

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Surfside Primary School (5354)



Submitted for review by Peter Walsh (School Principal) on 08 February, 2021 at 10:19 AM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 09 February, 2021 at 11:05 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021 Surfside PS will attempt to utilise all of the possible resources provided to best support our individual learners to allow them the opportunities to make 12 months growth or greater within 12 months of learning.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>To support student growth through the implementation of the tutor program:</p> <ol style="list-style-type: none"> 1 - To employ, train and deploy tutors to successfully work with small groups of students with specific focus areas 2 - To support areas of focus through cohorts utilising the improvement cycle and goal setting with specific data sets and assessments 3 - To continually implement and monitor on a 6-8 week cycle regarding the success of the tutoring program <p>To empower students to engage in creating authentic and purposeful writing:</p> <ol style="list-style-type: none"> 1 - To develop and implement a sequential progression of writers workshop and the 6+1 traits of writing 2 - To establish opportunities for authentic and purposeful writing experiences 3 - To establish common teacher understanding and consistent practice in spelling <p>To empower students to engage in challenging, authentic and purposeful mathematical problem solving:</p> <ol style="list-style-type: none"> 1 - To build teacher, student and community understanding of learning characteristics and dispositions in numeracy 2 - To build teacher and student capacity in the four proficiencies in numeracy (Understanding, Fluency, Problem Solving and Reasoning) 3 - To build student proficiency and community understanding in solving and exploring challenging tasks
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Be able to set learning goals based on assessments and with teacher assistance develop a course of action to work towards those goals *Develop confidence in undertaking problem solving as a strategy and engage in real life problems *Work towards developing an independence when completing maths tasks *Develop motivation to write engaging and purposeful writing through choice and links to real life *Develop a consistency and understanding of expectations and skills in spelling *Understand the writing process and it's application *Edit by using spelling skills actively when writing *Are able to develop and share their perceptions and attitudes to writing

	<p>Teachers will:</p> <ul style="list-style-type: none"> *Work with leadership, tutors and PLC's to develop a learning plan for identified students with the support of the Improvement Cycle *Utilise the Surfside PS instructional model and modify to allow for rich problem solving in activities *Utilise a range of High Impact Teaching Strategies and be evident in planners *Develop an understanding of the desired characteristics of effective and confident maths learners *Capatilise on links with real world opportunities and practical applications (eg: kitchen garden program, sport, environmental, art, 21st Century Learning and community connections) *Develop a shared understanding and skills in: writers workshop, 6+1 traits, literacy toolkit approaches, student voice and agency, writing conferences and goal setting *Develop a clarity of spelling scope and sequence through year levels and an accountability to an agreed approach to spelling *Further develop skills to use and interpret data based on student needs <p>Leadership will:</p> <ul style="list-style-type: none"> *Support and resource relevant Professional Learning and develop a budget for resources *Ensure accountability for whole school consistency in approaches <p>Community members will:</p> <ul style="list-style-type: none"> *Provide opportunities to engage with programs at home and increase parent awareness
<p>Success Indicators</p>	<p>NAPLAN - Numeracy</p> <p>Growth Targets</p> <ul style="list-style-type: none"> *Above Benchmark Growth - from 19% in 2019 to 25% in 2021 <p>Top 2 Bands</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 49% in 2019 to 52% in 2021 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 30% in 2021 <p>NAPLAN - Writing</p> <p>Growth Targets</p> <ul style="list-style-type: none"> *Above Benchmark Growth - from 35% in 2019 to 38% in 2021 <p>Top 2 Bands</p> <ul style="list-style-type: none"> *Students in the Top 2 Bands - Year 3 - from 65% in 2019 to 68% in 2021 *Students in the Top 2 Bands - Year 5 - from 25% in 2019 to 30% in 2021 <p>STUDENTS - Attitudes to School Survey</p> <ul style="list-style-type: none"> *Sense of Confidence - improved from 81.6% in 2019 to 85%+ in 2020 *Motivation and Interest - improved from 81% in 2019 to 85%+ in 2020 <p>STAFF - Staff Opinion Survey</p> <ul style="list-style-type: none"> *Teacher Collaboration - improved from 79% in 2020 to 85%+ in 2021

*Academic Emphasis - improved from 65% in 2020 to 75%+ in 2021
 *Collective Efficacy - improved from 86% in 2020 to 88%+ in 2021
 COMMUNITY - Parent Opinion Survey
 *High expectations for success - improved from 87% in 2020 to 90%+ in 2021
 *Parent Participation and Involvement - improved from 78% in 2020 to 80% in 2021

