

2021 Annual Implementation Plan

for improving student outcomes

Mentone Primary School (2950)



Submitted for review by Marcelle Van Maanen (School Principal) on 08 December, 2020 at 04:10 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 16 December, 2020 at 03:39 PM
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 moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding moving towards Excelling

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

Enter your reflective comments	The school acknowledges that we probably have not progressed further in any areas. This is as a result of the disrupted Covid year which impacted our ability to action original 2020 AIP KIS. However, student learning and effective teacher practice continued to be consistently focused on by PLTs and leadership onsite and remotely to maintain high exceptions. Global education featured strongly as an area of focus and development in the 2020 AIP, whilst we did not meet the KIS, the transition to remote learning, Google Classrooms and virtual initiatives provided many opportunities across all learning levels to make global connections.
Considerations for 2021	<ul style="list-style-type: none"> * Global learning * Restructure student learning leadership * Literacy * Student mental health and wellbeing * Student agency
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 improve student outcomes in Literacy
Target 2.1	<p>Over four years, increase the percentage of students assessed in NAPLAN Writing in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 25% to 40%.</p> <p>Over four years, improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgements above expected level (65%), from 46% to below 20%</p>

Target 2.2	Over four years, increase the percentage of students assessed in NAPLAN Reading in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 18% to 25%.
Target 2.3	Improve positive responses in the SSS in the area of Guaranteed and Viable Curriculum from 88% to equal or above 90%.
Target 2.4	Improve the positive responses in the AToSS in the factor of Stimulated Learning from 82% to 90%.
Key Improvement Strategy 2.a Building practice excellence	Build teacher knowledge of, and ability to implement the agreed Language and Literacy approach
Key Improvement Strategy 2.b Building practice excellence	Build pedagogical practice through the CPL strategy
Key Improvement Strategy 2.c Building practice excellence	Build data literacy and teacher capacity to collaboratively analyse data and moderate common assessment tasks to inform differentiated learning programs
Goal 3	To improve students' learning engagement and self-efficacy
Target 3.1	Improve positive endorsement on the AToSS for Student Voice and Agency from 68% to 75%.
Target 3.2	Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 85%.

Target 3.3	Improve positive endorsement on the POS for Student Agency and Voice from 76 per cent to 80 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and ability to activate student voice and agency
Key Improvement Strategy 3.b Empowering students and building school pride	Establish systems and structures to foster and sustain student voice and agency in learning
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build students' capacity to use student voice and agency in their learning
Goal 4	To improve student wellbeing and social engagement
Target 4.1	To increase positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Respect for Diversity from 76% to 85%. • Motivation and Interest from 76% to 85%.
Target 4.2	To increase positive endorsement in the SSS for the Teaching and Learning factor 'Teachers focus on developing learning programs that relate to real-life problems' from 96% to 98%.
Target 4.3	To increase the percentage of students above the expected level according to teacher judgements in: <ul style="list-style-type: none"> • Intercultural capability from an average across Grade 1-6 of 11% to 18%.

	<ul style="list-style-type: none"> • Personal and Social capability from an average across Prep-6 of 19.8% to 35%.
Key Improvement Strategy 4.a Global citizenship	Develop teacher understanding, application and implementation of global perspectives across the curriculum through real-world contexts
Key Improvement Strategy 4.b Curriculum planning and assessment	Engage teachers and students in co-designing learning that connects to real-world contexts

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>*Improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgments above expected level (65%) from 46% to 40%</p> <p>*Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 80%</p>
To improve student outcomes in Literacy	No	<p>Over four years, increase the percentage of students assessed in NAPLAN Writing in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 25% to 40%.</p> <p>Over four years, improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgements above expected level (65%), from 46% to below 20%</p>	

		Over four years, increase the percentage of students assessed in NAPLAN Reading in bands 5 and 6 (top 2 bands) at Year 3 who achieve high learning growth at Year 5, from 18% to 25%.	
		Improve positive responses in the SSS in the area of Guaranteed and Viable Curriculum from 88% to equal or above 90%.	
		Improve the positive responses in the AToSS in the factor of Stimulated Learning from 82% to 90%.	
To improve students' learning engagement and self-efficacy	No	Improve positive endorsement on the AToSS for Student Voice and Agency from 68% to 75%.	
		Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 85%.	
		Improve positive endorsement on the POS for Student Agency and Voice from 76 per cent to 80 per cent.	
To improve student wellbeing and social engagement	No	To increase positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Respect for Diversity from 76% to 85%. • Motivation and Interest from 76% to 85%. 	

		To increase positive endorsement in the SSS for the Teaching and Learning factor 'Teachers focus on developing learning programs that relate to real-life problems' from 96% to 98%.	
		<p>To increase the percentage of students above the expected level according to teacher judgements in:</p> <ul style="list-style-type: none"> • Intercultural capability from an average across Grade 1-6 of 11% to 18%. • Personal and Social capability from an average across Prep-6 of 19.8% to 35%. 	

