

2021 Annual Implementation Plan

for improving student outcomes

Langwarrin Primary School (3531)



Submitted for review by Mark Moorhouse (School Principal) on 30 November, 2020 at 12:47 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 December, 2020 at 04:18 PM
Endorsed by Tracey Mottershead (School Council President) on 16 December, 2020 at 01:46 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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<ul style="list-style-type: none"> - We have a strong culture of learning and high expectations for all stakeholders - We have rigorous processes in place to ensure improving student learning is at the centre of our work - We have processes in place to identify students at risk early in their schooling - All staff engage in regular, targeted professional learning with some staff attending BASTOW - All staff have allocated time to meet to discuss student data and work collaboratively (PLC) - We utilize many agencies and professionals to assist with the needs of students at risk - There are processes in place to ensure all staff are being challenged and developed into highly effective teachers or leaders - Consistency in our teaching and learning, planning and implementation - There is a high level of accountability to each other and to the students - Processes are based on research and best practice in teaching and learning and wellbeing/behaviour - There is rigorous assessment and professional learning schedules - There is still improvement to be made across most areas of the FISO continua - The FISO continua needs to be discussed to come to agreement on how it is interpreted within the school's context
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	<ul style="list-style-type: none"> - THRIVE program implemented for its second full year - The school review was conducted and assisted us to gain focus for the future direction - Staff are given opportunities to develop leadership skills by taking on extra responsibilities
<p>Considerations for 2021</p>	<p>Through discussion and review of the FISO continua the following areas can be focused on developing:</p> <ul style="list-style-type: none"> - Increase the knowledge of staff to develop children's problem solving skills utilizing Scaffolding Numeracy in the Middle Years resources - Implement Jolly phonics/grammar prep-2 - Real Schools partnership focusing on restorative practices - Increasing student voice and provide a variety of forums for them to air concerns and influence decision making - Build teacher teams that challenge each other's' practice - Provide professional development on individual needs basis - Fully integrate learning areas and capabilities into a sequential and developmental program of learning - Engage in networks such as THRIVE and COP - Develop whole-school pedagogical practice with high impact teaching strategies embedded into the teaching and learning cycle - Teachers use self-assessment tools, peer and student feedback to evaluate their relationships with students - Students set their own learning goals and are encouraged to monitor and evaluate their own learning in reading and numeracy
<p>Documents that support this plan</p>	

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 student learning growth with a focus on numeracy
Target 2.1	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent
Target 2.2	By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5

Target 2.3	By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment
Key Improvement Strategy 2.a Building practice excellence	Prioritise professional learning support for numeracy
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capability in identifying and utilising high impact teaching strategies
Key Improvement Strategy 2.c Instructional and shared leadership	Prioritise time allocations for literacy and numeracy leaders to support PLC planning
Goal 3	Increase student active engagement in learning
Target 3.1	By 2023, increase the AToSS variable for: <ul style="list-style-type: none"> - Student voice and agency from 70 per cent (2019) to 80 per cent - Sense of connectedness from 64 per cent (2019) to 75 per cent - Sense of inclusion from 72 per cent (2019) to 80 per cent
Target 3.2	By 2023, the SSS variable <ul style="list-style-type: none"> - Use student feedback to improve practice from 77 percent (2019) to 85 per cent - Focus learning on real life problems 80 per cent (2019) to 90 per cent

Target 3.3	By 2023, the school will decrease student absenteeism from a school-wide average of 14.56 days (2019) to 13.90
Key Improvement Strategy 3.a Empowering students and building school pride	Prioritise the whole school rollout of the approaches and strategies captured in the DET Amplify document
Key Improvement Strategy 3.b Empowering students and building school pride	Develop an explicit leadership support and development plan for student leaders
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Embedding social and emotional learning into everyday practice
Goal 4	Improve the wellbeing of every student
Target 4.1	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.
Target 4.2	By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.
Target 4.3	By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.

Key Improvement Strategy 4.a Health and wellbeing	Reinforce the school wide gains made in wellbeing through the THRIVE approach
Key Improvement Strategy 4.b Evaluating impact on learning	Develop and implement an agreed feedback protocol from students to teachers and vice versa
Key Improvement Strategy 4.c Evaluating impact on learning	Support the development of wellbeing within the PLC structure

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	<p>In 2021, increase above benchmark numeracy growth (NAPLAN) to 20 percent In 2021 reduce below benchmark NAPLAN numeracy 21 percent By the end of 2021 90% of students will show 12 months or more growth in numeracy according to teacher judgment</p> <p>In 2021, POS confidence and resiliency skills will maintain or increase from 86 percent positive (2020) In 2021, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 84 percent. Focus learning on real life problems 80 per cent (2019) & 69.7 percent (2020) to 85 percent</p> <p>School absenteeism is better than state absenteeism</p>
Improve student learning growth with a focus on numeracy	No	By 2023, increase above benchmark numeracy growth (NAPLAN) from 11 per cent (2019) to 35 per cent	

