**2021 Annual Implementation Plan**

Submitted for review by David Garner (School Principal) on 25 November, 2020 at 03:09 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Myrniong Primary School (0487)



**Self-evaluation Summary - 2021**

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|  | 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 | Evolving moving towards Embedding |
|  | Curriculum planning and assessment | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving |
|  | Evaluating impact on learning | Evolving moving towards Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Evolving moving towards Embedding |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Embedding |

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

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

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| **Enter your reflective comments** | Most of the work of 2020 was slowed, and will continue to be a focus in 2021. PLCs were maintained through a challenging period and will continue to be the vehicle for collaboration. Coaching models will be strengthened in 2021 to build staff capacity in implementing High impact Teaching Strategies. Remote learning provided new avenues for differentiation i.e. through the use of online platforms. |
| **Considerations for 2021** | Most of the work of 2020 was slowed, and will continue to be a focus in 2021. PLCs were maintained through a challenging period and will continue to be the vehicle for collaboration. Coaching models will be strengthened in 2021 to build staff capacity in implementing High impact Teaching Strategies. Use of consultants to strengthen work within the instructional models. Highly structured intervention, learning support and tutoring program in development for 2021. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| 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 | GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy. |
| Target 2.1 | Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy. |
| Target 2.2 | NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy. |
| Target 2.3 | NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy. |
| Key Improvement Strategy 2.a Building practice excellence | Develop and implement an agreed whole school instructional model. |
| Key Improvement Strategy 2.b Building practice excellence | Embed the analysis and evaluation of student data within PLT time. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Inform and build teacher capacity to differentiate learning and improve student learning outcomes. |
| Goal 3 | GOAL 2: To build and nurture a network of positive relationships to support engagement and learning. |
| Target 3.1 | In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness. |
| Target 3.2 | In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness. |
| Key Improvement Strategy 3.a Global citizenship | Create a global awareness and understanding of cultural diversity for students in P-6. |
| Key Improvement Strategy 3.b Networks with schools, services and agencies | Investigate and embrace greater opportunities for students to foster positive relationships e.g. negotiated learning goals, student led conference. |
| Goal 4 | GOAL 3: To develop healthy, happy and resilient students. |
| Target 4.1 | In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing. |
| Target 4.2 | Student absences to be lower than similar schools. |
| Key Improvement Strategy 4.a Health and wellbeing | Provide a diverse range of programs to meet the social and emotional needs of all students. |
| Key Improvement Strategy 4.b Intellectual engagement and self-awareness | Build teacher capacity to manage student welfare. Build upon existing protocols and procedures for encouraging attendance. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Support for the 2021 Priorities |
| GOAL 1: To build practice excellence in every classroom, with a focus on improving student outcomes in Literacy and Numeracy. | No | Teacher Judgements for P-6 to be above expected standard compared to state benchmarks in Reading, Writing and Numeracy. |  |
| NAPLAN Years 3 and 5 to be above expected standard compared to the state benchmark in the top two bands in Reading, Writing and Numeracy. |  |
| NAPLAN Years 3 to 5 to have 25% or more of students achieving high relative growth in Reading, Writing and Numeracy. |  |
| GOAL 2: To build and nurture a network of positive relationships to support engagement and learning. | No | In the Student Attitudes to School Survey, have the following factor mean scores at or above the state mean: Stimulated Learning, Learning Confidence and School Connectedness. |  |
| In the Parent Opinion Survey, have the following factor mean scores at or above the state mean: Parent Input, Stimulating Learning, Social Skills and School Connectedness. |  |
| GOAL 3: To develop healthy, happy and resilient students. | No | In the Student Attitudes to School Survey, the following factor mean scores to be at or above the state mean score in Student Relationships and Wellbeing. |  |
| Student absences to be lower than similar schools. |  |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Support for the 2021 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Support for the 2021 Priorities | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | - Develop data literacy of teacher and ES staff to inform understanding of student needs and progress and identify students requiring additional support - Strengthen and embed PLC, lesson observation and coaching models and structures across the school - Revisit and strengthen the use of HITs in classrooms, with a focus on differentiation - Plan whole school professional learning on identified core-curriculum priority areas throughout the year i.e. instructional model, Guided/Reciprocal reading, Problem-solving in Mathematics - Implement a strengthened strategic intervention/tutoring structure including LT, LS, teaching staff and ES staff F-6 - Prioritise time in the timetable for teacher and ES teams to collaborate around student learning goals and strategies | | | | |
| **Outcomes** | - Teachers will confidently and accurately identify student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITs to plan units and lessons - Teachers will consistently and explicitly implement the school's instructional models - Students will know how lessons are structured and how this supports their learning i.e. Big Book of Learning - Teachers will provide regular feedback and monitor student progress using data walls, Accelerus and anecdotal notes - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers, leaders and ES staff will establish intervention/small group programs | | | | |
| **Success Indicators** | - Teachers' formative assessment data and teacher judgement data - Whole school PAT R, PAT-Maths and PAT-Science data - Teacher records and observations of student progress - Lesson Observations and learning walks demonstrating agreed HITs and instructional models - Implemented professional learning priorities as evidenced in lesson observations and learning walks - Documented assessment schedule and MPS curriculum  - Data walls indicating student progress and growth - Work programs clearly show differentiated and High Impact Teaching Strategies - Data used to identify students and tailor supports - Appointment/staffing of programs - Student progress against ILPs | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Schedule and organise professional learning on formative assessment for Day 2, 2021 and throughout the year & Schedule and organise professional learning on Guided Reading & Reciprocal Reading throughout the year (Literacy Consultant) | | 🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| Documented model and plan for Coaching - Literacy and Numeracy | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Staffing for intervention programs | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $70,000.00  🗹 Equity funding will be used |
| PLCs focussed on Spelling, Phonics (letters and sounds) and Differentiation (including appropriate resourcing) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student level - Embed a whole school approach to social-emotional learning - Respectful Relationships - Re-establish and strengthen within-school structures of community i.e. House structures, sports, etc. - Ensure all students engage in all forms of the Arts including Visual and Performing Arts - Target counselling for individual students with acute needs - Continue to build relationships and engage with families of at-risk students - Strengthen the Physical Education curriculum planning and practices i.e. PE and Sport leadership role | | | | |
| **Outcomes** | - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - At-risk students will be identified and receive targeted support in a timely manner - Teachers will model, and are consistent in, agreed routines - Students will have strong relationships with peers - Teachers and leaders will integrate socio-emotional learning into school practice, policies and programs - Students will engage in collegiate school-wide activities in a re-established house structure/sports program - Teachers will deliver more strategic and consistent Physical Education Curriculum | | | | |
| **Success Indicators** | - Shared goals documented in staff PDPs - Data used to identify students in need of targeted support - Successful receipt of the Chaplaincy targeted funding - Documentation of school-wide wellbeing structures and supports - Student and staff surveys - Appointment/staffing of programs - Observations of changes to classroom practices | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Implement student monitoring and referral processes | | 🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Plan for and schedule professional learning | | 🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| Documentation and implementation of PE curriculum | | 🗹 KLA Leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used |
| Build on RR whole school approach - including incursions, staff training and parent sessions | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🞎 Equity funding will be used |
| Develop documentation for wellbeing programs | | 🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Enhanced grounds work - accessible and engaging playgrounds | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | - Continue to work as a Lead School in Respecful Relationships across our network/cluster of local schools and support partner schools and their communities - Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices, including the establishment of a new "Digital Learning Leader" role - Plan for school facilities and grounds works that will mean our school is a great place to learn - Engage in PLCs to foster collaboration and collective efficacy  - Ensure students or families requiring specific intentions are engage with external agencies and supports - Strengthen engagement in local network of schools and communities of practice | | | | |
| **Outcomes** | - Students and parents will feel as though they belong and are seen - Wider community will reengage with the school following a 2020 year of distance - Teachers will have strong relationships with and their families - Teachers will be confident in integrating digital learning pedagogy. | | | | |
| **Success Indicators** | - Documentation of school digital curriculum - Whole school surveys (AToSS, POS, SOS) - Attendance data - Observations and learning walk data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Establish Digital Learning Leader role and successfully appoint staff member | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Engage in professional learning through staff meetings and PLC meeting to build teacher capacity | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Re-establish Breakfast Club - including community volunteers and school leaders | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Re-engage with external agencies as appropriate/required | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Integrate opportunities for students to engage in incursions and excursions with local community members and agencies | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

