

2021 Annual Implementation Plan

for improving student outcomes

Wallaroo Primary School (5202)



Submitted for review by Jenny Brennan (School Principal) on 04 November, 2020 at 03:15 PM
Endorsed by Leonie King (Senior Education Improvement Leader) on 05 December, 2020 at 06:01 PM
Awaiting endorsement by School Council President

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| 2021 Priorities Goals | |
| KIS 1 Building practice excellence | Learning, catch-up and extension priority |
| Actions | Plan whole school professional learning on identified core-curriculum priority areas of Reading, Writing and Mathematics throughout the year. |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> - provide and monitor professional learning, - review implementation of professional learning on identified core-curriculum priority areas. <p>Staff will:</p> <ul style="list-style-type: none"> - have a consistent understanding and practice of core-curriculum priority areas, - confidently and accurately identify student learning needs of their students, - Education Support Staff will work with teachers to assess learning and map progress against Individual Learning Plans goals. <p>Students will:</p> <ul style="list-style-type: none"> - experience and celebrate success in their own and others' learning, - know what their next steps are to progress their learning, - students have progressed at or above expected level of learning. |
| Success Indicators | <ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data. - Teachers' records and observations of student progress. - Progress against Individual Learning Plans. - To maintain the School Staff Survey positive responses to the following factors: <ul style="list-style-type: none"> - Academic emphasis 65%, - Collective efficacy 60%, - Collective responsibility 97%. |
| KIS 2 Setting expectations and promoting inclusion | Happy, active and healthy kids priority |

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| Actions | Embed the next steps in the whole school understanding and use of the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo. |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning on the next steps of PBL to staff, - monitor and evaluate PBL practices in all settings around the school, e.g. Data for Problem Solving, Building School-wide Behaviour Expertise, Preventing Bullying Behaviour with SWPBS and SWPBS for Family and Community Engagement. <p>Staff will:</p> <ul style="list-style-type: none"> - participate in PBL professional learning, - implement practices learned, - monitor impact on students at a classroom level. <p>Students will:</p> <ul style="list-style-type: none"> - experience more success in classes, - feel supported and engaged in classes and contribute to a strong classroom culture, - have strong relationships with their peers, - at-risk students will be identified and receive targeted support in a timely manner. |
| Success Indicators | <ul style="list-style-type: none"> - Data used to identify students in need of targeted support. - Documentation of strategies students will use in classes and at school, e.g. Behaviour Support Plans, School PBL Matrix. - Student participation and engagement in wellbeing programs. - Shared PL goals documented in staff PDPs. - Classroom and peer observations anecdotal notes and/or video evidence. - Students' responses in AtoSS reflect: <ul style="list-style-type: none"> - Managing Bullying from 84% in 2020 to 90%, - maintaining of Effective Classroom Behaviour above 85%, - School Connectedness from 83% in 2020 to 85%. - Attendance at or below our 2019 results of 20.1 days. |
| KIS 3 Building communities | Connected schools priority |
| Actions | Strengthen and embed the school-wide approach to communication with families, incorporating the new ways in which Wallaroo PS has connected with families during remote and flexible learning. |

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| <p>Outcomes</p> | <p>Leaders will:</p> <ul style="list-style-type: none"> - prioritise time for staff to participate in professional learning of Seesaw and SENTRAL, - effectively communicate with families via digital platforms. <p>Staff will:</p> <ul style="list-style-type: none"> - be confident in integrating digital learning pedagogy within classroom practice, - effectively communicate with families via digital platforms. - regularly connect with the families of all students, - have strong relationships with students and families <p>Students will:</p> <ul style="list-style-type: none"> - be connected to resources and learning opportunities, - utilise Seesaw as a tool to capture learning outcomes. <p>Families will:</p> <ul style="list-style-type: none"> - effectively communicate with Wallaroo PS via digital platforms. - feel connected and have strong relationship with the school. |
| <p>Success Indicators</p> | <ul style="list-style-type: none"> - face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks, - increase Parent Opinion Survey positive responses to teacher communication from 88% in 2020, - students' responses in AtoSS reflect: <ul style="list-style-type: none"> - School Connectedness from 83% in 2020 to 85%. |