

2020 ANNUAL IMPLEMENTATION PLAN MID-YEAR MONITORING

Schools can use the simplified template below in place of the usual AIP mid-year monitoring process.

This template will support schools identify (i) learnings from the implementation of remote and flexible learning during Term 2, and (ii) the extent to which planned priorities of the 2020 AIP were able to be progressed.

Step 1 – gather feedback

Where possible and practicable, School Improvement Teams (SITs) are encouraged to seek feedback and input from the wider school community to support the completion of mid-year monitoring. This could be via:

- A text message to parents or carers seeking feedback via email
- An online or paper survey sent to staff, students and families
- Reflections gathered from staff via faculty, year-level or whole-staff meetings conducted via video- or tele-conferencing technology

Step 2 – Complete monitoring with the SIT

Following collation of feedback and insights, SITs complete the template below. To support a collaborative approach key points could be established during a SIT meeting and then circulated for feedback, or edited collaboratively online.

Step 3 – Upload to SPOT by Friday 24 July

Once feedback has been collated and the template has been finalised, the completed template should be shared with staff, the school council, the Senior Education Improvement Leader, and uploaded to the Strategic Planning Online Tool (SPOT) on the 2020 AIP 'Review and endorse' tab.

	Teaching and Learning	Health, Wellbeing and Engagement
<p>Key areas of focus for the transition to remote and flexible learning</p> <p><i>What were the school's key areas of focus across Teaching and Learning and Health and Wellbeing to support the transition to remote learning?</i></p>	<p>In the week before remote learning commenced we selected our online learning platforms and taught students how to log in and navigate the relevant platform (P-2 Class Dojo) and 3-6 (Goggle Classroom).</p> <p>Research and trialed a range of different programs that students could use at home, including programs like Epic Reading, interactive dice (different sizes)</p> <p>Over the initial two-week period the school evaluated student learning needs and used this to identify next steps for remote learning. This included creating a remote learning plan, designing a suitable curriculum for online learning for each key learning area, developing an approach for P-2 and 3-6, and developing protocols for hard work copy packages. At the beginning we focussed on a revision of things already covered to support the transition to Remote Learning, assist with trouble shooting in relation technology.</p> <p>Support was provided by handing out devices to assist student how didn't have the technology, and applying for dongles for those identified in the survey as having no internet. The school provided gift vouchers to families without a printer.</p> <p>One teacher was allocated to analysing the family readiness survey data and ensuring that every family had access to a device for learning, and that devices were working at home.</p> <p>Support and developed students who needed the Hard Work copies.</p> <p>Supplied resource pack for students to use at home prior to remote learning starting.</p> <p>Our families indicated that they understood that this was a learning business for the school too. It was more difficult at the start but became much easier after a few weeks. Many students found the learning much easier once video meetings started.</p> <p>The staff were very supportive of parents, assisting with teething problems, and getting to know the apps. As it was encouraged to be set up prior to term 2 many parents felt like the already knew their way around the platform.</p> <p>"It's been really obvious that the teachers and the school have gone above and beyond, and done a fantastic job."</p>	<p>Prior to the announcement that we were moving to Remote Learning, we surveyed every family on their access to devices, printers and internet. We also ensured that every family contact was up to date, particularly with a current mobile number and email address so that in the event of school closure, we would have an accurate database to use for contact.</p> <p>Our teaching teams established the platform they would be using and taught lessons with the students school to support them in their ability to commence remote learning. This preparation reduced anxiety for a number of students and their families.</p> <p>Teachers also set tasks for parents to assist with learning to use the platform and upload learning, in preparation for remote learning.</p> <p>Learning packs were developed and sent home to ensure familiar resources that students could use.</p> <p>The Leveled Literacy Intervention teacher redeveloped the program to be home-friendly. She contacted every family to understand what would be possible and to take them through what could happen. She supplied a learning pack for home use.</p> <p>The Wellbeing Team compiled a list of high-risk students and regularly monitored their progress during this period.</p> <p>We created an excel spreadsheet that all staff could access, with the contact details for every family. ES staff were allocated students/families to call for a wellbeing check-in at least once weekly. Teachers also used this spreadsheet to record their weekly calls/videos with students. In this way we were prepared to track contact and ensure that students didn't fall between the cracks.</p> <p>There was a notable variance where some families settled into remote learning well early on and their children became tired of it towards the end. Other families struggled initially then settled into working routines later on.</p> <p>When a student or family not initially identified in the At Risk tool experienced distress, they were offered a position at school for on-site supervision. This was taken up by some but not all families.</p> <p>"It's been fantastic as families to have more insight into what the kids learn and how and why they learn it. It feels like we have the teachers more available than usual."</p>
<p>Reflection on the implementation of remote and flexible learning</p> <p><i>How did the school implement a program of remote and flexible learning, and how effective was it? In particular, which students seem to have benefited from the remote and flexible environment? What were the results of increased interactions with families/carers?</i></p>	<p>Upon realising that remote learning was likely, we pre-drafted a curriculum planner and teaching protocols with what we believed should be our priorities. We adapted some of this once DET advice came out, however our focus for the program was consistent throughout in that we wanted to provide a program that wouldn't put undue pressure on working families. We wanted to focus on core skills, and ensure that we could support our students to engage in their learning in new and different ways with our assistance and guidance.</p> <p>Our focus was to set tasks that the students were able to complete as independently as possible, at their own pace. This was very challenging for younger and less independent students. We found that there was great variance in the ability of students able to work with minimal supervision. Generally, younger students required considerably more teaching than 3-6. We regularly reviewed our expectations and adjusted our program to best meet our goals, however as it to be expected, there were many students unable to work independently and additional support was provided where the parent was unable to do this work.</p> <p>The teaching team planned together and uploaded the tasks required for their students daily on to the platform relevant to their unit. P-6 used WebEx for</p>	<p>The wellbeing of our students and families was a significant concern for us during this period so we were very conscious of putting proactive plans into place to catch issues early. Education Support staff monitored the wellbeing of our students and families through weekly phone calls. High risk students had more regular phone calls. The Education Support staff documented these contacts in a shared spreadsheet so all involved staff could access and act upon the information. The Education Support staff contacted the teacher, the office or the principal if there was an issue that required intervention.</p> <p>Teachers monitored their own students' wellbeing and engagement through speaking with students via the phone and / or Web Ex.</p> <p>Direct email and Dojo Messages were set up to ensure that communication between parents and teachers was regular and simple.</p> <p>Through the remote learning period a small number of families found that the technology was challenging for their family for a range of reasons. We moved their children onto work packages using a protocol that ensured they did basically the same work as their digitally connected peers. Reasons that some students moved</p>

