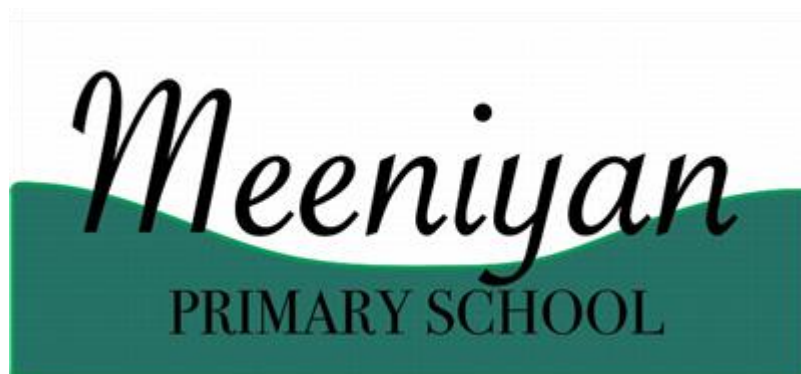# 2021 Annual Implementation Plan

for improving student outcomes

Meeniyan Primary School (5420)

Submitted for review by Gene Vanderzalm (School Principal) on 15 November, 2020 at 11:06 AM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 17 November, 2020 at 11:21 AM
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	COVID 19 caused major disruptions to our 2020 goals. Upon reflection we realised these goals were far too general and in 2021 we aim to give them a sharper focus with clear deliverables. We are excited by this approach and feel we can streamline our efforts over previous years so all staff can understand a clear agenda.
Considerations for 2021	2021 will present significant change to our school from a staff and student perspective. We jump from 132 to 154 students, from 6 to 8 classes and have 2 new graduate teachers plus a new Learning Specialist will join our Leadership/SIT team. 2021 will also see our staff undertake Research projects for the first time after a stop-start attempt in 2020.
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	To maximise student learning growth in literacy and numeracy
Target 2.1	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Reading from 77.8% (2018) to 80% (2022)
Target 2.2	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Writing from 72.7% (2018) to 75% (2022)
Target 2.3	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Numeracy from 55.5% (2018) to 75% (2022)

Target 2.4	Increase the percentage of students achieving in the top two bands in NAPLAN • Reading Yr 3 from 27% (2018) to 55% (2022) • Reading Yr 5 from 10% (2018) to 40% (2022) • Writing Yr 3 from 50% (2018) to 55% (2022) • Writing Yr 5 from 9% (2018) to 20% (2022) • Numeracy Yr 3 from 8% (2018) to 40% (2022) • Numeracy Yr 5 from 10% (2018) to 35% (2022)
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity to utilise high impact teaching strategies and embed the school's agreed instructional model.
Key Improvement Strategy 2.b Building practice excellence	Build leadership and staff capacity and develop high performing evidence based professional learning communities across the school
Goal 3	To improve student voice, agency and leadership across the school
Target 3.1	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student voice and agency from 68% (2018) to 80% (2022) • Self regulation and goal setting from 82% (2018) to 90% (2022) • Differentiated learning challenge from 89% (2018) to 93% (2022

Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher and student capacity to implement student voice and agency in their learning
Key Improvement Strategy 3.b Vision, values and culture	Develop and embed a clear school vision and values
Goal 4	To improve student engagement in their learning
Target 4.1	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student Motivation and support from 82% (2018) to 90% (2022) • Stimulating learning from 78% (2018) to 90% (2022) • Teacher Communication from 66% (2018) to 85% (2022) • Positive transitions from 84% (2018) to 90% (2022 By 2022, achieve an 80% accuracy match on the Sanky charts on Panorama for Reading, Writing and Numeracy at Year 3 and 5.
Key Improvement Strategy 4.a Evaluating impact on learning	Build teacher's capacity to use assessment and moderation to inform their teaching at each students' point of need
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Build teacher understanding of how students learn and support students to understand themselves as learners

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	Moving out of COVID, see 3 dept priority areas
To maximise student learning growth in literacy and numeracy	No	Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Reading from 77.8% (2018) to 80% (2022)	
		Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Writing from 72.7% (2018) to 75% (2022)	
		Increase the percentage of students achieving medium and high growth between Year 3 and 5 in NAPLAN Numeracy from 55.5% (2018) to 75% (2022)	
		Increase the percentage of students achieving in the top two bands in NAPLAN • Reading Yr 3 from 27% (2018) to 55% (2022)	

		• Reading Yr 5 from 10% (2018) to 40% (2022) • Writing Yr 3 from 50% (2018) to 55% (2022) • Writing Yr 5 from 9% (2018) to 20% (2022) • Numeracy Yr 3 from 8% (2018) to 40% (2022) • Numeracy Yr 5 from 10% (2018) to 35% (2022)	
To improve student voice, agency and leadership across the school	Yes	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student voice and agency from 68% (2018) to 80% (2022) • Self regulation and goal setting from 82% (2018) to 90% (2022) • Differentiated learning challenge from 89% (2018) to 93% (2022	Increase the percentage of positive endorsement for the following factors of AToSS: •Student voice and agency from 85% (2019) to 87% (2021) •Self regulation and goal setting from 93% (2019) to 94% (2021) •Differentiated learning challenge from 92% (2019) to 93% (2021)
To improve student engagement in their learning	No	By 2022, Increase the percentage of positive endorsement for the following factors of AToSS: • Student Motivation and support from 82% (2018) to 90% (2022) • Stimulating learning from 78% (2018) to 90% (2022)	

- Teacher Communication from 66% (2018) to 85% (2022)
- Positive transitions from 84% (2018) to 90% (2022

By 2022, achieve an 80% accuracy match on the Sanky charts on Panorama for Reading, Writing and Numeracy at Year 3 and 5.

