

2021 Annual Implementation Plan

for improving student outcomes

Stawell Primary School (0502)



Submitted for review by Robyn Jones (School Principal) on 29 July, 2021 at 11:35 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>from our School Review findings, PLCs will:</p> <ul style="list-style-type: none"> -build familiarization with the new FISO continua and its role for building school improvement -determine what the agreed ratings mean for their PLC - what does this look like? practices? beliefs? -complete regular analysis of performance against new FISO continua -strive to move to the next rating box by building practice excellence - using the continua criteria as a guide
Considerations for 2021	<p>from our School Review findings, PLCs will:</p> <ul style="list-style-type: none"> -build familiarization with the new FISO continua and its role for building school improvement -determine what the agreed ratings mean for their PLC - what does this look like? practices? beliefs?

	<ul style="list-style-type: none">-complete regular analysis of performance against new FISO continua-strive to move to the next rating box by building practice excellence - using the continua criteria as a guide
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Maximise the learning growth of every student in literacy and numeracy.
Target 2.1	<p>By 2024:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving at and above benchmark growth in NAPLAN reading from 73 per cent to 80 per cent and numeracy from 71 per cent to 78 per cent • Decrease the percentage of students making low benchmark growth in NAPLAN reading from 27 per cent to 19 per cent, writing 15 per cent to 10 per cent and numeracy from 29 per cent to 21 per cent • Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 47 per cent to 55 per cent and numeracy from 31 per cent to 45 per cent • Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 18 per cent to 25 per cent, writing from 16 per cent to 24 per cent and numeracy from 19 per cent to 26 per cent.

Target 2.2	<p>By 2024, increase the positive responses on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> • Academic emphasis from 52 per cent to 80 per cent • Collective efficacy from 63 per cent to 80 per cent • Teacher collaboration from 76 per cent to 85 per cent • Seek feedback to improve practice from 56 per cent to 80 per cent.
Target 2.3	<p>By 2024, improve the positive endorsement on the Attitude To School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 88 per cent to 94 per cent • Effective teaching time from 85 per cent to 91 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Build teacher collective efficacy to utilize data and a range of assessment strategies to inform planning for point of need teaching.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Build teacher capacity through embedding the work of the PLC and COP models.</p>
Key Improvement Strategy 2.c Building practice excellence	<p>Establish a collaborative planning process that includes students to produce a school-wide, sequential curriculum.</p>
Goal 3	<p>Strengthen student motivation and engagement as partners in their learning.</p>
Target 3.1	<p>By 2024, decrease the percentage of equity funded students absent 20 or more days from 33 per cent to 25 per cent.</p>

Target 3.2	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 78 per cent to 85 per cent • Student voice and agency from 67 per cent to 80 per cent • School connectedness from 77 per cent to 85 per cent.
Target 3.3	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 71 per cent to 80 per cent • Promote student ownership of learning from 67 per cent to 80 per cent • Use student feedback to improve practice from 56 per cent to 80 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen the capacity of staff to co-design learning environments that embed authentic student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Build the capacity of teaching teams to establish processes for engaging students in reviewing teaching practices, to ensure all students are appropriately challenged and extended.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen parent / carer engagement to build understanding of learning expectations and regular monitoring of student progress.
Goal 4	Strengthen the health and wellbeing outcomes for every student.

