

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Broadmeadows Primary School (4875)



Submitted for review by Leanne Lewis (School Principal) on 15 December, 2020 at 11:24 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Students to achieve at least one year's growth in PAT testing for Mathematics and Reading Maths Online Interview data shows growth in targeted areas Maintain ATTS Survey results for School Connectedness at 85% or above For students on the tutor program to show a minimum of 10% improvement on their 2020 attendance.
<b>KIS 1</b> Evaluating impact on learning	Learning, catch-up and extension priority
<b>Actions</b>	Identify students in need Engage students with their learning via the Tutoring Program Measure learning and engagement through interviews
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Participate in the Tutoring program</li> <li>Demonstrate understanding of the Growth Points in Mathematics</li> <li>Meet long and short term goals as identified from a running record</li> <li>Meet the Individual Education Plan goals</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>Implement the agreed Mathematics and Reading intervention strategies</li> <li>Implement the agreed system for the collection and analysis of data – Maths on Line, PAT M and PAT R</li> <li>Conduct student and focus group interviews</li> <li>Write ILPs for students in the Tutoring program</li> <li>Regularly communicate with parents of students involved in the Tutoring Program</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>Interview a sample of students and teachers to gain an insight into where the TLI is working and for whom</li> <li>Analyse data and use it to set cohort intervention</li> </ul>

<b>Success Indicators</b>	ILPs and goal completion Evidence of student progress/learning through work samples, data, interviews and surveys			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Planning for mathematics and reading intervention groups on a 5 week assessment cycle to monitor student progress and evaluate if program is meeting student needs.	<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
PLCs to follow the inquiry cycle to evaluate data and implement HITs to improve teacher practice and student outcomes.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Whole school professional learning on trauma informed practices Partnership with NCESE to provide professional development and resources Provide Berry St training for staff not yet trained			
<b>Outcomes</b>	Increased awareness and understanding of trauma informed strategies Increased teacher capacity to assist students who have experienced trauma			
<b>Success Indicators</b>	Maintain sense of connectedness from ATSS at 85 or above Teachers using trauma informed strategies when dealing with disengaged students. Eg. 1:1 conversations, identifying individual needs Reduced escalating incidents of identified students			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Staff to attend Berry St training	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All year levels to implement Circle Time strategy each day to develop a sense of community, discuss school values and provide a forum for sharing.	<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
<b>KIS 3</b> Parents and carers as partners	Connected schools priority			
<b>Actions</b>	To invite families and the BPS community to a minimum of one whole school event each term Regular communication with parents of all students through online apps, phone calls and in person Opportunities for parents/families to visit the learning spaces			
<b>Outcomes</b>	Greater understanding of our parents, families and their home situations Improved student attendance at school. Increased parent contact and questions about their child's learning Parent attendance at school event			
<b>Success Indicators</b>	Good attendance of parents at school events School based surveys with parents showing a positive response to the home school partnership. Reduced number of days absent for Foundation students: 33 days to 25 days, Gd 1: 33 days to 25 days, Gd2: 30 days to 25 days Whole school: 26 days to 22 days			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Develop a calendar of community events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Seek input from students on activities and events that they would like to promote for parents.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student learning outcomes in literacy and numeracy.			
<b>12 Month Target 2.1</b>	<p>To maintain the percentage of students achieving in the top two bands in Year 3 NAPLAN reading at 35% or above</p> <p>To increase the percentage of students achieving in the top two bands in Year 5 NAPLAN reading from 20% to 25%</p> <p>To increase the percentage of students achieving high growth in NAPLAN reading from 25% to 30%</p> <p>All students to achieve at least one year's growth annually in reading on a norm-referenced assessment. (PAT Test)</p> <p>To improve the percentage of positive endorsement on the staff survey for:</p> <p>Guaranteed and viable curriculum from 82 to 83</p> <p>Collective efficacy from 66 to 73</p> <p>Collective focus on student learning from 86 to 88.</p>			
<b>12 Month Target 2.2</b>	<p>To maintain the percentage of students achieving in the top two bands in Year 3 NAPLAN Writing at 30% or above</p> <p>To increase the percentage of students achieving in the top two bands in Year 5 NAPLAN Writing from 11% to 15%</p> <p>To increase the percentage of students achieving high growth in NAPLAN Writing from 25% to 28% or above</p> <p>To move from Emerging to Embedding/Excelling on the PLC Matrix for Structures and Systems in Place to Support Collaboration</p> <p>To move from Emerging to Embedding/Excelling on the PLC Matrix for Data Use</p> <p>To improve the percentage of positive endorsement on the staff survey for:</p> <p>Guaranteed and viable curriculum from 82 to 83</p> <p>Collective efficacy from 66 to 73</p> <p>Collective focus on student learning from 86 to 88.</p>			