		By 2023 reduce below benchmark NAPLAN numeracy from 27 per cent (2019) to 15 per cent in Year 5	
		By 2023 90% of students will show 12 months or more growth in numeracy according to teacher judgment	
Increase student active engagement in learning	No	<p>By 2023, increase the AToSS variable for:</p> <ul style="list-style-type: none"> - Student voice and agency from 70 per cent (2019) to 80 per cent - Sense of connectedness from 64 per cent (2019) to 75 per cent - Sense of inclusion from 72 per cent (2019) to 80 per cent 	
		<p>By 2023, the SSS variable</p> <ul style="list-style-type: none"> - Use student feedback to improve practice from 77 percent (2019) to 85 per cent 	

		- Focus learning on real life problems 80 per cent (2019) to 90 per cent	
		By 2023, the school will decrease student absenteeism from a school-wide average of 14.56 days (2019) to 13.90	
Improve the wellbeing of every student	No	By 2023, POS confidence and resiliency skills will increase from 80 percent positive (2019) to 85 per cent.	
		By 2023, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 85 per cent.	
		By 2023 the School Staff Survey (SSS) variable for Collective efficacy will increase from 66 per cent positive (2019) to 75 per cent.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	In 2021, increase above benchmark numeracy growth (NAPLAN) to 20 percent In 2021 reduce below benchmark NAPLAN numeracy 21 percent

	<p>By the end of 2021 90% of students will show 12 months or more growth in numeracy according to teacher judgment</p> <p>In 2021, POS confidence and resiliency skills will maintain or increase from 86 percent positive (2020)</p> <p>In 2021, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 84 percent.</p> <p>Focus learning on real life problems 80 per cent (2019) & 69.7 percent (2020) to 85 percent</p> <p>School absenteeism is better than state absenteeism</p>
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	<p>In 2021, increase above benchmark numeracy growth (NAPLAN) to 20 percent In 2021 reduce below benchmark NAPLAN numeracy 21 percent By the end of 2021 90% of students will show 12 months or more growth in numeracy according to teacher judgment</p> <p>In 2021, POS confidence and resiliency skills will maintain or increase from 86 percent positive (2020) In 2021, the AToSS variable for Teacher concern will increase from 80 per cent positive (2019) to 84 percent. Focus learning on real life problems 80 per cent (2019) & 69.7 percent (2020) to 85 percent</p> <p>School absenteeism is better than state absenteeism</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> -Develop a school wide numeracy strategy -Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice
Outcomes	<ul style="list-style-type: none"> -Teachers will confidently and accurately identify student learning needs -Teachers will consistently implement the agreed assessment schedule -Students in need of targeted academic support or intervention will be identified and supported within the classroom, allied health or tutoring program. -Students will know what their next steps are to progress their learning and have goals documented
Success Indicators	<p>Classroom observations and learning walks demonstrating take up of professional learning strategies Differentiated curriculum documents and evidence of student learning at different levels Differentiated resources used in tailored supports Common planning templates</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> 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 levels (THRIVE)			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Students will have strong relationships with peers			

	Students and families will be connected to allied health and mental health services			
Success Indicators	Observations of changes to classroom practices Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Samples of student work Documentation of strategies students will use in classes and at school			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine documentation for wellbeing programs	<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
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide staff with opportunities to understand first response strategies, when to use the referral process	<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
KIS 3	Connected schools priority			

Building communities				
Actions	Plan for school facilities and grounds works that will mean every school is a great place to learn Strengthen relationships with parents/carers/kin and conduct regular pulse checks			
Outcomes	The wider community will feel welcome in the school and regularly use school facilities Teachers will have strong relationships with students and parents/carers/kin Teachers can regularly connect with the parents/carers/kin of all students			
Success Indicators	Whole school surveys (SSS, AToSS & POS) Frequency of communications with parents/carers/kin			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations	<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
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
Real school partnership (professional learning)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,500.00 <input checked="" 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	\$64,500.00	\$59,119.00
Additional Equity funding	\$387,086.00	\$164,764.00
Grand Total	\$451,586.00	\$223,883.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	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)	\$10,000.00	\$10,000.00
Develop peer-observation process as agreed by staff	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	\$20,000.00	\$14,619.00
Hold professional learning for teachers implementing wellbeing programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Real school partnership (professional learning)	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$14,500.00	\$14,500.00

	to: Term 4			
Totals			\$64,500.00	\$59,119.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$43,764.00	\$43,764.00
Full time psychologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$99,322.00	\$30,000.00
Professional development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$70,000.00	\$45,000.00
welfare budget	from: Term 1 to: Term 4	<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"/> Support services	\$8,000.00	\$8,000.00
CRT's	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$150,000.00	\$30,000.00

School Chaplain	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$8,000.00	\$5,000.00
THRIVE contribution	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Farm Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$1,000.00
Totals			\$387,086.00	\$164,764.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analyzing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Scaffolding Numeracy in the Middle Years <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Wellbeing 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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Real school partnership (professional learning)	<input checked="" type="checkbox"/> Principal	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Real Schools Simon Dewar	<input checked="" type="checkbox"/> On-site