Target 4.1	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 75 per cent to 85 per cent • Managing bullying from 75 per cent to 85 per cent • Resilience from 78 per cent to 85 per cent.
Target 4.2	<p>By 2024, improve the positive endorsement on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 83 per cent to 90 per cent • Not experiencing bullying from 70 per cent to 78 per cent.
Target 4.3	<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of whole student from 78 per cent to 85 per cent • Trust in students and parents from 62 per cent to 70 per cent.
Key Improvement Strategy 4.a Health and wellbeing	Further develop staff capacity to design and implement an inclusive, safe, caring and stimulating learning environment.
Key Improvement Strategy 4.b Health and wellbeing	Further develop staff capacity to strengthen student resilience, constructive relationships, risk-taking in learning and positive student behaviour.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen opportunities to build positive home-school and community relationships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	See attached Term 1 Leadership Priorities
Maximise the learning growth of every student in literacy and numeracy.	No	<p>By 2024:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving at and above benchmark growth in NAPLAN reading from 73 per cent to 80 per cent and numeracy from 71 per cent to 78 per cent • Decrease the percentage of students making low benchmark growth in NAPLAN reading from 27 per cent to 19 per cent, writing 15 per cent to 10 per cent and numeracy from 29 per cent to 21 per cent • Increase the percentage of Year 3 students in the top two bands of NAPLAN reading from 47 per cent to 55 per cent and numeracy from 31 per cent to 45 per cent • Increase the percentage of Year 5 students in the top two bands of NAPLAN reading from 18 per cent to 25 per cent, writing from 16 per cent to 24 per cent and numeracy from 19 per cent to 26 per cent. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>

		<p>By 2024, increase the positive responses on the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> • Academic emphasis from 52 per cent to 80 per cent • Collective efficacy from 63 per cent to 80 per cent • Teacher collaboration from 76 per cent to 85 per cent • Seek feedback to improve practice from 56 per cent to 80 per cent. 	
		<p>By 2024, improve the positive endorsement on the Attitude To School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 88 per cent to 94 per cent • Effective teaching time from 85 per cent to 91 per cent. 	
<p>Strengthen student motivation and engagement as partners in their learning.</p>	<p>No</p>	<p>By 2024, decrease the percentage of equity funded students absent 20 or more days from 33 per cent to 25 per cent.</p>	
		<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 78 per cent to 85 per cent • Student voice and agency from 67 per cent to 80 per cent 	

		<ul style="list-style-type: none"> • School connectedness from 77 per cent to 85 per cent. 	
		<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 71 per cent to 80 per cent • Promote student ownership of learning from 67 per cent to 80 per cent • Use student feedback to improve practice from 56 per cent to 80 per cent. 	
Strengthen the health and wellbeing outcomes for every student.	No	<p>By 2024, improve the positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 75 per cent to 85 per cent • Managing bullying from 75 per cent to 85 per cent • Resilience from 78 per cent to 85 per cent. 	
		<p>By 2024, improve the positive endorsement on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Managing bullying from 83 per cent to 90 per cent • Not experiencing bullying from 70 per cent to 78 per cent. 	

		<p>By 2024, improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of whole student from 78 per cent to 85 per cent • Trust in students and parents from 62 per cent to 70 per cent. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	See attached Term 1 Leadership Priorities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

system priorities for 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	See attached Term 1 Leadership Priorities
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Learning Catch-up Focus:</p> <ul style="list-style-type: none"> -Reading and Maths (number) -LCU teacher appointed to each PLC -English and Maths COPs (for all staff) <p>Reading Project:</p> <ul style="list-style-type: none"> -our mandated Reading Project will continue in 2021 building upon the goals of 2020 -introduced new strategies will continue to be implemented and developed -Learning Sprints accompanied by Peer Observation will have a Reading focus -an agreed Effective Reading Block is to be introduced in 2021 -work will continue to achieve a greater percentage of students achieving a 'high' relative growth and a greater percentage of students in the top 2 NAPLAN bands for Reading <p>-Teacher Performance and Development Goal: Student Outcomes</p> <ul style="list-style-type: none"> -Literacy Leader and English COP to conduct Staff Forums based on English Portal and reading resources -Driven through PLC's - data based - Learning Sprints -Peer observation - based on Learning Sprint focus -introduction of an Effective Reading Lesson P-6 -continued improved Reading resources for students -introduction of Essential Assessment - My Reading <p>Maths:</p> <ul style="list-style-type: none"> -Numeracy Leader and Maths COP -introduction of agreed Effective Maths Lesson P-6 <p>-Data Wall monitoring</p>

