2021 Annual Implementation Plan

for improving student outcomes

Alexandra Primary School (0912)

Submitted for review by Victoria Draper (School Principal) on 21 December, 2020 at 12:41 PM
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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	Our team are developing their skills in data literacy. It is assisted by the PLC process which has been put on hold this year. Our wellbeing results have been strong for both staff and students this year. Our School Council team are also very invested and offering greater support than ever. APS teaching and learning protocols continue to be refined. We have developed strong writing and reading programs but still need better data analysis. The connections between our student cohort is strong, with peer support and buddy programs making a large impact here.
Considerations for 2021	We are developing a relationship with Rubicon Outdoor Education and Mansfield PS to more fully embed our Outdoor Education program. We are working with a parent team to design a curriculum to support Koorie connections, wellbeing, and sustainability all underpinned by our school values. This work has already begun and is expected to continue throughout 2021. Peer Observations will be better facilitated with additional time release for teachers using the Principal running sessions in

	the new library space.
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 achieve high learning growth for all students in literacy and numeracy
Target 2.1	By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in Reading will be at or above 25% and NAPLAN high relative learning gain in Writing will be at or above 35%.
Target 2.2	By 2022 the percentage of Year 3 students assessed in the top two bands of NAPLAN Reading will be at or above 70% and 5 students assessed in the top two bands of NAPLAN Reading will be at or above 40%.
Target 2.3	By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in numeracy will be at or above than 25%.

Target 2.4	By 2022 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will be at or above 25%. Year 3 students assessed in the top two bands of NAPLAN numeracy will be at or above 45%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a consistent, whole school approach to curriculum, classroom practice and assessment in literacy.
Key Improvement Strategy 2.b Evaluating impact on learning	Leadership to incorporate high quality monitoring and feedback on the implementation of high impact teaching strategies within the school's instructional model.
Key Improvement Strategy 2.c Building practice excellence	Enhance differentiation to address the full range of learning needs of individual students
Key Improvement Strategy 2.d Building practice excellence	Establishment of Professional Learning teams that reflect DET PLC framework
Goal 3	All students will be active, engaged participants in their learning.
Target 3.1	To improve student opinion relating to student motivation and student voice/agency.
Target 3.2	To improve parent opinion in relation to the measures of ---- (to be finalised)
Key Improvement Strategy 3.a Evaluating impact on learning	Establish a culture where teachers routinely collect and use student feedback to improve instruction.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and embed a plan to ensure student agency is explicit in their learning

Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Empower students to set high expectations for their learning
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Build a learning culture of high aspirations with shared ownership and collective responsibility
Key Improvement Strategy 3.e Health and wellbeing	Strengthen the school partnerships to support student connectedness, wellbeing and attendance

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	Learning catch up and extension Increase the above benchmark growth for Year 5 NAPLAN: Reading: from 28% to 30% Writing: from 24% to 30% Numeracy: from 28% to 30% Year 3 students assessed in the top two bands of NAPLAN: Reading: from 65% to 70% Numeracy: from 41% to 50% Year 5 students assessed in the top two bands of NAPLAN: Reading: from 50% to 55% Numeracy: from 15% to 45% Decrease teacher judgement below expected level in reading from 18% in 2019 to less than 15% in 2021 Decrease teacher judgement below expected level in writing from 17% in 2019 to less than 15% in 2021 Decrease teacher judgement below expected level in numeracy from 14% in

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<td>2019 to less than 12% in 2021
By the end of 2021, students receiving support through tutor program will show appropriate gain in writing, reading and numeracy. This gain will be identified using the assessment suite developed by the SIT team at the beginning of February.