<b>12 Month Target 2.3</b>	<p>To increase the percentage of students achieving in the top two bands in Year 3 Numeracy from 23% to 26%</p> <p>To increase the percentage of students achieving in the top two bands in Year 5 Numeracy from 14% to 18%</p> <p>To maintain the percentage of students achieving high growth in NAPLAN Numeracy at 30% or above</p> <p>All students to achieve at least one year's growth annually in numeracy on a norm-referenced assessment. (PAT Test)</p> <p>To improve the percentage of positive endorsement on the staff survey for:</p> <p>Guaranteed and viable curriculum from 82 to 83</p> <p>Collective efficacy from 66 to 73</p> <p>Collective focus on student learning from 86 to 88.</p>
<b>KIS 1</b> Building practice excellence	To build capacity to embed high impact teaching strategies.
<b>Actions</b>	<p>Build PLC Teams using the Inquiry Model to develop teacher practice to improve student learning in Maths</p> <p>Facilitate collaborative approach to Maths planning to ensure consistent application of the proficiencies across the school</p> <p>Improve teacher practice through Coaching, Learning Walks and Peer Observations</p>
<b>Outcomes</b>	<p>Students will:</p> <p>Participate in a balanced numeracy program, engaging in learning experiences that are adaptable to address their needs</p> <p>Demonstrate their learning through the proficiencies.</p> <p>Explain their thinking to demonstrate strategies used to solve mathematical situations.</p> <p>Teachers will:</p> <p>Collaboratively plan a numeracy program to ensure a balanced approach to learning.</p> <p>Participate in Staff PD and PLC Meetings to develop Mathematics content and best practice knowledge.</p> <p>Design rich tasks to address learning across the proficiencies (open-ended, reasoning focused).</p> <p>Develop a consistent approach in teaching students mathematical vocabulary.</p> <p>Leadership will:</p> <p>Support Learning Walks, Peer Observations and feedback.</p> <p>Design quality Professional Learning.</p> <p>Investigate the use of DAL as a formative assessment tool.</p>

<b>Success Indicators</b>	Data from Maths Online interview and PAT Testing shows growth from 2020 Learning Walks and Peer Observations will demonstrate a balanced approach to Numeracy Interviews with students shows an understanding of the Maths model.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Demonstration sessions and Maths Coaching in Term 1 and 2 with Michael Minas	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$19,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct Peer Observations on Maths focus areas to observe practice and provide feedback	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Teachers to plan Maths sessions collaboratively to ensure consistent application of the proficiencies across the school	<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
<b>KIS 2</b> Building practice excellence	To improve teacher capacity to teach writing.			
<b>Actions</b>	Build PLC Teams using the Inquiry Model to develop teacher practice to improve student learning in writing Introduction of a whole school approach to SMART spelling with Learning Walks to measure success Adapt and incorporate the Teaching and Learning Cycle into F-2 to produce quality writing in targeted genres Use the EAL Writing curriculum to deliver instruction			

<b>Outcomes</b>	<p>Students will:  Participate in SMART Spelling activities 5 times a week.  Work within the stages of the Teaching and Learning Cycle to produce targeted genres  Demonstrate the writing behaviours from the 'Guiding principles for writing'  Use rubrics/checklist to develop their writing</p> <p>Teachers will:  Follow the SMART spelling weekly routine  Write model texts in collaboration and identify the language features and structures that students need to know and learn  Use the EAL Writing curriculum to plan for writing  Model and promote the 'Guiding principles for writing'  Use rubrics/checklists in the writing block  Participate in Learning Walks, Peer Observations and Feedback</p> <p>Leadership will:  Provide time for the Writing Team to work on formalising documentation on SMART Spelling, EAL writing curriculum, Guiding principles for writing and the process for using rubrics/checklists  Provide support for Learning Walks, Peer Observations and Feedback  Participate in observations, interview students about their writing</p>			
<b>Success Indicators</b>	<p>Learning Walks will show a consistent approach to SMART Spelling from F - 6  An increase in teacher's knowledge of genre and grammar  Comparison of first and final draft will indicate improved language features and structures  Use of rubrics/checklists by students and teachers to identify next steps in learning  Documentation completed</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Work with Anita Calore to build a consistent PLC approach in the school to improve teacher capacity to teach writing</p>	<input checked="" type="checkbox"/> PLC Leaders	<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>

Introduce the Teaching and Learning Cycle to the F - 2 to improve the teaching of writing	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Formalise rubrics and checklists for writing to assist in moderation of student work	<input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Identify and create the 'Guiding principles for writing'	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To establish strong relationships between staff, students and families, where students are known and cared for as individuals.			
<b>12 Month Target 3.1</b>	Improve the percentage of positive endorsement on the Student Attitude to School Survey for: School Connectedness at 90 or above Teacher concern at 87 or above Self regulation and goal setting at 90 or above Managing Bullying at 85 or above.			
<b>12 Month Target 3.2</b>	Improve the percentage of positive endorsement on the Student Attitude To School Survey for: Respect for diversity at 90 or above Student voice and agency at 85 or above Differentiated learning challenge at 85 or above Move from Emerging to Evolving on the PLC Matrix for Empowering Students and Building School Pride.			
<b>KIS 1</b>	Create an environment where teachers know their children and all individuals respect each other.			