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Moving out of COVID, see 3 dept priority areas	
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.	
Goal 2	To improve student voice, agency and leadership across the school	
12 Month Target 2.1	Increase the percentage of positive endorsement for the following factors of AToSS: •Student voice and agency from 85% (2019) to 87% (2021) •Self regulation and goal setting from 93% (2019) to 94% (2021) •Differentiated learning challenge from 92% (2019) to 93% (2021)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher and student capacity to implement student voice and agency in their learning	Yes
KIS 2 Vision, values and culture	Develop and embed a clear school vision and values	No
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.	Staff Efficacy has been an obvious area of concern for the school. It was highlighted during our school review that classroom practice and and practices varied considerably across the school. Staff are well aware of this issue and are keen to develop their understanding of Staff Efficacy via the teacher led prjoects using the ELITAR model. Using this same model, another teacher group will be leraning more about Student Voice and how it can be used most effectively within our setting.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Moving out of COVID, see 3 dept priority areas
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	* Plan and implement a whole school tutoring program to enable students to catch up in core learning areas * Prioritise time for teachers to discuss and adapt strategies working for individual students
Outcomes	* Students in need of targeted academic support or intervention will be identified and supported * Students and teachers will have more time to work on content at the students point of need * Relevant teachers and leaders will establish small group tutoring programs
Success Indicators	* Teachers' formative assessment data and teacher judgement data * Data walls indicating clearly student progress

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ a tutor to support intervention program	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$42,000.00 ☐ Equity funding will be used
KIS 2	Happy, active and healthy kids priority			

Health and wellbeing	
Actions	* Embed the Respectful Relationships program consistently in every class using evidence-based and DET-approved curriculum resources * Build relationships and engage with families of at-risk students
Outcomes	• Teachers will explicitly teach social emotional learning and respectful relationships education • Students will feel supported and engaged in classes and contribute to a positive and respectful classroom culture
Success Indicators	• Student Attitudes to School survey (Connectedness) • Students engagement in social emotional learning activities (feedback, participation, classroom observations) * Attendance data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Respectful Relationships team to review implementation of program	☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	* Establish a mental model for Reading to ensure maintaining the structures that support high quality teacher practice * Develop leadership walkthroughs to monitor and strengthen key priority areas of teacher practice (ie. Collaborative Learning and Feedback practices) * Support staff to embed the use of data walls for reading to inform targeted planning
Outcomes	* Teachers will strengthen the use of HITS in classrooms, with a focus on Collaborative learning and Feedback * Leaders will clearly demonstrate the correlation between PLCs, Peer Observations and Leadership Walkthroughs * Teacher will provide regular feedback and monitor student progress using data walls

Success Indicators	* Classroom observations and learning walks demonstrating take up of professional learning strategies * Staff and student survey data * Data walls indicating clearly student progress			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a timetable that enables release for shared planning time for relevant staff members and also enables time for Leadership practices such as walk throughs and data wall creation.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$25,000.00 ☑ Equity funding will be used
Professional learning sessions from Challenging Learning and as a consequence, CRT coverage for classroom teachers	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

Goal 2	To improve student voice, agency and leadership across the school
12 Month Target 2.1	Increase the percentage of positive endorsement for the following factors of AToSS: •Student voice and agency from 85% (2019) to 87% (2021) •Self regulation and goal setting from 93% (2019) to 94% (2021) •Differentiated learning challenge from 92% (2019) to 93% (2021)
KIS 1 Empowering students and building school pride	Build teacher and student capacity to implement student voice and agency in their learning
Actions	* Conduct investigations and formulate an implementation plan for embedding Feedback and Challenge prctices in the classroom

Outcomes	* Teachers will be confident in catering for Student Voice in the Classroom via effective Feedback and Challenge practices * Leaders and Teachers will have a consistent understanding of teacher efficacy and use the schools implementation plan to ensure it is happening at our school
Success Indicators	* Classroom observations and learning walks demonstrating take up of professional learning strategies * Student and staff survey data in relation to feedback and challenge * Development of an effective implementation plan that is being utilised by staff

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Development from the Challenging Learning team to drive Teacher-led projects	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$36,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$65,000.00	$65,000.00
Additional Equity funding	$6,000.00	$6,000.00
Grand Total	$71,000.00	$71,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Develop a timetable that enables release for shared planning time for relevant staff members and also enables time for Leadership practices such as walk throughs and data wall creation.	from: Term 1 to: Term 1	☑ School-based staffing ☑ CRT	$25,000.00	$25,000.00
Professional learning sessions from Challenging Learning and as a consequence, CRT coverage for classroom teachers	from: Term 1 to: Term 4	☑ CRT	$4,000.00	$4,000.00
Professional Development from the Challenging Learning team to drive Teacher-led projects	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$36,000.00	$36,000.00
Totals			$65,000.00	$65,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Professional development for Reading endeavours including upcoming conferences and releasing staff to observe best practice in specific schools	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$6,000.00	$6,000.00
Totals			$6,000.00	$6,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning sessions from Challenging Learning and as a consequence, CRT coverage for classroom teachers	☑ Principal	from: Term 1 to: Term 4	☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ External consultants Challenging Learning	☑ On-site
Professional Development from the Challenging Learning team to drive Teacher-led projects	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ External consultants Challenging Learning	☑ On-site