conferencing from approximately week 3-4. There was a delay in implementing video conferencing with students as we had a technical issue with our chosen platform (Google Meets) failing to work and this wasn't able to be resolved by DET. We adjusted our plans and moved to WebEx as we felt students needed the video contact. The roll was marked in such a way as to allow students to complete and submit work at any time of the day and be marked as 'Present'. This supported a number of families to be able to participate in the programs at times that suited their circumstances.

After week 3, we adjusted the form of our instruction to use video and visual content alongside all of our written instructions, as we realised that the text rich instructions were not catering for all learners. Following the increase in visuals, a change was immediately noticed by teachers, with a significant drop in questions from students who had struggled to understand the tasks.

We catered for a range of different learning needs by adjusting tasks to engage students, including outdoor activities, technology, fine motor skill activities, craft, and hands on learning. Teachers catered for different ability levels by creating programs providing differentiation through either individualised programs or activities with a range of entry and exit points. The inquiry program was fully integrated into tasks rather than supplying play-based tasks to be completed.

The program provided opportunities for students to have a choice in the learning, extending their learning and presenting their learning in different ways.

Timely feedback was given at least daily and on designated tasks, to ensure students were able to stay on track with their learning. Many parents expressed their appreciation for the level of support provided by teachers, and the amount of feedback given on learning tasks.

Lethbridge staff provided on-site supervision to assist vulnerable students, and children of families unable to work from home. We found that on-site students required significant supervision, and we increased the number of staff supporting students to 3 staff to 10 students. This included an Education Support team member focussed specifically on supporting students on the PSD program.

Communication during remote learning was very high, with parents regularly sending through questions and discussing each task, teachers providing feedback and wellbeing check-ins by the teacher through Dojo messages, direct email, WebEx meetings and phone calls.