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| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $83,000.00 | $18,000.00 |
| Additional Equity funding | $0.00 | $0.00 |
| **Grand Total** | $83,000.00 | $18,000.00 |

Activities and Milestones

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| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Schedule and organise professional learning on formative assessment for Day 2, 2021 and throughout the year & Schedule and organise professional learning on Guided Reading & Reciprocal Reading throughout the year (Literacy Consultant) | from: Term 1  to: Term 4 |  | $6,000.00 | $1,000.00 |
| Staffing for intervention programs | from: Term 1  to: Term 4 |  | $70,000.00 | $15,000.00 |
| PLCs focussed on Spelling, Phonics (letters and sounds) and Differentiation (including appropriate resourcing) | from: Term 1  to: Term 4 |  | $3,000.00 | $1,000.00 |
| Plan for and schedule professional learning | from: Term 1  to: Term 4 |  | $4,000.00 | $1,000.00 |
| **Totals** | | | $83,000.00 | $18,000.00 |

Additional Equity spend

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| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| **Totals** | | | $0.00 | $0.00 |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Schedule and organise professional learning on formative assessment for Day 2, 2021 and throughout the year & Schedule and organise professional learning on Guided Reading & Reciprocal Reading throughout the year (Literacy Consultant) | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders  🗹 External consultants  SchoolED consultancy | 🗹 On-site |
| Documented model and plan for Coaching - Literacy and Numeracy | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| PLCs focussed on Spelling, Phonics (letters and sounds) and Differentiation (including appropriate resourcing) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Plan for and schedule professional learning | 🗹 Principal  🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Build on RR whole school approach - including incursions, staff training and parent sessions | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day | 🗹 External consultants  Currently being sourced | 🗹 On-site |