Happy, healthy, active kids
Increase AToS % positive endorsement:
Student motivation: 91% (19) to 93% (21)
Student voice & agency: 83% (19) to 85% (21)

Connected great schools
Parent Survey: increase -
Parent Community Engagement ......% (20)</td>
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<tr>
<td rowspan="2">To achieve high learning growth for all students in literacy and numeracy</td>
<td rowspan="2">No</td>
<td>By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in Reading will be at or above 25% and NAPLAN high relative learning gain in Writing will be at or above 35%.</td>
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<td>By 2022 the percentage of Year 3 students assessed in the top two bands of NAPLAN Reading will be at or above 70% and 5 students assessed in the top two bands of NAPLAN Reading will be at or above 40%.</td>
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		By 2022 the percentage of Year 5 students making NAPLAN high relative learning gain in numeracy will be at or above than 25%.	
		By 2022 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will be at or above 25%. Year 3 students assessed in the top two bands of NAPLAN numeracy will be at or above 45%.	
All students will be active, engaged participants in their learning.	No	To improve student opinion relating to student motivation and student voice/agency.	
		To improve parent opinion in relation to the measures of ---- (to be finalised)	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning catch up and extension Increase the above benchmark growth for Year 5 NAPLAN: Reading: from 28% to 30% Writing: from 24% to 30% Numeracy: from 28% to 30% Year 3 students assessed in the top two bands of NAPLAN: Reading: from 65% to 70% Numeracy: from 41% to 50%

Year 5 students assessed in the top two bands of NAPLAN:
Reading: from 50% to 55%
Numeracy: from 15% to 45%

Decrease teacher judgement below expected level in reading from 18% in 2019 to less than 15% in 2021

Decrease teacher judgement below expected level in writing from 17% in 2019 to less than 15% in 2021

Decrease teacher judgement below expected level in numeracy from 14% in 2019 to less than 12% in 2021
By the end of 2021, students receiving support through tutor program will show appropriate gain in writing, reading and numeracy. This gain will be identified using the assessment suite developed by the SIT team at the beginning of February.

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Parent Survey: increase -
Parent Community Engagement ……% (20)

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	Learning catch up and extension Increase the above benchmark growth for Year 5 NAPLAN: Reading: from 28% to 30% Writing: from 24% to 30% Numeracy: from 28% to 30% Year 3 students assessed in the top two bands of NAPLAN: Reading: from 65% to 70% Numeracy: from 41% to 50% Year 5 students assessed in the top two bands of NAPLAN: Reading: from 50% to 55% Numeracy: from 15% to 45% Decrease teacher judgement below expected level in reading from 18% in 2019 to less than 15% in 2021 Decrease teacher judgement below expected level in writing from 17% in 2019 to less than 15% in 2021 Decrease teacher judgement below expected level in numeracy from 14% in 2019 to less than 12% in 2021 By the end of 2021, students receiving support through tutor program will show appropriate gain in writing, reading and numeracy. This gain will be identified using the assessment suite developed by the SIT team at the beginning of February. Happy, healthy, active kids Increase AToS % positive endorsement: Student motivation: 91% (19) to 93% (21) Student voice & agency: 83% (19) to 85% (21) Connected great schools Parent Survey: increase - Parent Community Engagement ……% (20)

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority				
Actions	Enhance teacher capability to deliver targeted student support in literacy and numeracy, including implementing the tutor learning initiative.				
Outcomes	Leaders will • Develop and implement a Professional Learning calendar to support high quality teaching and learning for all students • Develop an assessment suite to identify students requiring support or extension • Monitor program to ensure effectiveness Teachers will: • Identify students requiring support and extension using suite of assessments • Develop ILIP documents for students12 months above and below expected standards as well as Koorie and OHC students • Provide information to tutor as required • Maintain data sets for accurate targeting of support Students will: • Be able to articulate personal goals and strategies • Be able to identify where they are moving to next in their learning using 'I can..' statements				
Success Indicators	Teacher judgement based on data suite - Teacher judgement Writing moderation Oxford Reading conferences NFA interviews Student work samples ILIPs updated twice per term				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Prepare 'I can' statements for student use		☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
Implement and monitor small group mentoring program	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$32,000.00 ☐ Equity funding will be used
Spelfabet and Minilit programs to continue	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
IMSL course to be completed in July	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 2	$2,000.00 ☑ Equity funding will be used
Use of e-readers to provide support for students with reading difficulties	☑ Education Support	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Further embed the agreed approach (SWPBS, PLAY, Peer Support and Outdoor Ed) to monitoring and responding to student mental health & well-being concerns.
Outcomes	Leaders will • Ensure that all members of the Alexandra Primary School teaching and learning community attend professional development in SWPBS