	<ul style="list-style-type: none"> -Class Analytics monitoring -external PD/expert 			
Outcomes	<ul style="list-style-type: none"> -consistency of the teaching of Reading (Effective Reading Lesson) -increased teacher understanding of effective Reading strategies -increased student engagement in Reading -improved student outcomes with particular reference to Relative Growth and Top 2 Bands-NAPLAN -consistency of the teaching of Maths (Effective Maths Lesson) -increased teacher understanding of effective Maths strategies -increased student engagement in Maths -improved student outcomes with particular reference to Relative Growth and Top 2 Bands-NAPLAN 			
Success Indicators	<ul style="list-style-type: none"> -Panorama Report -NAPLAN -Class Analytics data -Student Engagement and Motivation data -School data wall 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> -PLC Leader extra time release -Literacy and Numeracy Leader extra release -COP Leader release -Professional Practice Days -designated Planning Days each term for each PLC -provision of 1 to 1 computers for every student P-6 -increased provision of ES support in classrooms -release of AP as Learning Specialist 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$180,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>-Our SWPB Action Team was established in 2019 completing the significant background work for this project -the Team/school is now ready to re-introduce the program across the school including: expectation posters, support technology, PRIDE dollars.. -baseline data will be established to enable growth check and comparison to Student Wellbeing data -Action Team will continue in 2021 to oversee implementation</p> <p>-Teacher Performance and Development Goal: Professional Practice -introduction of SWPB expectations - outside and inside including the introduction of PRIDE Dollars -facilitation of SWPB Action Team meetings -introduction of Xuno behaviour codes</p> <p>Student Voice and Agency: -focus in curriculum planning and school events -embedded in practice</p>			
Outcomes	<p>-whole-school understanding of SWPB expectations (outdoor and classroom) by all staff -school community understanding of SWPB expectations (outdoor and classroom) -improved student self-regulation</p>			
Success Indicators	<p>-Student Attitudes to School Survey -P-3 survey data -Action Team data -Xuno data -student and staff feedback -parent feedback</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

-provision of extra release for Action Team Leader	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,900.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	-re-launch of Deep Learning approach as an embedded overlay for all curriculum and school activities -introduction of Parent Learning Partnerships - embedding in all activities -Teacher Performance and Development Goal: Professional Knowledge -provision of Professional Learning - Deep Learning -Staff Forums -PLC activities			
Outcomes	-increased staff and student motivation in regard to inquiry learning curriculum -greater community involvement in learning process -increased opportunities for deeper learning being planned and implemented -increased use of learning technologies to extend learning -improved questioning skills: teacher to student, student to teacher -increased opportunities for genuine student voice and agency			
Success Indicators	-Student Engagement and Motivation data -Student Achievement data -Staff Satisfaction survey -Parent Satisfaction survey -Feedback			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Introduction and implementation of Deep Learning approach P-6 including Professional Learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$180,000.00	\$180,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$180,000.00	\$180,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
-PLC Leader extra time release -Literacy and Numeracy Leader extra release -COP Leader release -Professional Practice Days -designated Planning Days each term for each PLC -provision of 1 to 1 computers for every student P-6 -increased provision of ES support in classrooms -release of AP as Learning Specialist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$180,000.00	\$180,000.00
Totals			\$180,000.00	\$180,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Totals	\$0.00	\$0.00
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> -PLC Leader extra time release -Literacy and Numeracy Leader extra release -COP Leader release -Professional Practice Days -designated Planning Days each term for each PLC -provision of 1 to 1 computers for every student P-6 -increased provision of ES support in classrooms -release of AP as Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources literacy and numeracy portal <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Agile Leadership
<ul style="list-style-type: none"> -provision of extra release for Action Team Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPB program	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Resilience Project
<ul style="list-style-type: none"> Introduction and implementation of Deep Learning approach P-6 including Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Max Drummy

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
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