

2021 Annual Implementation Plan Summary

| 2021 Targets | |
|---------------------|--|
| 12 Month Target 1.1 | In 2021, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement In Writing this will be 95% In Number this will be 95% |
| 12 Month Target 1.2 | In 2021, 100% of our priority cohort students will make at least 1.5 Victorian Curriculum level (18 months) progress in Reading as measured by teacher judgement In Writing this will be 100% In Number this will be 100% |
| 12 Month Target 1.3 | The percentage positive response on the Student Attitude to School Survey will increase from 2020 for; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency |
| 12 Month Target 1.4 | The percentage positive response on the Student Attitudes to School survey for 'I have been bullied at school this term' will decrease from 2020. |
| 12 Month Target 1.5 | Improved Parent Opinion survey data from 2020 for; School improvement, Teacher communication, Effective Teaching General Satisfaction. Stimulating learning environment |
| 12 Month Target 1.6 | The average absence days will be at or less than 2019 |

2021 Annual Implementation Plan Summary

Key improvement Strategy 1: Learning, catch-up and extension priority

| | |
|-----------------------|---|
| <p>Actions</p> | <ul style="list-style-type: none"> - To identify a priority cohort of students who did not make one Victorian Curriculum level progress in 2020 and ensuring they are provided with sufficient support to catch-up on this missed learning. - Continue to develop our use of a SKiPPS 'language of learning', focusing initially on the use of Learning Intentions, Success Criteria and Feedback |
|-----------------------|---|

| Key Activity | How will we do this? |
|--|--|
| <p>Professional development on learning intentions and success criteria</p> | <p>Continuation of work with George Telford to provide ongoing Professional Learning to staff throughout the year.</p> <p>Mel to continue to lead a team of staff across the school to reflect upon and improve our use of Learning intentions and Success criteria in the classroom.</p> <p>Peer Observations to focus on use of LI/SC in semester 2</p> |
| <p>Identify of the priority cohort of students who have less than 12months of growth in 2020 & implementation of catch-up strategies</p> | <p>PL for staff at the start of the year to use data sets to identify those students whose learning was impacted by COVID-19 and did not make expected learning growth in 2020.</p> <p>PL on the development of Individual Education plans for these students to outline specific learning goals.</p> <p>Specific actions for teams to help support the catch-up of these students throughout the school year.</p> |
| <p>Tutors to complete DET training for intervention with priority cohort</p> | <p>Identified tutors (Louise and Chantel) to undertake PL from the Tutor Learning initiative (TLI) provided by the Education Department</p> <p>Implementation and monitoring of a high-quality small-group tutoring program for identified priority students in Literacy and numeracy.</p> |

2021 Annual Implementation Plan Summary

Key improvement Strategy 2: Happy, active and healthy kids priority

| | |
|----------------|---|
| Actions | To create a whole school Social and Emotional learning overview with a focus on bullying prevention |
|----------------|---|

| Key Activity | How will we do this? |
|--|--|
| Complete school-wide bullying audit in terms 1 and 3 | <p>Gather further data on the specifics of bullying at SKiPPS by surveying students.</p> <p>This will allow us to understand the who, where, why and what of bullying.</p> <p>Follow up in semester two to understand the impact of actions taken.</p> |
| Bullying incursions across all year levels | Engagement with external expertise to lead sessions in all year levels to help students to understand what bullying is, the different forms it can take and what they should do if they feel they are the victim of bullying. |
| Professional development for staff in restorative practices, circle time and Respectful Relationships | Ongoing Professional Learning to support our teaching and learning related to our whole school Social and Emotional Learning (SEL) overview. |
| Parent information sessions in bullying and sex and relationships education | Engagement with external expertise to support parents to understand bullying and the new approach we are taking to sex and relationships education across the school. |

2021 Annual Implementation Plan Summary

Key improvement Strategy 3: Connected schools priority

Actions

Use online tools to regularly communicate student learning progress with families to allow them to better understand their child's assessments, growth and goals.

| Key Activity | How will we do this? |
|--|--|
| Communicate our expanded use of Seesaw with the wider community to create greater engagement with the platform | Parent information sessions and communications to explain our new approach to reporting and the communication of learning progress. |
| Work with staff to develop a clear model, documentation and timeline for the sharing of learning progress via Seesaw | Professional Learning Time allocated to staff working on a model to allow them to easily share evidence of student learning throughout the school year. |
| Administer a parent survey to understand engagement with, and views of, our sharing of student progress via Seesaw | Monitoring of engagement rates with Seesaw – unpacking of parent login data. Creation and sharing of surveys throughout the year to understand how parents view this new approach and what improvements would allow them to better understand their child's learning. |