Setting expectations and promoting inclusion				
<b>Actions</b>	<p>Development of a whole school Scope and sequence document for Wellbeing  Continue to build knowledge and ensure understanding of the school based Learning Behaviours.  Continue to build the profile and use of the Learning Behaviours and the Emotion Wall.  Review Student Action Plans for purpose, value and evaluation.</p>			
<b>Outcomes</b>	<p>Students will:  Identify and articulate their Learning Behaviours.  Monitor their Learning Behaviours against the rubric to assist in goal setting.  Identify, articulate and use strategies to support their learning and wellbeing.</p> <p>Teachers will:  Attend Berry Street NCESE and professional learning.  Display, demonstrate, support and monitor students use of the Learning Behaviours and the Emotion Wall.  Assist students to develop their own personal Learning Behaviour goal.  Actively promote the school values of Respect, Kindness and Learning Together.  Plan for Circle time and include school values and BPS SEL focus as part of the daily discussion.</p> <p>Leadership will:  Support Berry Street, NCESE and SEL training.  Provide staff with professional learning.  Support school development and implementation of BPS SEL document.</p>			
<b>Success Indicators</b>	<p>Student Attitudes to School Survey results are maintained  Emotion Wall and Learning Behaviour goals are displayed  Documentation of the school SEL program  Evidence of agreed norms and student engagement during Circle time.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Staff to attend PD with Berry St and Northern Centre for Excellence and Engagement.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Whole staff refresher on Learning Behaviours and setting individual goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Create an environment for learning that empowers students to become self motivated and show improved agency in their learning			
<b>Actions</b>	Develop staff knowledge to promote agency in learning spaces Develop shared language for student agency Create examples of how Student Voice, Agency and Leadership [SVAL] can be incorporated into the curriculum Implement a program to develop student leadership skills for students not on SRC			
<b>Outcomes</b>	<p>Students will: Participate in the development of individualised goal setting Participate in designing feedback tools (E.g. rubrics and checklists)</p> <p>Teachers will: Continue to provide opportunities to promote student voice and agency in the learning spaces. Continue to develop their understanding of student voice and agency</p> <p>Leadership will: Provide a dedicated staff member to lead SRC and Agency team Provide opportunities for professional development for staff Encourage student participation in Student Agency team</p>			

<b>Success Indicators</b>	Maintain results in the Students Attitude to School Survey Examples of student voice being increasingly used			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SRCs and staff to attend GRIP Conference	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
SRCs to mentor sports captains	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Student leaders to meet with leadership to share their ideas on how to improve the playground and possible clubs for students	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To support parents to become partners in learning.			
<b>12 Month Target 4.1</b>	Reduce the average days of absence to 17 and/or equal to similar schools Reduce the percentage of students with 20+ days absence from 40% to 30% or equivalent to similar schools.			

<b>12 Month Target 4.2</b>	<p>Improve the percentage of positive endorsement on the school staff survey for:</p> <p>Parent and Community involvement from 68 to 73</p>
<b>KIS 1</b> Parents and carers as partners	Implement whole school strategies to improve student attendance
<b>Actions</b>	To improve student attendance
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Provide feedback to teachers on connectedness to school through student surveys</li> <li>Attend school regularly</li> <li>Receive incentives for 100% attendance each term</li> <li>Receive incentives for most improved attendance</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Follow up absences with families as soon as practicable</li> <li>Regularly remind students of the importance of daily attendance</li> <li>Investigate possible reasons for non attendance (social, emotional, academic, family issues, medical)</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>Review monthly attendance records</li> <li>Send formal reminders and records of attendance to families</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Improved attendance data</li> <li>Reduced number of days absent for</li> <li>Foundation students: 33 days to 25 days, Gd 1: 33 days to 25 days, Gd2: 30 days to 25 days</li> <li>Whole school: 26 days to 22 days</li> <li>Nudge letters to families as a friendly reminder of attendance</li> <li>Maintain Attitude To School survey results for School Connectedness at 85%</li> <li>Student surveys are conducted to measure student engagement.</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School forum with 5 / 6 students to discuss activities and ideas on how to improve student attendance at school.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement ideas from student forum to improve attendance.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Sign parents up to Dojo and have regular postings for communication and sharing of student work.	<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