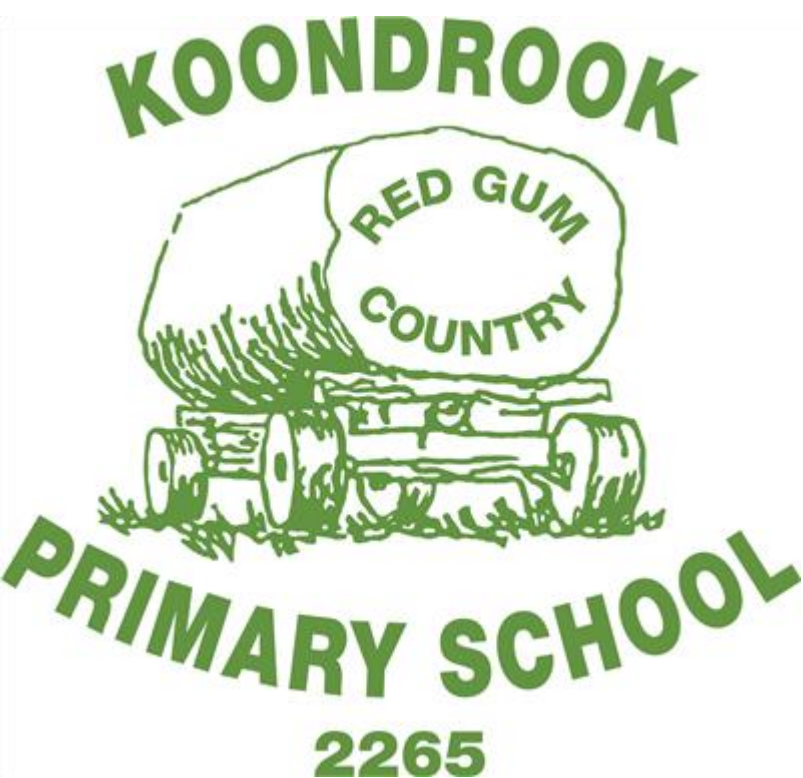


2021 Annual Implementation Plan

for improving student outcomes

Koondrook Primary School (2265)



Submitted for review by Amanda Bradford (School Principal) on 12 December, 2020 at 03:22 PM

Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 01 February, 2021 at 10:42 AM

Endorsed by Tracy Brennan (School Council President) on 31 March, 2021 at 05:05 PM

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 | Evolving moving towards Embedding |
| | Curriculum planning and assessment | Evolving moving towards Embedding |
| | Evidence-based high-impact teaching strategies | Embedding |
| | Evaluating impact on learning | Evolving moving towards Embedding |
| Professional leadership | Building leadership teams | Evolving moving towards Embedding |
| | Instructional and shared leadership | Evolving |
| | Strategic resource management | Evolving moving towards Embedding |
| | Vision, values and culture | Emerging moving towards Evolving |

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

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| Community engagement in learning | Building communities | Embedding |
| | Global citizenship | Emerging |
| | Networks with schools, services and agencies | Embedding |
| | Parents and carers as partners | Embedding |

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| Enter your reflective comments | <p>Due to Covid 19 and the interruptions of Remote Learning there were areas of our AIP we did not complete. During 2020 there was a more settled feeling across the school both in the classrooms and in the yard. Teachers worked collaboratively other planning and supported each other during this unusual year.</p> |
| Considerations for 2021 | <p>We will continue to embed the whole-school professional learning plan that supports the identified improvement strategies. It is being implemented, monitored and evaluated in light of student achievement data. We are aiming for teachers to be collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p> <p>We want to continue our work to build consistency across all classrooms. We have been focusing on writing and want to revisit the 6+1 writing traits. We introduced Smart Spelling this year and we will continue to embed our practice. We will be working with Sharon Houlden on embedding our SWPBS practice.</p> <p>In 2021 there will be a focus on student voice and agency to empower students and to build school pride as we continue to recover from the impact of Covid 19 and remote learning. We plan to build our student leadership program through Peer</p> |

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| | <p>Mediation in the yard.</p> <p>As we welcome families back onto and into the school as Covid restrictions are reduce we need to reengage and improve our partnerships with parents, families and community organisations, health professionals and agencies that support a holistic approach to learning and wellbeing of our students.</p> <p>We will implement the Tutoring program as we support student most impacted by the interruption to their learning during 2020.</p> |
| <p>Documents that support this plan</p> | |

