

2021 Annual Implementation Plan

for improving student outcomes

Northcote Primary School (1401)



Submitted for review by Kerrie Williams (School Principal) on 22 December, 2020 at 03:24 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 31 August, 2021 at 02:41 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	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>In the context of Covid-19 and Remote Learning, we have rated the school as emerging and evolving in many aspects of the newly reviewed FISO.</p> <p>In 2020 we had 1/3 new staff and returning staff.</p> <p>We have increased opportunities for using technology, clear worked examples, student independence and resilience.</p> <p>Through the remote learning survey it was identified parents unable to confidently say their children was making progress, this is a key finding to explore further 2021.</p> <p>Through our PMSS (Science) program the awareness and engagement has increased and we continue into 2021.</p> <p>Through this self-evaluation we identified the need to update/review our Semester Learning Goal structure to be in a shorter cycle and directly aligned to student learning needs.</p>
---------------------------------------	---

Considerations for 2021	We identified the need to review our : <ul style="list-style-type: none">- School Positive Behaviour Approach/Framework (refer FISO page 20) - Goal 2- provide additional opportunities for student voice, agency and feedback surveys (refer FISO page 24 - 26) - G2- map out a clear Professional Learning Plan (including PLCs) - G1- review our Vertical Team structure to align with our reviewed priorities - ALL GOALS- review student learning goals structure - G2, 3- implementation of a consistent instructional model across all curriculum areas - G1- review/update our assessment schedule (FISO page 17 - 19) - G1
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 literacy outcomes for all students
Target 2.1	<p>NAPLAN: The percentage of students in the top two bands to be equal to, or better than, like school groups in Reading and Writing for Year 3 and Year 5.</p> <p>Year 3 Reading from 73% (2018) to 76% (2022)</p> <p>Year 5 Reading from 45% (2018) to 59% (2022)</p> <p>Year 3 Writing from 50% (2018) to 62% (2022)</p> <p>Year 5 Writing from 28% (2018) to 34% (2022)</p>

<p>Target 2.2</p>	<p>NAPLAN Writing growth from Year 3 to Year 5 to be equal to, or better than, like school groups. Relative to the similar school's group NPS result is similar to the results for primary schools with similar characteristics (SS=29% NPS=31%). Increase high growth from 31% (2018) to 33% by 2022.</p>
<p>Target 2.3</p>	<p>Trend data for NAPLAN Mean Scale Score to show consistent improvement as follows:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 492 (2018) to 500 (2022) • Writing from 427 (2018) to 460 (2022) • Spelling from 430 (2018) to 445 (2022) • Grammar and Punctuation from 461 (2018) to 470 (2022) <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 544 (2018) to 560 (2022) • Writing from 499 (2018) to 510 (2022) • Spelling from 509 (2018) to 525 (2022) • Grammar and Punctuation from 545 (2018) to 560 (2022)
<p>Target 2.4</p>	<p>Teacher Judgements: The percentage of students achieving above expected growth in Reading, Writing and Speaking and Listening to consistently reach 25% or better.</p>
<p>Target 2.5</p>	<p>Teacher Judgements: The percentage of students achieving below expected growth in Reading, Writing and Speaking and Listening to be consistently below 25%.</p>

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence-based targeted teaching in Reading, Writing and Speaking and Listening
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity to make consistent teacher judgements of student progress validated by rigorous data analysis
Goal 3	To improve student engagement
Target 3.1	AToSS: <ul style="list-style-type: none"> • Student Voice and Agency (Years 4–6) to improve from 59% positive to 70% • Stimulated learning to improve from 68% positive to 80% • Motivation and interest to improve from 73% positive 85%
Target 3.2	POS: <ul style="list-style-type: none"> • High Expectations to improve from 73% positive to 85% • Stimulating Learning Environment to improve from 68% positive to 80%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop teachers' shared understanding of, and capacity to implement, student voice, agency and leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Increase teacher capacity to embed opportunities for students to exercise authentic agency in their own learning through empowering students to be actively involved in regular conversations about what and why they are learning and their learning progression

Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capacity to effectively diagnose individual students' abilities in order to explicitly teach using tailored strategies that are appropriately challenging
Goal 4	To improve student wellbeing
Target 4.1	AToSS <ul style="list-style-type: none"> • Not Experiencing Bullying from 49% positive to 60%, • Resilience from 77% positive to 85%, • Teacher Concern from 64% positive to 75%.
Target 4.2	POS <ul style="list-style-type: none"> • By 2022, improve POS data on Managing Bullying to the 50th percentile.
Key Improvement Strategy 4.a Parents and carers as partners	Support parents/carers to build high levels of family involvement in school activities through the ongoing development of sustainable and effective partnerships between teachers, parents and families.
Key Improvement Strategy 4.b Health and wellbeing	Build staff capacity to provide for the learning needs of all students through developing knowledge and understanding of potential mental health issues of students and providing visible and active support for healthy norms and behaviours.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. In 2021, the percentage of students making high relative learning growth in Teacher Judgement from Term 4, 2020 to Term 4, 2021 will be 10% or greater for Reading and Viewing and 5% for Writing.
To improve literacy outcomes for all students	No	<p>NAPLAN: The percentage of students in the top two bands to be equal to, or better than, like school groups in Reading and Writing for Year 3 and Year 5.</p> <p>Year 3 Reading from 73% (2018) to 76% (2022)</p> <p>Year 5 Reading from 45% (2018) to 59% (2022)</p> <p>Year 3 Writing from 50% (2018) to 62% (2022)</p> <p>Year 5 Writing from 28% (2018) to 34% (2022)</p>	
		<p>NAPLAN Writing growth from Year 3 to Year 5 to be equal to, or better than, like school groups. Relative to the similar school's group NPS result is similar to the results for primary schools with similar characteristics (SS=29% NPS=31%). Increase high growth from 31% (2018) to 33% by 2022.</p>	

