

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Malvern Central School (1604)



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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>	<p>KIS 1. Increase the percentage of students assessed above expected levels in Teacher Judgements (F-6) due to learning disruption from remote learning in Writing from 46% to 55% and in Reading 56% to 65%</p> <p>KIS 1.b Decrease the number of days students are absent (0.5 - 9.5 days per year) from 67% to 55%.</p> <p>KIS 1.c Increase the number of positive responses in the Parent Opinion Survey in the domain of Parent Community Engagement in Teacher Communication from 68% to 70%.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>The following Actions will address the KIS 1 in 2021:</p> <ul style="list-style-type: none"> <li>• Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support</li> <li>• Strengthen the schools PLC model to support teacher collaboration and reflection on practice</li> </ul>
<b>Outcomes</b>	<p>The following Outcomes will support the Actions in the school in 2021:</p> <p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> <li>• Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams</li> <li>• Establish negotiated accountability measures , including learning walks and regular data discussions with the leadership team</li> <li>• Provide the opportunity for collective understanding of co-designed learning goal and feedback to students and parents</li> <li>• Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students</li> </ul>

	<p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> <li>• Discuss student growth data and moderate work samples in PLC teams</li> <li>• Have an established understanding of differentiation and the next stage of learning for all students</li> <li>• Support students in setting and evaluating goals and provide feedback formative and summative, during and after tasks/activities</li> </ul> <p>Students will – (Individual)</p> <ul style="list-style-type: none"> <li>• Be made aware of their assessment data to set effective learning goals</li> <li>• 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)</li> <li>• Develop an understanding of the role of feedback and be open to feedback in helping them further learn</li> </ul>
<b>Success Indicators</b>	<p>The following indicators will be used/collected as means of measuring our success:</p> <ul style="list-style-type: none"> <li>• Teachers' formative assessment data and teacher judgement data</li> <li>• Classroom observations and learning walks demonstrating take up of professional learning strategies</li> <li>• Student feedback on differentiation, the instructional model, and use of common strategies</li> <li>• A documented assessment schedule and evidence of teachers inputting data and moderating assessments</li> <li>• Differentiated curriculum documents and evidence of student learning at different levels</li> </ul>
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Actions</b>	<p>The following Actions will address the KIS 1.a in 2021:</p> <ul style="list-style-type: none"> <li>• Strengthen and embed the whole school approaches to development of social and emotional wellbeing of students</li> </ul>
<b>Outcomes</b>	<p>The following Outcomes will support the Actions in the school in 2021:</p> <p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> <li>• Leaders will strengthen engagement with regional and external support agencies</li> </ul> <p>Leaders will establish a wellbeing team to oversee wellbeing programs, student behavior management and consistency of practice</p> <p>Leaders will provide professional learning of student behavior management, Circle Time for Emotional Literacy, Restorative Practices</p>

	<p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> <li>Teachers will use agreed processes to monitor and identify students in need of additional supports</li> <li>Teachers will plan weekly lessons on the scheduled wellbeing session (Respectful Relationships, The Resilience Project, Circle Time for Emotional Literacy, buddy sessions, social skills sessions - Yr 3 and Yr 4)</li> </ul> <p>Students will – (Individual)</p> <ul style="list-style-type: none"> <li>Students with acute needs will receive individualised support that is regularly monitored</li> <li>Students relationships with each other will be more positive with a high level of empathy and kindness</li> </ul>
<b>Success Indicators</b>	<p>The following indicators will be used/collected as means of measuring our success:</p> <ul style="list-style-type: none"> <li>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> <li>Data of support accessed by students and/or families</li> <li>Attitudes To School Survey data</li> <li>The Youth Resilience Survey</li> </ul>
<b>KIS 3</b> Building communities	Connected schools priority
<b>Actions</b>	<p>The following Actions will address the KIS 1.c in 2021:</p> <ul style="list-style-type: none"> <li>Strengthen and embed the school-wide approach to communication with families, incorporating new elements developed during remote and flexible learning</li> </ul>
<b>Outcomes</b>	<p>The following Outcomes will support the Actions in the school in 2021:</p> <p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> <li>increase communication with the school community via Compass, newsletters, school website, information sessions, social media</li> </ul> <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> <li>build strong relationships with students and their families through increased communication via ICT platforms such as</li> </ul>

	<p>SeeSaw and Google Classroom</p> <ul style="list-style-type: none"> <li>regularly post student work, assessment and classroom activities on ICT platforms</li> </ul> <p>Students will – (Individual)</p> <ul style="list-style-type: none"> <li>feel increased connectedness to school</li> </ul> <p>Parents will -</p> <ul style="list-style-type: none"> <li>develop a stronger understanding of how their child is going at school through greater communication</li> </ul>
<p><b>Success Indicators</b></p>	<p>The following indicators will be used/collected as means of measuring our success:</p> <ul style="list-style-type: none"> <li>Families attendance at school activities and engagement in learning</li> <li>Parent/ caregiver response to surveys about classroom learning</li> <li>Parent Opinion Survey 2021</li> <li>Parent/ caregiver response to surveys about classroom learning</li> </ul>