Students who benefited the most from remote learning are those who have parents that were able to provide significant one-to-one time. "[It] has been really beneficial to him, and me, because now I know what he struggles with."

We also noted that a number of students with additional needs, such as an intellectual disability, anxiety, autism and attention deficit hyperactivity disorder found learning from home beneficial. We wonder if this was due to reduction in distractions, the quiet nature of home, and the ability of the family to adapt the days learning and activities based on the needs of the child that day, giving the child hours off when needed and being able to move an activity into the evening if that was more likely to be successful.

Early assessments are indicating that a large number of students have fared far better academically, than expected. We believe this is due to the increased focus on core learning, the increase in one-to-one support provided, and the increase in communication between parents and teachers about each child's learning.

Parents in P-2 found that Class Dojo was a simple platform to learn and use. Parents in 3-6 commented that the daily slides were easy to understand and the communication between the teacher and students was excellent. Parents reported

from digital to hard copy included reducing pressure on parents who don't use technology often, making it easier for students who move between homes due to custody arrangements, and providing for students who have internet that, due to their rural location, is unreliable – even through DET-provided Telstra dongles.

The Leveled Literacy Intervention teacher redesigned the program to work for remote learning, which required significant review as it is a very hands-on shared reading program. The LLI teacher employed different strategies for each child depending upon the capacity of the family to engage with video conferencing and one-to-one support of the program. The teacher was very flexible in her delivery of the program, to ensure that no student missed out on additional support during remote learning.

On-site care was provided for high need students and the children of families who could not work from home. Additional staff volunteered on days when numbers were higher. Our team was very committed to supporting our community's well-being and staff were in regular contact regarding offering on-site supervision to families it may benefit. We did not need to employ CRTs for on-site care due to a shortage of volunteers, demonstrating the commitment and care our staff had for our community during this challenging period for everyone.

Parents reported that "the ability for the kids to have input into their program made a difference to engagement. The teacher touching base made a difference to their motivation to get their work done."

There was significant range in parent comments regarding their children's feelings about home learning, ranging from "My daughter got into the swing of it but is now sick of it. She's keen to be back at school" to "My son has found his groove and loves what he's doing at home. He's getting more independent. I'll be sad to see him go back to school. I've seen a different side to my kids."

Parents also noted that "The school's informal support around putting up articles and resources was great." We used the whole school communication app 'Flexibuzz' to regularly share articles and ideas that would support student engagement and wellbeing, including resources to help parents explain COVID-19, for example. We also used this platform to disseminate information from DET to families on how the COVID-19 changes would directly impact upon our school.

Parents were very positive about the value of the ES phone calls, saying that is was a "highlight of the week" and that it was "great to talk to people."

While there were clearly some issues, such as "balancing remote learning with my own work schedule was very challenging" parents also saw benefits. "[My children] have both missed their friends but it's been great to see how well they can get along and play games they wouldn't usually play just for some interaction. So I think a lot of positives have come from this home schooling! And, I think it's made the children realise how fun school can actually be! I will be reminding them of this if they ever complain about going to school again!"