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning for all staff around successful writing of an ILP and student led goals	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning provided on the ability and understanding of challenging tasks in maths	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Lesson Observations - lesson structures/classroom environments	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Student reflections - student perception and engagement	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning provided within School Improvement Teams on school priorities	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Tutors to work collaboratively within PLC teams to ensure consistency of delivery	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Tutors to participate in Department led Professional Learning	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>To support the mental health and Wellbeing of students within Surfside Primary School</p> <p>1 - To employ and induct a mental health and wellbeing coordinator through targeted Departmental initiative</p> <p>2 - To support the implementation of SWPBS and Respectful Relationships</p> <p>3 - To work with specific small groups and support SSS and outside agencies to work with vulnerable students</p> <p>To ensure high levels of student learning through purposeful student engagement:</p> <p>1 - To develop and implement a whole school understanding of student voice</p> <p>2 - For students to understand what it means to be a confident, resilient and reflective learner</p> <p>3 - To develop a collective pride, confidence and ownership of the Surfside learning community</p>			
Outcomes	<p>Students will:</p> <p>*Be able to identify what good mental health looks like, sounds like and feels like</p> <p>*Develop an agreed understanding of what student voice looks like, sounds like and feels like in the classroom, school and community</p> <p>*Develop an ownership of a specific garden area/grounds within the school to build responsibility and pride</p> <p>*Develop opportunities for students to participate in and publish work promoting student voice</p> <p>*Have rich and authentic opportunities to promote student voice that result in desired outcomes</p> <p>*Undertake interviews and make connections with the local community</p>			

	<p>Staff will:</p> <ul style="list-style-type: none"> *Undertake coaching and further professional learning to embed SWPBS and Respectful Relations within the curriculum *Develop authentic learning tasks and have student voice input *Understand the cross curriculum capabilities and their links to student voice *Develop a visual matrix of the expectations for students *Utilise self reflection as a tool for students to highlight success and areas for improvement to promote student and staff wellbeing *Allow for student input into authentic and rich learning tasks and sessions <p>Leadership will:</p> <ul style="list-style-type: none"> *Enable and empower all levels of the school (students, staff, parents and community) the opportunity to express thoughts , feelings and ideas - Surfside Voice *Support and lead the school vision, mission and values *Provide opportunities for students to initiate actions *Student representation on school council <p>Community will:</p> <ul style="list-style-type: none"> *Build an understanding of supporting resilient learners at home and in school *Participate in parenting workshops that aim to support the school - home partnership *Engage with an understanding of our school values *Make connections with local organisations that can support and extend learning opportunities 			
Success Indicators	<p>STUDENTS - Attitudes to School Survey</p> <ul style="list-style-type: none"> *Student Voice and Agency - improved from 75% in 2019 to 79% in 2021 *Sense of Confidence - improved from 81.6% in 2019 to 85%+ in 2021 *Motivation and Interest - improved from 81% in 2019 to 85%+ in 2021 <p>STAFF - Staff Opinion Survey</p> <ul style="list-style-type: none"> *Teacher Collaboration - improved from 79% in 2020 to 85%+ in 2021 *Academic Emphasis - improved from 65% in 2020 to 75%+ in 2021 *Collective Efficacy - improved from 86% in 2020 to 88%+ in 2021 <p>COMMUNITY - Parent Opinion Survey</p> <ul style="list-style-type: none"> *High expectations for success - improved from 87% in 2020 to 90%+ in 2021 *Parent Participation and Involvement - improved from 78% in 2020 to 80% in 2021 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Coaching and Learning walks to effectively implement SWPBS in all classrooms and outdoor spaces	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Quaglia Institute Professional Learning via Network	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Voice team to work with School Improvement Team to provide Professional Learning experiences	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	To further develop a school-wide approach to communication at all levels that engages parents and celebrates student growth and achievement (Digital platform) To further build staff capacity to implement digital platforms to initiate communicate between home and school (Seesaw)			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Use a platform to set goals, communicate between school and home via this platform and show evidence of growth and achievement *Build a stronger knowledge of how to construct learning goals and show evidence of being able to achieve relevant goals *Remain connected to school in a variety of situations - academically and socially <p>Teachers will:</p> <ul style="list-style-type: none"> *Further develop strong relationships with home and school via strong communication channels to support the growth of all students *Develop consistency in communication channels across cohorts to assist the transition across the school for both students and parents *Continue to build their digital capabilities to further enhance learning opportunities for students 			

	<p>Leadership will:</p> <ul style="list-style-type: none"> *Provide professional learning opportunities and resources for staff to implement programs and build school connection *Continue to celebrate school successes through communication channels such as Compass, newsletter or social media platforms *If faced with ongoing restrictions explore possible alternatives to continue to communicate and connect with families over a variety of platforms <p>Community will:</p> <ul style="list-style-type: none"> *Be aware and engage with developed platforms to celebrate students achievement 			
Success Indicators	<p>COMMUNITY - Parent Opinion Survey</p> <ul style="list-style-type: none"> *High expectations for success - improved from 87% in 2020 to 90%+ in 2021 *Parent Participation and Involvement - improved from 78% in 2020 to 80% in 2021 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Numeracy Community Interaction - Family maths night, newsletter updates, assembly celebration, information night	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <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
Writing Community Interaction - Writers expo, updates, assembly celebration, information night	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <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
Student Voice Community Interaction - Newsletter updates, assembly interaction, information nights, forums developed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used
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