2021 Annual Implementation Plan
for improving student outcomes

Old Orchard Primary School (4715)

Submitted for review by Duncan Cant (School Principal) on 03 February, 2021 at 01:00 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 09 February, 2021 at 06:43 PM
Endorsed by Deborah Gray (School Council President) on 10 February, 2021 at 08:25 AM

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 moving towards Embedding
	Instructional and shared leadership	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	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 moving towards Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	The challenges of the COVID-19 school year impacted significantly on the growth against the continua of practice. While there were clearly a number of areas of growth, such as the obvious improvement in our capacity to engage and work in a remote setting and to undertake collaborative processes remotely, the staff was united in its view that the most accurate self-evaluation was a maintenance model with the same ratings as at the end of 2019.
Considerations for 2021	Re-assess all elements of the continua of practice and identify those which can be targeted and/or in conjunction with our other key priorities across the school. We would like the Continua of Practice to be a more visible, meaningful and 'live' document and resource for our staff.
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 optimise the learning growth of every student in English and Mathematics.
Target 2.1	Ninety-five percent of students to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in Reading and Writing. (measure to commence from end of Prep year)
Target 2.2	By 2022, increase the percentage of Year 5 students assessed in the top two bands in NAPLAN as follows: • Reading from 46% to 60% (2019 – 2022) • Writing from 10% to 34% (2019 – 2022) • Numeracy from 42% to 55% (2019 – 2022)

Target 2.3	By 2022, (on an annual basis) maintain the percentage of Year 5 students assessed in the top two bands in NAPLAN writing from Year 3 to Year 5 (+/-5%)
Key Improvement Strategy 2.a Curriculum planning and assessment	Ensure consistent and detailed understanding & delivery of the Old Orchard Primary School Teaching & Learning model, including the Reading, Writing and Mathematics Templates and Assessment Practices. (CPA and E-bHITS).
Key Improvement Strategy 2.b Curriculum planning and assessment	Ensure consistent and detailed understanding & delivery of the FISO Curriculum planning and assessment and Evidence-based High Impact Teaching Strategies dimensions (CPA and E-bHITS).
Key Improvement Strategy 2.c Building practice excellence	Build staff capacity to deliver a high quality Teaching and Learning Program, incorporating a PLC approach and an emphasis on Data Literacy. (BPE)
Key Improvement Strategy 2.d Instructional and shared leadership	Develop leadership capacity at various levels to guide, support and direct the improvement of instructional practice and student learning. (ISL)
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement

Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
Target 3.1	By 2022, increase the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey: **Learner Characteristics and Disposition Domain** • Learning confidence from 82% to 90% • Self-regulation and goal setting from 86% to 90% • Motivation and Interest from 78% to 90% **Social Engagement Domain** • Student voice and agency from 70% to 90%
Target 3.2	Reduce absences by 25% for identified individual at risk students with attendance of < 90% in the previous year.
Key Improvement Strategy 3.a Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their own learning (CPA and ES).
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a whole school approach to attendance.

Goal 4	To improve student wellbeing and resilience.
Target 4.1	By 2022, increase the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey: **Learner characteristics and dispositions domain** Resilience from 77% - 90% **Effective teacher Domain** Classroom behaviour from 82% - 90% **Teacher Student Relations Domain** Teacher concern from 73% - 90%
Target 4.2	An annual reduction in the number of behaviours recorded on SENTRAL as 'Major Behaviours' (using 2019 benchmark data - SWPBS data only collected from 2019)
Key Improvement Strategy 4.a Empowering students and building school pride	Develop respectful and resilient students who display growth mindsets. (PCL)
Key Improvement Strategy 4.b Vision, values and culture	Embed the Old Orchard Primary School values.

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	In 2021, the percentage of students making high relative learning growth from Term 1 to Term 4 in the English Level assessment will be 25% or greater.
To optimise the learning growth of every student in English and Mathematics.	No	Ninety-five percent of students to make at least one Victorian Curriculum level of learning progress in each school year during the period of the strategic plan in Reading and Writing. (measure to commence from end of Prep year)	
		By 2022, increase the percentage of Year 5 students assessed in the top two bands in NAPLAN as follows: • Reading from 46% to 60% (2019 – 2022) • Writing from 10% to 34% (2019 – 2022) • Numeracy from 42% to 55% (2019 – 2022)	
		By 2022, (on an annual basis) maintain the percentage of Year 5 students assessed in the top two bands in NAPLAN writing from Year 3 to Year 5 (+/-5%)	
To create empowered learners who are actively engaged in and	No	By 2022, increase the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey:	