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 | To improve individual learning outcomes for all students with a focus on literacy and numeracy. |
| Target 2.1 | <ul style="list-style-type: none"> • For 100 per cent of students to achieve at least one year's growth in learning (as measured by Victorian Curriculum) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state benchmarks for the medium and high growth categories on each dimension. • That the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the annual percentage of students in the top two NAPLAN bands in similar schools. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two NAPLAN bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | <ul style="list-style-type: none"> • Embed consistent teacher practice across the school to assess and teach spelling in writing through coaching, peer observation, feedback and reflection. |

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| Key Improvement Strategy 2.b Curriculum planning and assessment | <ul style="list-style-type: none"> • To develop and implement a consistent teaching approach to Mathematics. |
| Goal 3 | To improve student wellbeing in resilience, responsibility and respect. |
| Target 3.1 | <ul style="list-style-type: none"> • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Social Engagement Domain</i>, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Student Safety Domain</i>, for both girls and boys. • To attain fifteen per cent or less <i>yes</i> responses to the new student Attitudes to School Survey factors related to the <i>Experience of Bullying Domain</i>, for both girls and boys. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Embed School Wide Positive Behaviour Strategy Program. |
| Key Improvement Strategy 3.b Health and wellbeing | To implement the “Respectful Relationships” program across the school. |
| Goal 4 | To build an inclusive and collaborative school culture that provides a supportive and productive learning environment where every student experiences success. |
| Target 4.1 | <ul style="list-style-type: none"> • To improve current levels of overall attendance to match or better the means of similar schools and reduce the proportion of students with high levels of absence to below that of similar schools. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Effective Teaching Practice for Cognitive Engagement Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Teacher Student Relations Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Learner Characteristics and Disposition Domain, for both girls and boys. |

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| | <ul style="list-style-type: none"> • To attain eighty per cent or greater positive responses to the new student Attitudes to School Survey factors related to Effective Classroom Behaviour Domain, for both girls and boys. |
| <p>Key Improvement Strategy 4.a Setting expectations and promoting inclusion</p> | <ul style="list-style-type: none"> • Encourage students to be engaged and motivated learners, regulating their social and emotional behaviours, demonstrating school values and expectations. |

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 | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students achieve maximum learning growth in Literacy and Numeracy.</p> <p>Attendance to improve from 2020 data.</p> |
| To improve individual learning outcomes for all students with a focus on literacy and numeracy. | No | <ul style="list-style-type: none"> • For 100 per cent of students to achieve at least one year's growth in learning (as measured by Victorian Curriculum) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state benchmarks for the medium and high growth categories on each dimension. • That the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the annual percentage of students in the top two NAPLAN bands in similar schools. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two NAPLAN bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments. | |
| To improve student wellbeing in resilience, responsibility and respect. | No | <ul style="list-style-type: none"> • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Social Engagement</i> Domain, for both girls and boys. | |

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| | | <ul style="list-style-type: none"> • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the <i>Student Safety</i> Domain, for both girls and boys. • To attain fifteen per cent or less <i>yes</i> responses to the new student Attitudes to School Survey factors related to the <i>Experience of Bullying</i> Domain, for both girls and boys. | |
| To build an inclusive and collaborative school culture that provides a supportive and productive learning environment where every student experiences success. | No | <ul style="list-style-type: none"> • To improve current levels of overall attendance to match or better the means of similar schools and reduce the proportion of students with high levels of absence to below that of similar schools. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Effective Teaching Practice for Cognitive Engagement Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Teacher Student Relations Domain, for both girls and boys. • To attain eighty-five per cent or greater positive responses to the new student Attitudes to School Survey factors related to the Learner Characteristics and Disposition Domain, for both girls and boys. • To attain eighty per cent or greater positive responses to the new student Attitudes to School Survey factors related to Effective Classroom Behaviour Domain, for both girls and boys. | |

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| Goal 1 | 2021 Priorities Goal |
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| 12 Month Target 1.1 | All students achieve maximum learning growth in Literacy and Numeracy. Attendance to improve from 2020 data. | |
| 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 | All students achieve maximum learning growth in Literacy and Numeracy. Attendance to improve from 2020 data. |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <ul style="list-style-type: none"> • Embed consistent approaches to formative assessment and frequent low-stakes testing. • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. |
| Outcomes | <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students will know what their next steps are to progress their learning • Students will experience success and celebrate the acquisition of knowledge • Teachers will confidently and accurately identify student learning needs of their students • Teachers will use HITS to plan lessons and units • Teachers will consistently and explicitly implement the school's instructional model • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using data walls • Teachers and leaders will establish intervention/small group tutoring. • Teachers and leaders will regularly update data walls • Leaders will provide resources and appropriate professional learning opportunities for staff. |
| Success Indicators | <ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Classroom observations and learning walks demonstrating take up of professional learning strategies • Documentation and data from formative assessments |

