Although NAPLAN was not conducted in 2020, we can still measure the percentage of year 5 students achieving in the top 2 bands in NAPLAN writing, these should continue to increase from 37% (2018), 43% (2019) to 46%.</p> <p>The percentage of year 3 students achieving in the top 2 bands in NAPLAN writing, should increase from 60% (2018), 74% (2019) to 76%.</p> <p>90% of students will have made 12 months growth in the last academic year according to teacher judgement of the Victorian Curriculum standards in writing and reading.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Professional Development timetable will allow for Literacy PD sessions focussing on monitoring and planning SMART Spelling, VCOP and Seven Steps to Writing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>The Literacy Learning Specialist will plan and implement relevant Professional Development sessions for all staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Level teams will use VCOP and The Seven Steps to Writing resources to plan and implement lessons developing skills in writing	<input checked="" type="checkbox"/> Leadership Team <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
Level teams will use SMART Spelling resources to plan and implement lessons developing skills in spelling.	<input checked="" type="checkbox"/> Leadership Team <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
Planning documents including area team minutes, term planners and weekly work programs, reflect writing tools and strategies that will be implemented into teaching practices.	<input checked="" type="checkbox"/> School Improvement Team <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
Staff will develop, practise, refine and reflect on their skills during the year related to teaching of spelling. Area teams will undertake professional discussions to support the implementation of spelling strategies during PLCs.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Support teacher and Tutor will support identified students in Foundation to Year 6 in small groups	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$112,000.00 <input type="checkbox"/> Equity funding will be used
Level teams will administer a Cold Write each term to assist with assessment and improve student learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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