2021 Annual Implementation Plan

for improving student outcomes

Altona Primary School (3923)

Awaiting for review by School Principal
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	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

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

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

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

Enter your reflective comments	The dimensions that resulted in an Evolving and Embedding levels are areas we have explored. We want to spend time developing these areas and determining what are priorities moving forward into our next strategic plan. The one emerging area was surprising and something we will continue to monitor as we develop our next plan. Like all schools 2020 presented its challenges for our school community and staff. In saying that, we feel we provided our students with the best possible teaching and learning programs for all students whilst also keeping their health and wellbeing as a priority. We supported all our staff and endeavored to provide support to families that helped them manage a challenging time. We feel we were able to manage the uncertainty at a leadership level with a substantive principal leaving and working with two acting principals throughout 2020. We maintained our focus on the teaching and learning and set ourselves up well for a productive 2021.

Considerations for 2021	Learning catch up and extension for all students Happy active and healthy kids Re-establishing school connectedness between the students, families and the wider school community Re-establishing the APS Leadership team with a new Principal Using what was effective in 2020 in our 2021 teaching and learning programs Returning staff and the 2021 timetable Changing of roles for staff and returning staff Supporting new staff to APS Overall school budget and implications on teaching and learning programs Refining the documented and viable curriculum Analysing data and student benchmark growth FISO Improvement Model Dimensions self-evaluation levels
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	Improve literacy and numeracy across the school
Target 2.1	NAPLAN - Top 2 Bands • Increase the percentage of students in Top 2 Bands in Year 3 Reading from 60% (2019) to 72% by 2024. • Increase the percentage of students in Top 2 Bands in Year 5 Reading from 40% (2019) to 55% by 2024. • Increase the percentage of students in Top 2 Bands in Year 3 Numeracy from 42% (2019) to 60% by 2024. • Increase the percentage of students in Top 2 Bands in Year 5 Numeracy from 35% (2019) to 50% by 2024
Target 2.2	NAPLAN - Benchmark Growth

	• Increase the percentage of students at or above benchmark growth in Reading from 69% in 2019 to 80% in 2024. • Increase the percentage of students at or above benchmark growth in Numeracy from 60% in 2019 to 80% in 2024
Target 2.3	Teacher Judgements • Increase the percentage of students achieving above expected level in Reading from 52% (2020) to 60% by 2024. • Increase the percentage of students achieving above expected level in Writing from 33% (2020) to 50% by 2024. • Increase the percentage of students achieving above expected level in Number from 45% (2020) to 55% by 2024
Target 2.4	School Staff Survey Increase the percent positive endorsement of teachers (prin/teach) each year from 2021 to 2024 in the following factors: • Guaranteed and viable curriculum from 84% in 2019 to 90% in 2024 • Teacher collaboration from 79% in 2019 to 90% in 2024 • Shielding and Buffering from 65% in 2019 to 80% in 2024
Key Improvement Strategy 2.a Building practice excellence	Build the school as a Professional Learning Community (PLC).

Key Improvement Strategy 2.b Building practice excellence	Build a whole school approach to curriculum and instruction.
Key Improvement Strategy 2.c Evaluating impact on learning	Build a whole school approach to student assessment and use of data
Goal 3	Improve student engagement in their learning.
Target 3.1	Student Attitudes to School Survey (ATOSS) Increase the percentage of positive responses to the following: • Student Voice and Agency from 51% in 2020 to 75% by 2024 • Stimulated Learning from 76% in 2020 to 85% by 2024 • Learning Confidence from 72% in 2020 to 85% by 2024 • Motivation and Interest from 76% in 2020 to 85% by 2024
Target 3.2	School Staff Survey (SSS) Increase the percent positive endorsement of teachers (prin/teach) to the following factors: • Professional learning from 80% in 2019 to 90% by 2024 • Leadership team from 73% in 2019 to 85% by 2024
Target 3.3	Parent Opinion Survey (POS) Increase the percentage each year of positive responses to the following:

