

2021 Annual Implementation Plan

for improving student outcomes

Manorvale Primary School (5091)



Submitted for review by Helen Watson (School Principal) on 16 December, 2020 at 04:36 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 20 May, 2021 at 02:20 PM
Endorsed by Paul Lowery (School Council President) on 15 June, 2021 at 04:31 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	Evolving
	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	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding
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	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>The plans that were made for 2020 were compromised due to the COVID19 pandemic. However teams kept the goals active but were challenged due to remote learning. Survey, discussions and student data clearly indicate that a major focus and action for next year will be Differentiation and the use of evidence.</p> <p>The need for welfare supports has accelerated and will remain an ongoing priority.</p> <p>The support from the Student Support Officer/ Key contact has been very helpful and an improvement on previous years.</p> <p>Student re engagement remains a concern for some students and will need to be monitored closely with regional support.</p>
Considerations for 2021	<p>Survey and student data and discussions clearly indicate that a major focus and action for next year will be Differentiation. Deeper knowledge of how to use data as evidence needs to be developed and implemented. Similarly student point of need teaching must be enhanced with a sense of urgency. The Improvement Cycle and Response to Intervention need to be restated and consistent across the whole school.</p> <p>The introduction of Sounds-Write and Colourful Semantics are in place for 2021 with at view to improve early literacy skills. Developing a GCV in Number will need to happen in order to address consistent understanding and practices from P-6. The Respectful Relationships initiative will continue and ongoing welfare support will also remain a focus.</p>
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 develop, implement and embed a collaborative leadership approach to maximise the engagement and learning of all students.
Target 2.1	<ul style="list-style-type: none"> By 2022 Positive Endorsement of all factors of the ‘School Leadership’ module of the Staff Opinion Survey to be at or above 80%.
Target 2.2	<ul style="list-style-type: none"> By 2022 Positive Endorsement of all factors of the ‘School Climate’ module of the Staff Opinion Survey to be at or above 80%.

Key Improvement Strategy 2.a Instructional and shared leadership	Develop a culture of trust, collaboration, accountability and shared responsibility for student learning.
Key Improvement Strategy 2.b Building leadership teams	Develop highly effective leadership teams.
Goal 3	Maximise student performance in literacy.
Target 3.1	Increase the top two bands in reading Year 3 from 33% (2017) to 40% (2022)
Target 3.2	Increase the top two bands in reading Year 5 from 22% (2017) to 30% (2022)
Target 3.3	Increase high growth in reading from 19% (2017) to 30% (2022)
Target 3.4	Each year all students to achieve 12 months growth in reading, measured by teacher judgment, triangulated with standardized and school based testing.
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop a consistent, guaranteed and viable curriculum.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Develop and embed an agreed school wide instructional model for literacy.
Key Improvement Strategy 3.c Curriculum planning and assessment	Build teacher capacity to collect, analyse, evaluate and use data to support student learning growth in literacy .

Goal 4	Develop student engagement and agency in their learning.
Target 4.1	Student Attitudes to School Survey, Stimulating learning to be above 85% positive
Target 4.2	Student Attitudes to School Survey, Effective teaching time to be above 85% positive
Target 4.3	Student Attitudes to School Survey, Student voice and agency to be above 85% positive
Target 4.4	Parent Opinion Survey, Parent participation to be above 80% positive
Target 4.5	Parent Opinion Survey, Student development to be above 80% positive.
Key Improvement Strategy 4.a Empowering students and building school pride	ctivate processes to support student voice. and agency

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, the percentage of Year 3 students in the top two bands in NAPLAN Reading will be at 20% or above. (Year 2 2020 triangulated data indicates that approximately 20% of students are working above the expected level). The percentage of Year 5 students in the top two bands in NAPLAN Reading will increase from 10% (2019) to at or above 20%. (Year 4 2020 triangulated data indicates that approximately 24% of students are working above the expected level).</p> <p>In 2021, the percentage of year 5 students achieving high relative growth in reading will increase from 12%(2019) to at or above 25%. The percentage of year 5 students achieving low relative growth in NAPLAN Reading will decrease from 32% (2019) to at or below 25%</p> <p>In 2021, the percentage of students achieving 12 months growth in Teacher Judgements based on data from various sources will increase from 34% to at or above 70% (Reading) and from 29% to at or above 70 %(Number).</p> <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the percentage of positive endorsement for AToSS (Teacher Concern) from 76% (2019) to 79%. - reduce the percentage of non-positive endorsement for AToSS (Advocate at School) from 14% (2019) to 7%. - improve the percentage of positive endorsement for AToSS (Student voice and agency) from 68% (2019) to 76%. <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the positive endorsement for Staff Opinion Survey (Parent