ANNUAL IMPLEMENTATION PLAN 2021

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	*Improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgments above expected level (65%) from 46% to 40% *Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 80%	
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	*Improve the accuracy of teacher judgements of students writing and reduce the variance between NAPLAN writing assessment of top 2 bands (19%) and teacher judgments above expected level (65%) from 46% to 40% *Improve positive endorsement on the AToSS for Sense of Confidence from 77% to 80%
KIS 1 Curriculum planning and assessment	<h1 style="color: red;">Learning, catch-up and extension priority</h1>
Actions	Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support-catch-up students Develop and implement tutoring program Strengthen PLT team capacity through leadership use of data wall to track and monitor progress Develop professional learning to improve team and individual data analysis and interpretation. Involve parents as partners in the process (Information evening) Continue to workshop Language and Literacy program
Outcomes	Leaders will: * lead and drive data analysis, interpretation, monitoring and tracking * provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams * actively and consistently engage with parents of students involved in catch-up program Teachers will: * create IEPs for students participating in the tutoring program * modify programs to support interventions * improve their capacity to analyse, interpret, monitor and track data * report student progress to parents more frequently * be able to evidence how learning programs are modified in response to student learning data * demonstrate consistent high quality implementation of language and Literacy program Students will:

	<ul style="list-style-type: none"> * improve their skills and knowledge in keys areas of literacy * improve their learner confidence and engagement * demonstrate accelerated improvement <p>Parents will:</p> <ul style="list-style-type: none"> * know about the programs their children are involved in * participate in professional learning * feedback to teachers on a consistent basis * clearly understand the purpose and expectations of the program 			
Success Indicators	<ul style="list-style-type: none"> * Essential Assessment * PAT * Read Write Inc * F&P * Teachers' formative assessment data and teacher judgement data * English Online Interview * A documented assessment schedule and evidence of teachers inputting data and moderating assessments * Differentiated curriculum documents and evidence of student learning at different levels 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Identify catch-up students</p> <p>Evaluate and make consistent processes for regular moderation of assessment</p> <p>Recruit suitably qualified Tutor/s</p> <p>Develop and implement tutoring program</p> <p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p> <p>timeline language and literacy whole school PL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLT Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$58,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<p>KIS 2 Health and wellbeing</p>	<h2>Happy, active and healthy kids priority</h2>
<p>Actions</p>	<p>Strengthen and embed the whole school approaches to Respectful Relationships High expectations and authentic relationships -CPL Smiling Minds Zones of Regulation More frequently celebrate student success More connection with the community Develop social relationships Promote laughter Start of the year re-set</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> * buffer teachers from non-productive impacts * provide flexibility in relation to timetabling * prioritise initiatives that promote student wellbeing *strengthen engagement with regional and external support agencies *Re-establish high expectations and authentic relationships as culture re-set <p>Teachers will:</p> <ul style="list-style-type: none"> * prioritise initiatives that promote student wellbeing * utilise flexibility in relation to timetabling * always use a restorative approach * always begin the day with thresh-holding and relational learning *use agreed processes to monitor and identify students in need of additional supports <p>Students will:</p> <ul style="list-style-type: none"> * improve their skills and knowledge in keys areas of literacy * improve their learner confidence and engagement * demonstrate accelerated improvement *Students with acute needs will receive individualised support that is regularly monitored <p>Parents will:</p> <ul style="list-style-type: none"> * know about the program their children are involved in * participate in professional learning where relevant * feedback to teachers on a consistent basis * clearly understand the purpose and expectations of the program

Success Indicators	AToSS, Pivot, Staff Survey, Whole school workshops, Progress evaluation of Smiling Minds, teacher judgements • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns- wellbeing team • Documented records of support accessed by students and/or families			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop and activate Junior school- 'Connect' wellbeing program Apply for and participate in Smiling Minds program Strengthen staff wellbeing and connection</p> <p>Develop and activate Student Agent team Investigate and implement reporting program that will enable more frequent and more meaningful reporting to parents</p> <p>Utilize KPN network and regional support</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Schedule professional learning to strengthen the restorative and relational processes at school and home</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	<h2>Connected schools priority</h2>			
Actions	Connect Learning Specialists with KPN and broader networks Seek out relevant CoPs and extend networks through school Strengthen and embed the school-wide approach to communication with families consistently through Compass, investigating opportunities to incorporate new elements developed during remote and flexible learning			
Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> Leaders will timetable opportunities for staff to build relationships with families <p>Teachers will – (Learning areas)</p> <ul style="list-style-type: none"> Teachers will have strong relationships with students and their families <p>Students will – (Individual)</p> <ul style="list-style-type: none"> Students will feel increased connectedness to school 			
Success Indicators	<ul style="list-style-type: none"> Families attendance at school activities Parent/ caregiver response to surveys about classroom learning - Pivot POS 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
* Improve community access to school newsletters, Compass, information sessions and activities *Utilise digital tools successfully used during flexible and remote learning to engage parents in an improved understanding of their child's learning and the school's program.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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	\$83,000.00	\$12,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$83,000.00	\$12,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Identify catch-up students Evaluate and make consistent processes for regular moderation of assessment Recruit suitably qualified Tutor/s Develop and implement tutoring program Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year timeline language and literacy whole school PL	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$58,000.00	\$6,000.00
Develop and activate Junior school- 'Connect' wellbeing program Apply for and participate in Smiling Minds program Strengthen staff wellbeing and connection Develop and activate Student Agent team Investigate and implement reporting program that will enable more frequent and more meaningful reporting to parents	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)	\$25,000.00	\$6,000.00

Utilize KPN network and regional support				
Totals			\$83,000.00	\$12,000.00

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
<p>Identify catch-up students</p> <p>Evaluate and make consistent processes for regular moderation of assessment</p> <p>Recruit suitably qualified Tutor/s</p> <p>Develop and implement tutoring program</p> <p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p> <p>timeline language and literacy whole school PL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> PLT Leaders 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources <p>Tutoring PL</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site