	- Stimulating learning environment from 77% in 2020 to 85% by 2024 - Effective teaching from 78% in 2020 to 85% by 2024 - Student agency and voice from 76% in 2020 to 85% by 2024
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build a whole school approach to students' intellectual engagement and voice and agency in learning.
Key Improvement Strategy 3.b Health and wellbeing	Build the leadership team
Goal 4	Improve student wellbeing across the school.
Target 4.1	Student Absence Decrease the percentage of students absent for 20+ days each year from 30% (2019) to 25% by 2024
Target 4.2	Student Attitudes to School Survey (ATOSS) - Increase positive responses to Sense of connectedness from 86% in 2020 to 90% by 2024. - Increase positive responses for Teacher concern from 68% in 2020 to 80% by 2024.
Target 4.3	Parent Opinion Survey (POS) Increase the percentage each year of positive responses to the following:

	• School improvement from 64% in 2020 to 85% by 2024 • Confidence and resilience skills from 83% in 2020 to 90% by 2024
Key Improvement Strategy 4.a Health and wellbeing	Deepen and embed a whole school approach to student health, wellbeing and inclusion.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 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	To improve the learning outcomes of students who have shown less than expected growth in 2020.
Improve literacy and numeracy across the school	No	NAPLAN - Top 2 Bands • Increase the percentage of students in Top 2 Bands in Year 3 Reading from 60% (2019) to 72% by 2024. • Increase the percentage of students in Top 2 Bands in Year 5 Reading from 40% (2019) to 55% by 2024. • Increase the percentage of students in Top 2 Bands in Year 3 Numeracy from 42% (2019) to 60% by 2024. • Increase the percentage of students in Top 2 Bands in Year 5 Numeracy from 35% (2019) to 50% by 2024	
		NAPLAN - Benchmark Growth • Increase the percentage of students at or above benchmark growth in Reading from 69% in 2019 to 80% in 2024.	

		• Increase the percentage of students at or above benchmark growth in Numeracy from 60% in 2019 to 80% in 2024	
		Teacher Judgements • Increase the percentage of students achieving above expected level in Reading from 52% (2020) to 60% by 2024. • Increase the percentage of students achieving above expected level in Writing from 33% (2020) to 50% by 2024. • Increase the percentage of students achieving above expected level in Number from 45% (2020) to 55% by 2024	
		School Staff Survey Increase the percent positive endorsement of teachers (prin/teach) each year from 2021 to 2024 in the following factors: • Guaranteed and viable curriculum from 84% in 2019 to 90% in 2024 • Teacher collaboration from 79% in 2019 to 90% in 2024	

		• Shielding and Buffering from 65% in 2019 to 80% in 2024	
Improve student engagement in their learning.	No	Student Attitudes to School Survey (ATOSS) Increase the percentage of positive responses to the following: • Student Voice and Agency from 51% in 2020 to 75% by 2024 • Stimulated Learning from 76% in 2020 to 85% by 2024 • Learning Confidence from 72% in 2020 to 85% by 2024 • Motivation and Interest from 76% in 2020 to 85% by 2024	
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		Parent Opinion Survey (POS) Increase the percentage each year of positive responses to the following: • Stimulating learning environment from 77% in 2020 to 85% by 2024 • Effective teaching from 78% in 2020 to 85% by 2024 • Student agency and voice from 76% in 2020 to 85% by 2024	
Improve student wellbeing across the school.	No	Student Absence Decrease the percentage of students absent for 20+ days each year from 30% (2019) to 25% by 2024	
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		Parent Opinion Survey (POS)	