			and community involvement) from 79% (2020) to 85%. - improve the percentage of positive endorsement for Parent Opinion Survey (Parent community engagement) from 75% (2019) to above 80%.
To develop, implement and embed a collaborative leadership approach to maximise the engagement and learning of all students.	No	By 2022 Positive Endorsement of all factors of the 'School Leadership' module of the Staff Opinion Survey to be at or above 80%.	
		By 2022 Positive Endorsement of all factors of the 'School Climate' module of the Staff Opinion Survey to be at or above 80%.	
Maximise student performance in literacy.	No	Increase the top two bands in reading Year 3 from 33% (2017) to 40% (2022)	
		Increase the top two bands in reading Year 5 from 22% (2017) to 30% (2022)	
		Increase high growth in reading from 19% (2017) to 30% (2022)	
		Each year all students to achieve 12 months growth in reading, measured by teacher judgment, triangulated with standardized and school based testing.	

Develop student engagement and agency in their learning.	No	Student Attitudes to School Survey, Stimulating learning to be above 85% positive.	
		Student Attitudes to School Survey, Effective teaching time to be above 85% positive.	
		Student Attitudes to School Survey, Student voice and agency to be above 85% positive.	
		Parent Opinion Survey, Parent participation to be above 80% positive.	
		Parent Opinion Survey, Student development to be above 80% positive.	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>In 2021, the percentage of Year 3 students in the top two bands in NAPLAN Reading will be at 20% or above. (Year 2 2020 triangulated data indicates that approximately 20% of students are working above the expected level). The percentage of Year 5 students in the top two bands in NAPLAN Reading will increase from 10% (2019) to at or above 20%. (Year 4 2020 triangulated data indicates that approximately 24% of students are working above the expected level).</p> <p>In 2021, the percentage of year 5 students achieving high relative growth in reading will increase from 12%(2019) to at or above 25%. The percentage of year 5 students achieving low relative growth in NAPLAN Reading will decrease from 32% (2019) to at or below 25%</p> <p>In 2021, the percentage of students achieving 12 months growth in Teacher Judgements based on data from various sources will increase from 34% to at or above 70% (Reading) and from 29% to at or above 70 %(Number).</p> <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the percentage of positive endorsement for AToSS (Teacher Concern) from 76% (2019) to 79%. - reduce the percentage of non-positive endorsement for AToSS (Advocate at School) from 14% (2019) to 7%. - improve the percentage of positive endorsement for AToSS (Student voice and agency) from 68% (2019) to 76%. <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the positive endorsement for Staff Opinion Survey (Parent and community involvement) from 79% (2020) to 85%. - improve the percentage of positive endorsement for Parent Opinion Survey (Parent community engagement) from 75% (2019) to above 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	Connected schools priority	Yes

Building communities		
<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021, the percentage of Year 3 students in the top two bands in NAPLAN Reading will be at 20% or above. (Year 2 2020 triangulated data indicates that approximately 20% of students are working above the expected level). The percentage of Year 5 students in the top two bands in NAPLAN Reading will increase from 10% (2019) to at or above 20%. (Year 4 2020 triangulated data indicates that approximately 24% of students are working above the expected level).</p> <p>In 2021, the percentage of year 5 students achieving high relative growth in reading will increase from 12%(2019) to at or above 25%. The percentage of year 5 students achieving low relative growth in NAPLAN Reading will decrease from 32% (2019) to at or below 25%</p> <p>In 2021, the percentage of students achieving 12 months growth in Teacher Judgements based on data from various sources will increase from 34% to at or above 70% (Reading) and from 29% to at or above 70 %(Number).</p> <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the percentage of positive endorsement for AToSS (Teacher Concern) from 76% (2019) to 79%. - reduce the percentage of non-positive endorsement for AToSS (Advocate at School) from 14% (2019) to 7%. - improve the percentage of positive endorsement for AToSS (Student voice and agency) from 68% (2019) to 76%. <p>In 2021, we will:</p> <ul style="list-style-type: none"> - improve the positive endorsement for Staff Opinion Survey (Parent and community involvement) from 79% (2020) to 85%. - improve the percentage of positive endorsement for Parent Opinion Survey (Parent community engagement) from 75% (2019) to above 80%.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Maintain PLT structures and processes to support teacher collaboration and reflection and strengthen teaching practice - Use PLTs for staff to collaboratively plan units of work with a focus on differentiation - Revisit and strengthen the use of HITS in classrooms, with a focus on Differentiated teaching - Build staff capacity to understand and implement IEPs - Prioritise curriculum 'essentials': mathematics, reading and writing - With staff input, establish a targeted support program for students in English and Maths