| | <ul style="list-style-type: none"> • Data walls indicating clearly student progress • Data used to identify students for tailored supports | | | |
|--|--|--|----------------------------------|---|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Teachers given the opportunity to enrol in the Network Leading Literacy Bastow course. | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Employ Consultant to visit at least twice per term with a focus on coaching, classroom observations, feedback and best practice. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$6,000.00 <input type="checkbox"/> Equity funding will be used |
| Participate in Top Ten maths professional learning on processes. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establish criteria for identifying students requiring individual and tailored support and provide tutoring sessions. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$26,000.00 <input type="checkbox"/> Equity funding will be used |
| Embed processes/structures for collecting and monitoring school-wide data | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | <ul style="list-style-type: none"> • Embed a whole school approach to social-emotional learning or belonging and engagement | | | |
| Outcomes | <ul style="list-style-type: none"> • At-risk students will be identified and receive targeted support in a timely manner • Students will have strong relationships with peers and buddy teacher • Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Families of at-risk students will receive regular communication and support from the school • Students will experience more success in classes • Students and families will be connected to allied health and mental health services • Teachers will model and are consistent in agreed routines • Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing • Teachers and leaders will integrate social-emotional learning into school practice, policies and programs • Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use • Leaders will strengthen engagement with regional and external support agencies | | | |
| Success Indicators | <ul style="list-style-type: none"> • Classroom, peer observations including learning walks • Observations of changes to classroom practices • Documentation of frameworks, policies or programs (SWPB, Respectful Relationships) • Internal and external professional learning attendance and shared readings for staff are documented • Shared PL goals documented in staff PDPs • Students engagement in wellbeing programs (feedback, participation, classroom observations) • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher reports of student wellbeing concerns (Sentral) | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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|---|--|--|----------------------------------|--|
| Plan for and schedule professional learning for SWPB and Respectful Relationships. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Implement curriculum units collaboratively with wellbeing team members | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Establish a regular time for wellbeing team to speak with staff and for staff to ask questions. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Continue with weekly teacher buddy lunch program. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |
| Actions | <ul style="list-style-type: none"> • Strengthen relationships with parents/carers/kin and conduct regular checks ins | | | |
| Outcomes | <ul style="list-style-type: none"> • Students and parents/carers/kin will feel as though they belong and are seen • Students will feel connected to their school and have positive attitudes to attendance • Teachers will have strong relationships with students and parents/carers/kin • Teachers regularly connect with the parents/ carers/kin of all students • Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin | | | |

| Success Indicators | <ul style="list-style-type: none"> • Whole school surveys (SSS, AToSS) • Student/staff/parent/carer/kin focus groups and interviews • Pulse checks with parents/carers/kin • Attendance • Frequency of communications with parents/carers/kin • Positive Student perception and survey data | | | |
|--|---|---------------------------------------|----------------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Invite local community members and leaders to school open days, assemblies, concerts and other school events | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Allocate time for teachers to communicate with parents/carers/kin. | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Document engagements with parents/carers/kin and follow up when difficult situations arise | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$8,000.00 | \$8,000.00 |
| Additional Equity funding | \$31,000.00 | \$31,000.00 |
| Grand Total | \$39,000.00 | \$39,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Teachers given the opportunity to enrol in the Network Leading Literacy Bastow course. | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$5,000.00 | \$5,000.00 |
| Participate in Top Ten maths professional learning on processes. | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$3,000.00 | \$3,000.00 |
| Totals | | | \$8,000.00 | \$8,000.00 |

Additional Equity spend

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

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|--|----------------------------------|---|-------------|-------------|
| Student support through teaching support staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$31,000.00 | \$31,000.00 |
| Totals | | | \$31,000.00 | \$31,000.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|--|--|---|--|
| Teachers given the opportunity to enrol in the Network Leading Literacy Bastow course. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> Bastow program/course | <input checked="" type="checkbox"/> Off-site Bastow and Network |
| Employ Consultant to visit at least twice per term with a focus on coaching, classroom observations, feedback and best practice. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Literacy Consultant Janine Barnes | <input checked="" type="checkbox"/> On-site |
| Participate in Top Ten maths professional learning on processes. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> External consultants Top Ten Maths Consultant <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Plan for and schedule professional learning for SWPB and Respectful Relationships. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Departmental resources SWPBS consultant | <input checked="" type="checkbox"/> On-site |