**Annual Implementation Plan - 2021**

**Define Actions, Outcomes and Activities**

Rangeview Primary School (5431)



Submitted for review by Elizabeth Barr (School Principal) on 05 February, 2021 at 11:17 AM  
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**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Monitoring all student assessment 6 to 12 months growth in Literacy and Numeracy   Monitor and respond to student health and wellbeing concerns.  Strengthen and embed connections between students and school and between parents and carers and school. | | | | |
| KIS 1 Evidence-based high-impact teaching strategies | Learning, catch-up and extension priority | | | | |
| **Actions** | Building teacher capability to deliver targeted student support in literacy and numeracy with a focus on Reader's Workshop.  Embed the whole school instructional model in reading using the Reading Workshop process: - Opening with a Learning Intentions with 'I can....' statements and constructed Success Criteria with 'I have ....' statements - Mini Lesson with the Gradual Release of Responsibility - 'I do, we do, you do collaboratively, you do independently'. - Independent work time while teacher conferences (individual or small group) - Debrief - share time (teacher, partner) 'I have.....' with reference back to success criteria Embed the use of the Readers Notebook in classrooms. Continue to develop planning documents clearly displaying the Readers Workshop and refine these documents. Further strengthen the teaching of the comprehension strategies. Further develop and refine our Rangeview Primary School Beliefs and Actions with reading Provision of professional learning for current and new staff with the Reading Workshop and reading strategies. Make available resources to support staff with implementation of Reader's Workshop Working with a reading consultant in 2021. Regular, planned walkthroughs and observation of teaching practice with feedback. Provide professional learning to all new and returning staff about the Reader's Workshop Instructional model. Survey staff before the start of the year and at the end of the year to determine growth in confidence when teaching reading and the Reading Workshop process. Continue to develop a whole school scope and sequence in Literacy including reading. | | | | |
| **Outcomes** | Students will: Be able to articulate learning goals Be able to articulate success criteria Discuss learning strategies identified by conferring  Teachers will: Identify students using the assessment plan and monitor growth Develop an IEP to teach to student needs at their point of need Implement targeted teaching strategies Confer with students to develop learning goals  Leaders will: Develop and implement an assessment plan to identify students  Identify where these students are in their learning & monitor growth Develop viable support strategies that will best meet their learning needs Plan to effectively utilise all initiative funding  Provide PL on targeted teaching in small groups Identify success indicators  Modify role descriptions to incorporate this initiative | | | | |
| **Success Indicators** | Student growth evident and monitoring progression Tutors working in classrooms and withdrawal groups Tutor and teachers working together- planning and teaching Consistently strong instructional model across the school FISO improvement cycle Professional development of tutors Professional learning led by tutors | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Training of teacher tutors | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Data analysis | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| FISO Improvement Cycle utilised | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Intervention programs in place to support the tutorng | | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Literacy Support  🗹 Numeracy Support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| IEP established based on student needs | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1.00  🗹 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns  Introduce the new schoolwide Student Behaviour Support Model 2021.   Continue to embed the Rangeview Wellbeing Model (Tier System)   Design new Student Wellbeing Survey F - 6 and implement as pre and post wellbeing measure. | | | | |
| **Outcomes** | Students will: Seek support when needed Know how to support a friend Describe typical 2020 experiences (and future) in a balanced, optimistic manner  Teachers will: Ensure students know where to go for help and information Ensure students know what providing effective support means  Explicitly teach and provide opportunities for students to practice the skills to seek support  Establish a class narrative that fosters positive mental health and normalises support seeking   Leaders will: Provide structures that provide required support mechanisms Train staff in provision of support Modify position description to build into a role Develop a school-wide narrative that fosters positive mental health and normalises support seeking | | | | |
| **Success Indicators** | Student Attitudes to School Survey Student Wellbeing Survey - new tool Staff feedback Student wellbeing data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| All teachers to implement a daily or weekly student wellbeing check-in | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Whole school PL in Behaviour Support Model & Wellbeing Model (Tier system) | | 🗹 Allied Health  🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Staff PL in DET supports and wellbeing available for students & staff | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $1.00  🞎 Equity funding will be used |
| Classroom sessions to re-visit and unpack 2020 experiences and to normalize help seeking behaviours. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Design and implement student wellbeing survey tool for use from F - Level 6. | | 🗹 Allied Health  🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,500.00  🞎 Equity funding will be used |
| Continue to embed Peaceful Kids into all levels | | 🗹 Allied Health  🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| KIS 3 Parents and carers as partners | Connected schools priority | | | | |
| **Actions** | Strengthen & embed the connection with parents/carers developed during remote and flexible learning | | | | |
| **Outcomes** | Students will: Students will feel connected to their school & have positive attitudes to attendance Students will feel cared for & valued by peers, staff and school leaders.  Teachers will: Record weekly check-ins with students to monitor health & well being  Implement the schools communication strategy  Leaders will: Develop & implement a communication strategy that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress. prioritise time for staff to communicate & build relationships with parents/carers. prioritise time for staff to complete check-ins with individual students Develop a method to monitor impact of strategy | | | | |
| **Success Indicators** | New Student Wellbeing Survey Tool Student Attitudes to School Survey Teacher Check-in Data Student attendance data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Develop a school Communication Strategy that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress. | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Develop a method to measure the impact of the Communication Strategy. | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Goal 2 | To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity | | | | |
| 12 Month Target 2.1 | STUDENT ATTITUDES TO SCHOOL SURVEY Target 2021 Motivation and Interest 85% Self-Regulation and Goal Setting 88% Learning Confidence 82% Student Voice and Agency 65% Classroom Behaviour 77%  PARENT OPINION SURVEY Target 2021 Parent Participation and Involv 90% Teacher Communication 75% School Improvement 80% Confidence and Resiliency 87% Non-Experience of Bullying 85% Respect for Diversity 90% Promoting Positive Behaviour 90% | | | | |
| KIS 1 Building communities | As a Lead School in the Rights, Resilience and Respectful Relationships initiative, the school will lead a CoP group of partner schools to develop, deliver and embed the RRRR model. The Rights, Resilience, Respectful Relationships model will continue to be taught and further embedded across the school. | | | | |
| **Actions** | We will further embed the Rights, Resilience and Respectful Relationships across the school. Every grade will explicitly teach the curriculum materials once a week and this will be reflected in their planning documents.   We will run termly professional learning sessions for the whole staff on implementing a culture of RR. Teams will be asked to present at these sessions to further illustrate work occurring across the school.  We will hold a whole school RR & eSmart Celebration Day in Term 2 which will engage students in learnings from the two focus areas within vertical groupings.   We will lead a community of practice with a group of new partner schools as they embark on the RR journey. This will include hosting / organising regular CoP meetings and professional learning sessions.   We will include two student RR leaders in the new RR Action Team and will invite partner schools students and action teams to RR events at Rangeview. | | | | |
| **Outcomes** | Students: Will demonstrate an increased knowledge of gender equity Will demonstrate increased student outcomes in emotional literacy Will demonstrate increased student outcomes in personal strengths Will demonstrate increased student outcomes in positive coping Will demonstrate increased student outcomes in problem solving Will demonstrate increased student outcomes in stress management Will demonstrate increased student outcomes in help seeking Will demonstrate increased student understanding of gender and identity Will demonstrate increased student experience of positive gender relationships  Teachers: Incorporate RR lessons into their weekly planning documents Deliver strong weekly sessions in topics across the curriculum materials Use the language and values of the RR model in all areas of the school Model behavior which is in line with the RR model within the school at all times  Leaders: Work with Rangeview staff to further embed the RR model across the school  Work with partner schools to support a CoP Use the language and values of the RR model in all areas of the school Model behavior which is in line with the RR model within the school at all times | | | | |
| **Success Indicators** | Student Attitudes to School Survey Parent Opinion Survey School wide incident data Direct student feedback - Qualitative and Quantitative CoP data provided by NEVR around partner schools Attendance of partner schools at CoP meetings | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Run PL session for all staff | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Run initial CoP meeting | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $300.00  🞎 Equity funding will be used |
| Run fortnightly Action Team meetings | | 🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Hold whole school RR & eSmart Celebration Day | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $500.00  🞎 Equity funding will be used |
| Hold termly PL sessions for all staff | | 🗹 Allied Health  🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $1.00  🞎 Equity funding will be used |
| Run monthly CoP meetings for Partner Schools | | 🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $400.00  🞎 Equity funding will be used |
| Run end of year celebration day with CoP | | 🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $400.00  🞎 Equity funding will be used |
| KIS 2 Setting expectations and promoting inclusion | Students will investigate the concept of ethnicity diversity and ability diversity to deepen their understanding of the world and their place in it as global citizens. | | | | |
| **Actions** | We will continue to embrace our communities cultural diversity through explicit teaching in cultural diversity in Term 1 which will culminate in Harmony Day.   We will display a giant world map in the foyer and each student will place two colored dots on the map to represent the birthplace of each parent. Different colours will be used to represent each Level.   We will further extend our students understanding of diversity though the investigation of ability diversity with a specific focus on hearing impairment.   Teachers will deliver a series of lessons designed to develop student's understandings of hearing impairment.   Students will learn basic AUSLAN signs for simple conversation and for the lyrics to the National Anthem.   A partnership forged in 2019 with Eastwood Primary School will be further developed. Students and staff from Eastwood PS will attend Rangeview Assemblies to present on hearing impairment. Rangeview students will use AUSLAN to sign the anthem for these guests. | | | | |
| **Outcomes** | Students: Will demonstrate increased understandings of cultural diversity Will be able to articulate the birthplace of their own parents and of their peers Will demonstrate increased understandings of hearing impairment Will be able to use AUSLAN to sign basic conversation and the National Anthem  Teachers: Will deliver lessons through Term 1 which support the students increased knowledge in cultural diversity  Will deliver explicit lessons in hearing impairment and AUSLAN and this will be reflected in planning documents Will run the whole school Harmony Day in Term 1 with vertical student groupings   Leaders: Will support teachers in the provision of learning materials and resources around cultural diversity.  Will support teachers in the provision of learning materials and resources around hearing impairment.  Will display the giant World Map in the school foyer.  Will further develop the relationship with Eastwood PS  Will arrange and run the whole school assembly. | | | | |
| **Success Indicators** | Student Attitudes to School Survey Staff Opinion Survey Parent Opinion Survey Feedback from Eastwood PS - staff and students Rangeview Student Feedback - qualitative and quantitative | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| World Map Display | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Cultural diversity lessons | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Hearing Impairment lessons | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| Harmony Day | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 1 | $100.00  🞎 Equity funding will be used |
| Whole School Assembly - Eastwood PS | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |
| AUSLAN National Anthem | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $1.00  🞎 Equity funding will be used |