

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>Our key focus during the Remote and Flexible Learning period was to ensure we had a common method of remote learning delivery across all classes, as well as common expectations and procedures from every teacher. To this end, we created a remote learning tab on our school website, that when clicked on, directed students to their teacher's folder where they could access a daily video of their teacher's lessons and expectations. To complement these videos, weekly work packs were provided containing the work sheets/activities that correlated to the daily lessons. At the end of each week the work packs were returned for correction and new packs sent out for the following week. This seemed to work effectively.</p> <p>We also had two staff on duty each day (on a roster basis) to supervise and assist those students who attended onsite, either because their parents couldn't be at home, or because they were considered vulnerable and we requested their attendance.</p>	<p>Our first aim was to ensure that each child had access to a laptop so that they could connect to the learning. We lent out devices to every child who didn't have one at home, so that no one was disadvantaged.</p> <p>To provide a sense of connection with the school, their teachers and peers, each teacher also created two Zoom sessions weekly, where everyone could interact virtually. In addition, any students who didn't seem to be connecting with the remote learning process were referred to the Principal who followed up with a text or phone call, to see if there was an issue and if there was any assistance they required, to enable their child to participate more effectively.</p> <p>As many of our students arrive to school by bus and, in many cases, are quite a distance from school, the weekly workpacks were delivered and picked up using the school bus service, so no family was disadvantaged.</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>Our remote/flexible learning was quite effective, with most parents responding to the remote learning survey with very positive and supportive comments about its implementation. We discovered that for some students who previously struggled with a classroom learning environment, the remote learning was a success, because they were able to learn at their own pace and they didn't have the distraction of other students around them. Another benefit was that parents became more aware of the curriculum offered at their child's level, as well as a stronger understanding of their child's level of progress.</p>	<p>We realised early on in the remote learning period that students really looked forward to the opportunities to engage with their teacher and peers through the remote learning period, because they had feelings of isolation and anxiety, so the regular Zoom sessions enabled them to interact socially and feel connected.</p> <p>Also, our two teacher aides were able to connect with our special needs students on a daily basis, via Zoom, helping them with their work as well as providing them with modified activities where necessary. These students engaged really well, because they felt no one was there to judge them, as might be the case in a classroom setting.</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>We held 'virtual' staff meetings each week, and staff were able to communicate with one another, when they were rostered on to supervise onsite learning, and vital information regarding COVID-19 restrictions was sent via email. However PLT meetings didn't occur as would normally be the case, because leadership felt staff had enough 'on their plate' managing the delivery of Remote Learning. As a network of schools, principals were able to connect via Webex on a weekly basis to share insights and concerns.</p>	<p>Staff at Strathmerton are very collegial and collaborative, and found lots of opportunities to touch base through phone calls, texts, Facebook etc, which showed their level of care and commitment to one another. The fact that staff came to school during the week to plan lessons or to assist with supervision meant that they saw one another face-to-face quite often and maintain that important social interaction.</p> <p>The weekly catch-up with the Regional Health and Well-being contact was a valuable way to discuss any concerns I may have had as a principal and to receive timely advice.</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 progress towards the achievement of the KIS in this year's AIP was certainly hampered by the Remote Learning period, but since returning at the end of Term Two and this early part of Term Three, we believe that we have regained our focus and will manage to achieve all the improvement strategies outlined in the AIP, particularly in regard to the PLT professional learning agenda.</p>	<p>One of the AIP goals was to increase parent engagement. There was certainly an increased amount of contact with parents, via Zoom or phone during this period. Being in contact with our most vulnerable families took on a greater importance than during normal school time, because we felt that we could lose track of these families and students and that they might 'slip through the cracks'. It seemed that these students were less likely to receive parental support and supervision to engage with the Remote Learning tasks, so it became a priority to touch base at least weekly, if not more often, to offer support. Even food supplies were a concern for these families, so we were able to use the Foodbank Breakfast Club supplies to deliver groceries to these most vulnerable families.</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>This period of remote learning showed us the many possible uses of technology to enhance learning, as well as the need to upskill staff to be able to use those learning opportunities more effectively. We also recognised that many of our parents felt uncomfortable in assisting their children at home, because they didn't see themselves as 'teachers'. So moving forward, we believe we need to provide our parent community with structured learning opportunities throughout the year.</p>	<p>The regular contact with parents via phone and Zoom during the Remote Learning period was so successful, that it may well be worth considering these forms of communication as a means of establishing regular contact with parents into the future. It is already being effectively used as a means of conducting School Council meetings during this period of parent onsite exclusion.</p>

The delivery of these parent Information sessions could be via a Zoom invitation, which might engage more parents than if they had to attend a meeting at school.

Also, the way in which some of our 'struggling' students were able to engage with the learning via video, suggests that this might be an area to explore into the future.