	<p>that they were comfortable clarifying and asking for help and many were comfortable adapting tasks to suit what would work for their family.</p> <p>The increased interaction between families and the school has resulted in a deeper appreciation of our role in the child’s education. This comment encapsulates much of the feedback the school has received from families regarding remote learning “And last, but certainly not least, yourself and the teachers have been amazing! The time and effort you have all put it in is what has really made this such a positive experience. Without the support from all of you, I’m not sure where we’d be now.”</p>	
<p>Professional collaboration to support remote and flexible learning</p> <p><i>How effectively were you able to support professional collaboration within the school (including PLCs or PLTs), and/or across schools (including networks and Communities of Practice), to collectively problem-solve in relation to the above?</i></p>	<p>Initially, we instituted daily briefings, to monitor announcements and embed a shared approach to the evolving situation. This lasted many weeks until there was more surety about our arrangements. Daily meetings were essential for ensuring we were all informed of the latest information, and making collaborative decisions, shared and understood by all. This meant the transition could be as smooth as possible in the changing circumstances.</p> <p>As a school we continued with our meeting schedule using WebEx to collaborate across the school. We found that our PLT meetings prioritised responding to the Remote and Flexible organisational and curriculum requirements.</p> <p>In the PLT meetings we problem-solved issues as they arose, recorded ideas to use for improved or future teaching and learning, and celebrated our successes.</p> <p>All staff focused their professional learning program on building capability in the delivery of remote teaching and learning. This included using WebEx as a platform, and Leading Teams Online.</p> <p>Term 2 was our targeted term for introducing PLC meetings. We were also booked in for PLC training. As this was delayed, and the staff were adjusting to remote learning, we postponed the introduction of PLC to term 3.</p> <p>During remote learning there was a significant increase in staff undertaking professional learning on-line, as so much more was available. This was a real advantage for a rural school. It is our hope that this level of training will continue to be available on-line.</p> <p>Teaching Units used Webex for meetings, and increased the regularity of their meetings in order to meet the need for new planning processes and demands. The staff found this a valuable tool to communicate with colleagues, via the chat feature, along with video calls for meetings and conversations requiring shared screens, for example.</p> <p>The Wellbeing Team, the Consultative Team and the Leadership Team all continued to operate using the WebEx platform. Meetings in Term 2 were highly focussed on the management of remote learning.</p>	<p>Initially we held daily briefings to ensure that we were able to respond to changes as they arose. In these meetings, we checked in with staff on their wellbeing, and that of their students. As a school we held regular Wellbeing Team meetings to obtain feedback from staff on students of concern. The Education Support Staff continued to meet to discuss the needs of students on the PSD program, and students deemed at risk or vulnerable.</p> <p>The wellbeing team completed the At Risk Assessment Tool and these students were monitored at each meeting, and during unit and PLT meetings.</p> <p>Education Support staff were given the role of contacting every family at least once per week to provide support and wellbeing monitoring. ES contacted the relevant teacher, and the Principal if there were concerns following these phone calls.</p> <p>At risk students and families received additional phone calls each week.</p> <p>The wellbeing team also established a roster for checking in with staff members to ensure staff wellbeing was supported.</p> <p>The principal worked with the SSS team, meeting fortnightly with the school contact and the Speech therapist to discuss high need students. There were cases where neither the school nor the SSS team were able to appropriately support the needs of families and in these cases reports were made to Child Protection and Child First.</p> <p>During our PLT and Unit meetings, we had wellbeing and engagement on the agenda, and regularly checked to ensure that students and families remained connected to school and engaged in learning.</p> <p>Towards the end of remote learning we noted a need for a break from the demands of remote learning for families. We organised a virtual excursion for the day, where families could do an on-line visit to the San Diego Zoo, choosing fun tasks to complete, from a range of activities.</p> <p>We also ensured that students were able to complete work at flexible hours, and still be marked as present. This was essential for supporting the engagement of students whose families were unable to supervise them working during the day.</p> <p>Employee wellbeing was closely monitored during remote learning through: staff meeting agendas, providing information about supports from DET (eg Online Gym), regular reminders of the Employee Assistance Number, and phone call check ins organised by the Wellbeing Team.</p>
<p>Alignment with the 2020 AIP</p> <p><i>To what extent did these areas of focus align with, or support, the KIS and Actions identified within the school’s 2020 AIP? Were there things that needed to be added, subtracted or modified?</i></p>	<p>Our ability to continue to deliver on some of our AIP actions during remote learning was compromised – not by lack of capacity, or the remote environment, but by the challenges posed by establishing remote learning infrastructure.</p> <p>We modified our approach to delivering numeracy, with continuous assessment for planning as an issue. We were unable to use our instructional model to its full effect due to the remote nature of the learning – although this would have been</p>	<p>Teachers created activities providing multiple exposures, covering the same concept in different ways. Teachers were conscious of providing opportunities for student voice in the activities, in the presentation activities, and the way they were able to submit activities.</p> <p>The numeracy program focussed on core skills, and we noted that families were very engaged in learning new techniques and ways for teaching numeracy.</p>