	• Develop a holistic curriculum document with a view to using outdoor education to incorporating
	o Caring for country
	o Adventure and exploration
	o Resecting self and others
	• Educate families in the SWPBS and Outdoor Education Program
	Teachers will:
	• Ensure students understand the concepts of SWPBS
	• Support and promote the holistic Outdoor Ed Program
	• Maintain wellbeing records
	• Establish classroom and playground expectations
	• Support students in enacting their voice and agency in an appropriate way
	Students will:
	• Be able to articulate how to access support if needed
	• Be able to identify where they are moving to next in their learning

Success Indicators	Outdoor Education document written and communicated to whole school
	Behaviour supports in place and embedded
	Newsletter articles and Social Media posts supporting OE and SWPBS
	Increase AToS % positive endorsement:
	Student motivation: 91% (19) to 93% (21)
	Student voice & agency: 83% (19) to 85% (21)

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Train all staff in SWPBS on a whole school curriculum day	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Engage with Rubicon staff/parent body/school captains to develop whole school plan for OEd program	☑ Principal ☑ Student Wellbeing Co-ordinator ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used

Train Grade 6 students in PLAY		☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$1,300.00 ☑ Equity funding will be used
Continue Peer Support program		☑ All Staff ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority				
Actions	Strengthen connections with parents and wider community that has developed since online learning.				
Outcomes	Leaders will • Ensure staff have time and support for checking in with students and families • Provide time for staff to share concerns regarding students and families at after school wellbeing sessions (timetabled into meeting schedule) • Engage with parent and community volunteers in a directed and meaningful way • Create an excursion timetable for visits to local gardens/producers and sustainable homes Teachers will: • Record concerns and contacts with families and students on Sentral • Use the SWPBS strategies to maintain relationships with students • Instigate 'Seesaw' improve communication between students and families • Support students and families in enacting their voice and agency in an appropriate way Students will: • Engage with the Seesaw app on iPads regularly • Engage with volunteers and community positively				

Success Indicators	Sentral data Seesaw platform Parent volunteer list and timetable Excursion calendar Parent Survey: increase - Parent Community Engagement ……% (20)				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Extend connections with school and community by visiting community gardens and producers (Foundation to 6)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
PD on Seesaw, beginning with Grade 1/2 and foundation	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$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	$24,300.00	$17,300.00
Additional Equity funding	$0.00	$0.00
Grand Total	$24,300.00	$17,300.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Spelfabet and Minilit programs to continue	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$15,000.00	$10,000.00
IMSL course to be completed in July	from: Term 2 to: Term 2	☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
Use of e-readers to provide support for students with reading difficulties	from: Term 1 to: Term 4		$3,000.00	$1,000.00
Train all staff in SWPBS on a whole school curriculum day	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00

Engage with Rubicon staff/parent body/school captains to develop whole school plan for OEd program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Students School Council	$1,000.00	$1,000.00
Train Grade 6 students in PLAY	from: Term 1 to: Term 2		$1,300.00	$1,300.00
Totals			$24,300.00	$17,300.00

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
Prepare 'I can' statements for student use	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Spelfabet and Minilit programs to continue	☑ Education Support	from: Term 1 to: Term 4	☑ Curriculum development	☑ Professional Practice Day	☑ Internal staff	☑ On-site
IMSL course to be completed in July	☑ Principal	from: Term 2 to: Term 2	☑ Curriculum development	☑ Professional Practice Day	☑ External consultants IMSL	☑ Off-site Attend sessions with IMSL
Use of e-readers to provide support for students with reading difficulties	☑ Education Support	from: Term 1 to: Term 4	☑ Demonstration lessons	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Train all staff in SWPBS on a whole school curriculum day	☑ All Staff	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Departmental resources SWPBS team	☑ On-site
Engage with Rubicon staff/parent body/school	☑ Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners	☑ Off-site At Rubicon

captains to develop whole school plan for OEd program	☑ Student Wellbeing Co-ordinator ☑ Student(s)	to: Term 4				
Train Grade 6 students in PLAY	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Preparation	☑ Timetabled Planning Day	☑ External consultants Resilient Youth Services	☑ On-site
Continue Peer Support program	☑ All Staff ☑ Student(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
PD on Seesaw, beginning with Grade 1/2 and foundation	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site