		Increase the percentage each year of positive responses to the following: • School improvement from 64% in 2020 to 85% by 2024 • Confidence and resilience skills from 83% in 2020 to 90% by 2024	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	To improve the learning outcomes of students who have shown less than expected growth in 2020.	
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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To improve the learning outcomes of students who have shown less than expected growth in 2020.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the tutoring program - Identify the students who have made less than expected growth throughout 2020 - Collect and analyse data to identify the learning needs of the students - Implement classroom programs that meet the individual needs of all students - Develop an approach to intervention/tutoring supports and 'catch up' that meets the needs of all students - Monitor student progress continually
Outcomes	Leaders will: - use multiple sources of evidence to track the effectiveness of classroom programs and the intervention/tutoring approach - adequately resource and provide professional learning to support the implementation of the tutoring program Teachers will: - understand the structure of the pedagogical model to deliver the most effective learning programs for all students, - identify the students who have made less than expected growth in 2020 - implement intervention/tutoring that meets the needs of the students, working in consultation with tutors
Success Indicators	Leaders will: - use multiple sources of evidence to track student growth in focus areas Teachers will: - use multiple sources of evidence to track student growth in focus areas and understand the structure of the pedagogical model to deliver the most effective learning programs for all students - identify the students who have made less than expected growth in 2020 and the intervention/tutoring teachers meet the needs of the students and working in consultation with classroom teachers

	Students will: - show growth in identified focus areas				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**		**Budget**
Develop an approach to intervention/tutoring that supports catch-up and meets the needs of all students	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4		$120,630.00 ☐ Equity funding will be used
Implement classroom programs that meet the individual needs of all students	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used
Identify the students who have made less than expected growth throughout 2020	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1		$0.00 ☐ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	- Strengthen within school structures that support student well-being - Implement SWPBS and RRRR - Establish and embed routines and expectations that align with school values and learning - Re-engagement with the school specialist program (ART, PE, ICT, MUSIC)				
Outcomes	Leaders will: - strengthen engagement with regional and external support agencies - establish monitoring processes - adequately resource and provide professional learning to support SWPBS & RRRR				

	Teachers will: - model and be consistent in agreed routines - identify at risk students and provide targeted support - provide regular communication and support to families of at risk students - plan for and deliver a specialist program that meets the learning needs of the APS students Students will: - feel supported and engaged in the classroom, contribute to a strong school culture - identify with and model the school values
Success Indicators	Leaders will: - implement curriculum that is aligned to the personal and social capabilities - introduce SWPBS & RRRR Teachers will: - ensure values and expectations are visible in all classrooms - access and use value awards - differentiate in specialist subjects that results in greater learning growth Students will: - reference the values and expectations for learning - engage in all specialist programs

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a regular time for the SWPBS team to meet to plan for whole-school actions	☑ Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
All classrooms to have the school values and expectations visible	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	☐ Equity funding will be used
Learning Partnership Meetings: supporting students learning and development	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	- Increase involvement and engagement of families in the school community
Outcomes	Leaders will: - develop a sustainable plan to reengage families in the APS community - ensure the method of communication to families is consistent - ensure families are adequately informed and up to date Teachers will: - implement and follow the agreed upon way of school communication - implement the plan to reengage families Parents will: - communicate effectively with all APS staff - understand and access communications through the appropriate channels
Success Indicators	Leaders will: - regularly communicate with families effectively and through consistent channels - use survey data to measure effectiveness of re-engagement program Teachers will: - regularly communicate with families effectively and through consistent channels Parents will: - be more involved in school community events and will be more visible on site

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Effectively communicate arrangements for parents return on site	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Develop and implement Parent re-engagement plan	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Develop and implement Parent Communication plan	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Deliver the Parent Education program	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

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

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

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

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop an approach to intervention/tutoring that supports catch-up and meets the needs of all students	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Network Professional Learning ☑ Area Principal Forums	☑ Literacy Leaders	☑ On-site
Implement classroom programs that meet the individual needs of all students	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish a regular time for the SWPBS team to meet to plan for whole-school actions	☑ Leadership Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Network Professional Learning ☑ Communities of Practice	☑ Departmental resources SWPBS network coach	☑ On-site