

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Montmorency Primary School (4112)



Submitted for review by Janene Worsam (School Principal) on 04 February, 2022 at 10:43 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 22 February, 2022 at 10:04 AM
Endorsed by Nicole MacDonald (School Council President) on 22 February, 2022 at 02:11 PM

Define Actions, Outcomes and Activities

Goal 1	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.
12 Month Target 1.1	Percentage of students (Foundation - Grade 6 average) assessed above expectations: Reading: from 47% in 2021 to 50% in 2022 Writing: from 25% in 2021 to 28% in 2022 Maths: from 41% in 2021 to 45% in 2022 Variables in the Student Attitude to School Survey to reflect the following percentage of positive student responses: Emotional awareness and regulation: from 75% in 2021 to 83% in 2022 Student voice and agency: from 77% in 2021 to 85% in 2022 Sense of connectedness: from 85% in 2021 to 93% in 2022
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Embed consistent and explicit instructional models for Reading, Writing and Numeracy. Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs.
Outcomes	Teachers <ul style="list-style-type: none"> - will use focus groups that will be implemented within the classroom. - will use assessment tools, such as PAT, EA, F&P, to gather evidence - will accurately identify through the analysis of data, student learning needs - will implement differentiated teaching and learning programs to meet individual student needs - will consistently and explicitly implement the school's Reading, Writing and Numeracy instructional model - will consistently implement the agreed assessment schedule - will work in PLC/PLTs to meet and engage in reflective practices, analyse student data, evaluate and plan curriculum and to refine assessment practices and lessons - will provide regular feedback to students and parents

Outcomes cont.	<p>Students</p> <ul style="list-style-type: none"> - will set personal learning goals and monitor and reflect - will have clarity about pathways to skill acquisition and an understanding of how to progress to the next stage of learning - will celebrate success and achievement as each student works towards personal learning growth - will be familiar with routine and structure in the classroom to support student learning - differentiated resources and supports are provided to students in all learning areas <p>Leaders</p> <ul style="list-style-type: none"> - will ensure that instructional models and professional development sessions are focused on achieving consistency as well as utilising data and evidence-based strategies - will ensure that resourcing is allocated to support differentiated learning - will use staff expertise to deliver professional development, coaching and mentoring, to build the capacity of staff - will ensure that timetabling will accommodate classroom observations, coaching and mentoring - will ensure that the intervention program will up-skill and utilise education support staff 			
Success Indicators	<p>Student Data:</p> <ul style="list-style-type: none"> - Documented assessment schedule - Curriculum documentation will show plans for differentiation - Data wall indicating student progress and identifying students for support and extension - Assessment data from intervention and tutoring groups <p>Evidence</p> <ul style="list-style-type: none"> - Differentiation and consistency in instructional model is apparent during classroom observation and learning walk schedule - Differentiated resources being used to support learning - Updated instructional model in action - Implementation of new reading intervention program with staff appointed to lead - Use of evidence-based assessment tools and strategies 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the Instructional Model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	From: Term 1 to: Term 2	\$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

Organise learning walks to observe staff practice and collect data on differentiation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Professional Learning in the following areas: • Seven Steps • Reading Intervention • Soundwaves • Numeracy Toolkit	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.10 <input checked="" type="checkbox"/> Equity funding will be used <input 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	<p>Review, refine and document whole school approach to wellbeing including a tiered response to mental health and wellbeing Strengthen implementation of whole school social-emotional learning curriculum</p> <p>School</p> <ul style="list-style-type: none"> - Revisit whole school approach to wellbeing - Strengthen whole school approach to social-emotional learning or belonging and engagement - Establish and embed routines and prioritise time in the school day and classes to revisit these regularly - Embed/strengthen school within a school structure (houses/ year level groupings) - establish a multi-tiered response model to support student's mental health - Support the mental health and wellbeing of MPS staff moving forward from the challenges of 2020/2021 - Staff wellbeing - a core enabler so that schools can support students and achieve learning goals <p>Teacher</p> <ul style="list-style-type: none"> - Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation - Strengthen in-class relationships through peer and group learning activities - Conduct regular check-ins/conferencing with students in homegroup pastoral care program - Target counselling for individual students with acute needs - Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills - Build relationships and engage with families of at-risk students - Assign teachers to conduct daily check-ins with at-risk students. 			

Outcomes	<p>School</p> <ul style="list-style-type: none"> - Teachers will model and 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 <p>Students will</p> <ul style="list-style-type: none"> - Want to come to school every day - be able to articulate & model school values - Name a range of emotions and strategies to support positivity and connection <p>Teacher</p> <ul style="list-style-type: none"> - Relevant teachers and leaders will implement a homegroup wellbeing program - 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 - Students with acute needs will receive individualised support with regular monitoring and student support group meetings <p>Leaders</p> <ul style="list-style-type: none"> - Leaders will strengthen engagement with regional and external support agencies - Monitor and strengthen the whole school approaches to welfare and wellbeing of all student and their families - Establish a Well-being Team to support whole school community 			
Success Indicators	<ul style="list-style-type: none"> - shared Professional Learning goals for Wellbeing in staff PDP's - curriculum units, scope and sequence and planning for Social, Emotional Learning, evident in term and weekly planners - documentation of frameworks, policies or programs. - documentation of referrals and communication processes regarding monitoring and escalating wellbeing processes. - documentation of strategies, teachers and students will use in classes and at school. - date used to identify students that are in need of support. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> • Revisit whole school approach to wellbeing • Strengthen whole school approach to social-emotional learning or belonging and engagement • Establish a multi-tiered response model to support student's mental health 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,165.00 <input checked="" type="checkbox"/> Equity funding will be used <input 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

<ul style="list-style-type: none"> • Establish and embed routines and prioritise time in the school day and classes to revisit these regularly • Embed/strengthen school within a school structure (houses/ year level groupings) • Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation • Strengthen in-class relationships through peer and group learning activities • Conduct regular check-ins/conferencing with students in homegroup pastoral care program • Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills. 	<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 <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
<ul style="list-style-type: none"> • Support the mental health and wellbeing of MPS staff moving forward from the challenges of 2020/2021 • Assign teachers to conduct daily check-ins with at-risk students. • Target counselling for individual students with acute needs • Build relationships and engage with families of at-risk students 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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