

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Whittington Primary School (5123)



Submitted for review by Craig Smith (School Principal) on 06 December, 2021 at 02:24 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 0 per cent in 2021 to 15 per cent in 2022 - Year 5 Numeracy from 0 per cent in 2021 to 10 per cent in 2022 - Year 3 Writing from 11 per cent in 2021 to 16 per cent in 2022 - Year 5 Writing from 0 per cent in 2021 to 5 per cent in 2022 <p>To increase the percentage of students making at and above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> - Numeracy from 78 per cent in 2021 to 83 per cent in 2022 - Writing from 67 per cent in 2021 to 72 per cent in 2022 <p>To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgements for:</p> <ul style="list-style-type: none"> - Number & Algebra from 41 per cent in 2021 to 50 per cent to 2022 - Writing from 52 per cent in 2021 to 57 per cent to 2024 <p>To improve the positive endorsement of all Year 4-6 students in the AToSS in:</p> <ul style="list-style-type: none"> - Effective classroom behaviour from 86 per cent in 2021 to 90 per cent in 2022 - Sense of confidence from 88 per cent in 2021 to 92 per cent in 2022 - Sense of connectedness from 83 per cent in 2021 to 87 per cent in 2022 <p>To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 64 per cent in 2020 to 69 per cent in 2022 (2021 data not available)</p> <p>To decrease the percentage of 20 or more days of absence over a school year for:</p> <ul style="list-style-type: none"> - all students P-6 from 35 per cent in 2020 to 30 per cent in 2022 (2021 data not available)
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<ul style="list-style-type: none"> - Develop a school-wide writing strategy and undertake a review our school-wide numeracy strategy - Strengthen our PLC structures to support teacher collaboration and reflection to enhance teaching practice and improve data literacy - Plan whole school professional learning in evidence-based approaches to support students in Writing and Numeracy
Outcomes	<p>Whole School:</p> <ul style="list-style-type: none"> - Students will know how lessons are structured and how this supports their learning - Student will report higher levels of confidence with numeracy and writing skills - Teachers will confidently and accurately identify student learning needs of all of their students - PLC's will continue to engage in reflective practice, evaluating and planning curriculum, assessments and lessons <p>Classroom:</p> <ul style="list-style-type: none"> - Teachers will consistently align their practice with the agreed instructional models for numeracy and writing - Teachers will cater for the individual learning needs of all students by delivering high quality, differentiated learning tasks - Teachers will provide regular feedback and monitor student progress using goal setting and conferencing <p>Leadership:</p> <ul style="list-style-type: none"> - Collaborative planning sessions and PLC's will continue to enhance teacher collaboration, improve staff data literacy and build teacher capacity - The Tutor Learning Initiative will provide targeted academic support for identified students
Success Indicators	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Coaching and modelling demonstrating use of HITS, with a focus on numeracy and writing - Consistently of practice across the school, aligned to the instructional models for numeracy and writing <p>Classroom - Early Indicators:</p> <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of student learning at different levels - The whole school Continuum Tracker Data clearly indicating student progress <p>Leadership - Early Indicators:</p> <ul style="list-style-type: none"> - Data used to identify students for tailored supports receive TLI support - Student data to inform tailored professional learning for staff

	<p>Late Indicators:</p> <p>NAPLAN Top 2 Bands - Numeracy & Writing NAPLAN Benchmark Growth - Numeracy & Writing Teacher Judgements - Number & Algebra & Writing AtoSS - Effective Classroom Behaviour, Sense of Confidence, Sense of Connectedness School Staff Survey - School Climate module Absentee Data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Schedule and organise professional learning to build teacher capacity in Writing and Numeracy.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Document plans for coaching/mentoring/observation</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture, portable amplification equipment or communication equipment/software)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update IEPs for selected students	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Build the capacity of all staff to promote the wellbeing and positive mental health of students - Establish a multi-tiered response model to support the mental health and wellbeing of all students 			

	<ul style="list-style-type: none"> - Establish a whole school plan to communicate and develop staff understanding of Disability Inclusion
<p>Outcomes</p>	<p>Whole School:</p> <ul style="list-style-type: none"> - Staff will be able to recognise, respond to and refer students' mental health needs - Staff will directly support students' mental health and/or provide referrals - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing - All staff have a solid understanding of the intent of Disability Inclusion and have a strong commitment to using inclusive practices in their classrooms with efficacy - All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated <p>Classroom:</p> <ul style="list-style-type: none"> - Students will be able to explain what positive mental health means and where they can seek support at school - Teachers will plan for and implement social and emotional learning within their curriculum areas - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers/staff <p>Leadership:</p> <ul style="list-style-type: none"> - Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health - Leaders will establish agreed monitoring processes and ensure these are visible for staff use - Leaders will work with the school Chaplain to establish a student support program
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Policies and programs will show documentation of multi-tiered response model - Curriculum documentation will show plans for social and emotional learning - Documentation of resources for wellbeing programs - All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments - Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making <p>Classroom - Early Indicators:</p>

	<ul style="list-style-type: none"> - Feedback from coaching and mentoring session will show evidence of improved staff capacity to implement social and emotional learning - Student support resources displayed around the school will show how students can seek support <p>Leadership - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of frameworks, policies or programs - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns <p>Late Indicators:</p> <p>AtoSS - Effective Classroom Behaviour, Sense of Confidence, Sense of Connectedness School Staff Survey - School Climate module Absentee Data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop tiered systems of support that enable teachers to identify and respond to students' individual wellbeing needs and review at the end of the year, using wellbeing data and student feedback to modify for greater impact in 2023	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes that support student mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan that includes use of resources from the School Mental Health Menu	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify needs and prioritise whole school professional development with a focus on improving whole school inclusive teaching practices and implementing high impact wellbeing programs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Embed consistent implementation of wellbeing programs to create classroom environments that promote positive mental health</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Appoint a Disability Inclusion Coach and a Services Support Coordinator to work with all staff to build capacity in making reasonable adjustments and supporting students with a disability</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$90,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Arrange for all teaching and educational support staff to attend and access IEP training and to understand the NCCD language associated with adjustments</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release of classroom teacher and education support staff to attend Disability Inclusion Profile meetings	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items