		<p>Trend data for NAPLAN Mean Scale Score to show consistent improvement as follows:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 492 (2018) to 500 (2022) • Writing from 427 (2018) to 460 (2022) • Spelling from 430 (2018) to 445 (2022) • Grammar and Punctuation from 461 (2018) to 470 (2022) <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 544 (2018) to 560 (2022) • Writing from 499 (2018) to 510 (2022) • Spelling from 509 (2018) to 525 (2022) • Grammar and Punctuation from 545 (2018) to 560 (2022) 	
		<p>Teacher Judgements: The percentage of students achieving above expected growth in Reading, Writing and Speaking and Listening to consistently reach 25% or better.</p>	
		<p>Teacher Judgements: The percentage of students achieving below expected growth in Reading, Writing and Speaking and Listening to be consistently below 25%.</p>	

To improve student engagement	No	AToSS: <ul style="list-style-type: none"> • Student Voice and Agency (Years 4–6) to improve from 59% positive to 70% • Stimulated learning to improve from 68% positive to 80% • Motivation and interest to improve from 73% positive 85% 	
		POS: <ul style="list-style-type: none"> • High Expectations to improve from 73% positive to 85% • Stimulating Learning Environment to improve from 68% positive to 80% 	
To improve student wellbeing	No	AToSS <ul style="list-style-type: none"> • Not Experiencing Bullying from 49% positive to 60%, • Resilience from 77% positive to 85%, • Teacher Concern from 64% positive to 75%. 	
		POS <ul style="list-style-type: none"> • By 2022, improve POS data on Managing Bullying to the 50th percentile. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth in Teacher Judgement from Term 4, 2020 to Term 4, 2021 will be 10% or greater for Reading and Viewing and 5% for Writing.	
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	In 2021, the percentage of students making high relative learning growth in Teacher Judgement from Term 4, 2020 to Term 4, 2021 will be 10% or greater for Reading and Viewing and 5% for Writing.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<ul style="list-style-type: none"> - Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. Gradual Release of Responsibility Model, Writer's workshop). - Establish a small group tutoring programs. 			
Outcomes	<ul style="list-style-type: none"> - Teachers will consistently and explicitly implement the school's instructional model. - Nominated or relevant teachers and leaders will establish intervention/small group tutoring school programs. - Use of the following data: <ul style="list-style-type: none"> - Teacher judgements (diagnostic, formative and summative) - English Online Interview, Maths Online Interview and Literacy and Numeracy Check-in Assessments available on the Insight Assessment Platform - Other assessment resources and tools such as PAT, Fountas and Pinnell and Essential Assessment, 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data. - Appointment/staffing of programs. - Progress against Individual Education Plans. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Schedule and organise professional learning on the Gradual Release of Responsibility model, including following up with document and staff throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan whole school professional learning on Writing (Writer's Workshop) throughout the year, including practise and celebrations.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$70,000.00 <input checked="" 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			
Outcomes	- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing			
Success Indicators	- Observations of changes to classroom and school wide practices. - Documentation of frameworks, policies or programs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Provide clarity of roles and responsibility of teachers, education support staff and middle leaders for whole school approach to wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	- Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning.			
Outcomes	- Teachers will have strong relationships with students and parents/carers/kin.			
Success Indicators	- School Staff Survey – the ‘parent and community involvement’ and ‘parent and community involvement, engagement and outreach’ factors - Parent Opinion Survey – the ‘parent participation and involvement’ and ‘school communication’ factors.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented. Investigate use of Google Classroom to communicate learning goals and examples of students work. Eg. Students to upload work that demonstrates progress against their goals. The aim of this is to implement a more effective way of engaging parents in student progress.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$70,000.00	0.00
Additional Equity funding	0.00	0.00
Grand Total	\$70,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish criteria for identifying students requiring individual and tailored support.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$70,000.00	
Totals			\$70,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals				

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 the Gradual Release of Responsibility model, including following up with document and staff throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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 Reference to DET resources. <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Plan whole school professional learning on Writing (Writer's Workshop) throughout the year, including practise and celebrations.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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 Reference to DET resources. <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Provide clarity of roles and responsibility of teachers, education support staff and middle leaders for whole school approach to wellbeing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Reference to DET resources. <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented.</p> <p>Investigate use of Google Classroom to communicate learning goals and examples of students work. Eg. Students to upload work that demonstrates progress against their goals. The aim of this is to implement a more effective way of engaging parents in student progress.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site