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - actively support PLTs to engage in reflective practice to evaluate and plan curriculum, assessments and units of work - establish tier 2 and 3 interventions <p>Teachers will:</p> <ul style="list-style-type: none"> - work in PLTs, using the Improvement Cycle and student data to engage in reflective practice to evaluate and plan curriculum, assessments and units of work - prioritise time to work on content at the students' point of need - develop student capability to articulate learning goals and monitor progress - use HITS focussing on Differentiated teaching to plan - write and regularly update IEPs for identified students - have a consistent understanding of core curriculum priority areas - conduct Tier 1 intervention in classrooms and/or small group tutoring for tier 2 intervention. <p>Students will:</p> <ul style="list-style-type: none"> - articulate learning goals and monitor progress - work on content at their point of need using differentiated resources - know what their next steps are to progress their learning - be identified and supported through targeted intervention as needed.
<p>Success Indicators</p>	<p>Teachers' observations, formative assessment data and teacher judgement data Classroom observations demonstrating take up of professional learning strategies A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for tailored supports Differentiated resources used in classroom and tailored supports Appointment/staffing of programs Progress against Individual Education Plans</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Agile School Leadership Course for SIT team	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Responsive Teaching in Action CPALs	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,554.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop consistency in Mathematics teaching across whole school ie. GVC Number	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning on differentiation and IEPs	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Fully implement the Sounds Write and Colourful Semantics programs in Prep-4	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,261.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan for and schedule professional learning on implementing the EAL curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Establish a whole school approach to social-emotional learning, belonging and engagement Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year Reestablish and embed routines/language and prioritise time in the school day and classes to revisit these regularly Ensure lessons focus on self-awareness, self-management, problem solving and social skills. Conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them
Outcomes	Leaders will: - strengthen engagement with regional and external support agencies - share a common understanding of the whole school approach to wellbeing - integrate social-emotional learning into school practice, policies and programs Teachers will: - incorporate trauma informed practices in classes and in planning units of work - implement the wellbeing program and consistently use agreed routines - integrate social-emotional learning into school programs - use agreed monitoring processes Students will: - feel supported and engaged and contribute to a strong classroom culture - have strong relationships with peers - experience more success in classes
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Self assessment against the DET Inclusive Schooling Index tool Student engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs Teacher reports of student wellbeing concerns Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to develop Respectful Relationship program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
All staff to undertake Trauma Responsive Practice Online Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$990.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways (digital technologies) in which schools connected during remote and flexible learning</p> <p>Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</p> <p>Strengthen and embed digital learning in classes</p> <p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups who are under-represented or harder to reach</p> <p>Develop a whole school understanding of student voice and agency</p> <p>Establish understanding of Cultural Safety</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - prioritise time for staff to communicate and build relationships with parents/carers/kin - activate processes to support student voice and agency - use the Amplify document to articulate student voice and agency <p>Teachers and support staff will:</p> <ul style="list-style-type: none"> - regularly connect and build strong relationships with students and parents/carers/kin - be confident in integrating digital learning pedagogy 			

	<p>Students will:</p> <ul style="list-style-type: none"> - feel as though they belong and are seen - feel connected to their school and have positive attitudes to attendance - be connected to resources and learning opportunities <p>Families and the wider community will:</p> <ul style="list-style-type: none"> - feel as though they belong and are seen - feel welcome in the school 			
Success Indicators	<p>Observations and learning walks demonstrate use of digital learning</p> <p>Whole school surveys (SSS, AToSS)</p> <p>Student/staff/parent/carer/kin surveys, focus groups and interviews</p> <p>Positive student survey data (internal surveys, AToSS)</p> <p>Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks</p> <p>Attendance data</p> <p>Documented communications with parents/carers/kin</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish routine and protocols and allocate time for teachers and ES staff to communicate with parents/carers/kin.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning - student voice and agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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	\$42,815.00	\$47,261.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$42,815.00	\$47,261.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Agile School Leadership Course for SIT team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
Responsive Teaching in Action CPALs	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,554.00	\$6,000.00
Fully implement the Sounds Write and Colourful Semantics programs in Prep-4	from: Term 1 to: Term 4		\$26,261.00	\$26,261.00
Totals			\$42,815.00	\$47,261.00

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
All staff to undertake Trauma Responsive Practice Online Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Australian Childhood Foundation	<input checked="" type="checkbox"/> On-site
Establish routine and protocols and allocate time for teachers and ES staff to communicate with parents/carers/kin.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Using DET resources to establish onsite and online ways to communicate with families including student led interviews in semester 1. Refer to professional practice papers.	<input checked="" type="checkbox"/> On-site
Professional learning - student voice and agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Using HITS resources to redefine student voice and student agency teachers will ensure that goal setting, surveys, learning intentions and success continue to develop so the students are heard and responded to. Deeper understanding and purpose should develop	<input checked="" type="checkbox"/> On-site

					across the whole school, ultimately reaching consistency.	
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