	<p>possible if we were doing remote learning for longer – as would individual and group maths supports.</p> <p>We were able to utilise some different strategies for agency by providing students with choice around which tasks they engaged in (the virtual excursion for example). There is great opportunity in this area, should we undertake remote learning in future. “[My child’s] teacher made her think it was her idea the video calls came about. Teachers were linking what they were doing to students’ ideas and making them feel special. Video calls and phone calls included questions from the teachers on what the children would like to see included in the plans.”</p> <p>An alternative Writing program was not investigated during this period and is a focus in terms 3 and 4.</p>	<p>The writing program was adapted to suit the remote learning environment, although students were still able to submit photographs of hand written work for assessment and feedback. This was particularly effective for younger students.</p>
<p>Future planning</p> <p><i>What were the key learnings from Terms 1 and 2? Are there implications for Terms 3 and 4? What may the school need to consider adjusting and/or adapting?</i></p>	<p>There were many significant learnings from Terms 1 and 2 this year, not the least of which is how agile our staff, students and families are when under pressure to institute significant change in order to support the health of our community. We worked together as a team and this enhanced the success of our students.</p> <p>We learnt that there was a need for significant consistency on-line as well as off line; if teachers used the platform in different ways or put more information on than another teacher, this made remote learning more difficult for parents.</p> <p>We also learnt that many parents are keen to be more engaged in their child’s learning and that there are very simple ways we can facilitate this using technology. This will have a significant impact on how we move forward with communication and provision of information about student learning using technologies.</p> <p>We learnt that many (not all) of our most vulnerable students learn better in the home environment. We need to understand why this is, and how we can replicate or reproduce those elements that made their learning more successful, in the school environment.</p> <p>Annual Implementation Plan – Terms 3 and 4:</p> <p>As a result of the increased capacity of staff to utilise technology in teaching and learning, we have adjusted the Technology budget to allow for the purchase of a class set of new ipads. We are developing plans for how to best use these to help meet our AIP goals in numeracy, writing and student agency.</p> <p>In terms 3 and 4 we are adjusting the AIP to prioritise the key actions. We are planning the following:</p> <p>Review targets as they were based on Naplan.</p> <p>Review Professional Learning Plan for Semester 2</p> <p>Review our use of technology to ensure we are maximising opportunities for learning (such as Epic and Oxford Owls for example).</p> <p>Classroom teachers will use a digital platform for sharing student learning goals and digital portfolios.</p> <p>Teachers will use their learning to build on student voice and agency in the development, implementation and assessment of learning programs.</p> <p>Teachers will continue the differentiation of numeracy tasks, ensuring students are working at the level based on formative assessment.</p> <p>The PLC process will be introduced to the school through professional learning, and implemented with a focus on numeracy initially.</p>	<p>Our first priority in returning to school was to re-establish a new sense of ‘normal’ to ensure students feel (and are) safe and secure in the school setting. Classroom expectations, playground restrictions and the staged and staggered response will have had a significant impact on students, particularly those at risk due to anxiety, ASD and other conditions requiring a strong sense of routine and consistency.</p> <p>As we transition into Terms 3 and 4, we will need to prioritise re-establishing relationships with our students and families who are at risk due to remote learning issues. We need to identify ways to support the engagement, wellbeing and academic progress of those students who thrived in the remote learning program.</p> <p>We have learnt that there is significant value in increased communication between home and school. We will be using a digital platform and digital portfolios to share student learning progress more regularly, and to share teaching strategies and what’s happening in the classrooms – increasing the ability of parents to connect incidental learning opportunities at home with what is happening in their child’s learning program.</p> <p>The media crew will be recording assembly and we will be uploading this weekly so that our community can be a part of the assembly regardless of if they can physically attend on the day.</p> <p>Annual Implementation Plan – Terms 3 and 4:</p> <p>The use of a class set of ipads will focus on improving the capacity of students to have an authentic role in their learning.</p> <p>Dojo and Google Classroom will continue to be used for learning, and for engaging with families. A whole school platform will be investigated, in order to simplify family involvement.</p> <p>Classroom story can be used to add skills and strategies students are learning in order to assist parents to understand what is done at school and how they can support learning at home.</p> <p>Students will undertake peer teaching as part of their learning program.</p> <p>We will select schools to link up with through WebEx, possibly through our Community of Practice, for students to share learning experiences.</p> <p>Students will have increased involvement in the creation of their tasks and assessments.</p>

The High Impact Teaching Strategies will continue to be a feature of the professional learning program at the school.

Overall we have found that there were many unexpected benefits to remote learning and our challenge is to find ways to incorporate the elements that worked for students and families during this period, into the on-site environment.