connected to their learning.		**Learner Characteristics and Disposition Domain** • Learning confidence from 82% to 90% • Self-regulation and goal setting from 86% to 90% • Motivation and Interest from 78% to 90% **Social Engagement Domain** • Student voice and agency from 70% to 90%	
		Reduce absences by 25% for identified individual at risk students with attendance of < 90% in the previous year.	
To improve student wellbeing and resilience.	No	By 2022, increase the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey: **Learner characteristics and dispositions domain** Resilience from 77% - 90% **Effective teacher Domain** Classroom behaviour from 82% - 90% **Teacher Student Relations Domain** Teacher concern from 73% - 90%	
		An annual reduction in the number of behaviours recorded on SENTRAL as 'Major Behaviours' (using 2019 benchmark data - SWPBS data only collected from 2019)	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth from Term 1 to Term 4 in the English Level assessment will be 25% or greater.	
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 from Term 1 to Term 4 in the English Level assessment will be 25% or greater.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Complete formal PLC training Develop staff data literacy (focus on literacy & numeracy) Implement Tutoring Learning Program Year Level PLCs to focus on data literacy and the purpose & effective use of data walls Build staff understanding and implementation of FISO Inquiry Improvement Cycle Identify individual students to access tutoring and support programs Build staff capacity to understand and consistently implement IEPs in an efficient and achievable manner
Outcomes	Teachers will confidently and accurately identify student learning needs of their students PLCs will engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will provide regular feedback and monitor student progress using data walls Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning

Success Indicators	Teachers' formative assessment data and teacher judgement data
	Classroom observations and learning walks demonstrating take up of professional learning strategies
	Documentation and data from formative assessments
	Data walls indicating clearly student progress and growth
	Assessment data and student surveys from intervention groups
	Progress against Individual Education Plans

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document plans for coaching/mentoring/observation	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

	☑ Learning Specialist(s)		to: Term 1	☐ Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Continue to implement and embed the School Wide Positive Behaviour Framework throughout the school Develop school wide matrix of logical consequences Refine the agreed approach to monitoring and responding to student wellbeing concerns Build staff capacity to collect, analyse, monitor and respond to student engagement data Assign staff to conduct minimum weekly check-ins with at-risk students. Ensure all students know there is someone who cares about them
Outcomes	Staff will have a clear understanding of expectations of student behaviour and will model this accordingly Establish and implement clear guidelines and processes for responding to inappropriate behaviour Teachers and support staff will model and establish positive expectations within their own classrooms and teaching responsibilities Teachers and support staff will respond to inappropriate behaviour in a consistent manner, with appropriate follow-up Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate (not limited to PSD funded students)
Success Indicators	Classroom and peer observations Self-assessment against the DET Inclusive Schooling Index tool

SWPBS Matrix Assessment

Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

SENTRAL Wellbeing data to indicate a reduction in Major Behaviours

Data used to identify students in need of targeted support

Student engagement and assessment data from regular classes
Attendance; SASS; Google Form surveys

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule SWPBS professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide clarity of staff roles and responsibilities	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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, incorporating the new ways in which schools connected during remote and flexible learning Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Use digital channels of communication to provide regular updates to parents & carers on student learning (via the Learning Hub; Sentral; Social Media) Explore opportunities for enhanced and meaningful meetings between parents & carers and teachers using digital technologies (in lieu of previous structure) Ensure the benefits of digital learning continue to be available to every student Develop a plan for increasing the engagement of any parents & carers or community groups that are under-represented or harder to reach
Outcomes	Students and parents & carers will feel as though they belong and are seen The school community will feel welcome in the school and regularly use school facilities Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents & carers Students will feel connected to their school and have positive attitudes to attendance and participation / engagement in school events and activities Teachers and support staff will have strong relationships with parents & carers of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents & carers of all students

Success Indicators	Observations and learning walks demonstrate effective and purposeful use of digital learning
	Whole school surveys (SASS, POS, SOS)
	Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks
	Attendance and participation / engagement levels in school events and activities
	Frequency of communications with parents & carers
	Student perception and survey data

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule on-going professional development on integrating digital learning as a teaching & learning tool, as well as a communication tool	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Expand community access to school newsletters, social media, and information sessions	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Re-establish School Council Communications Working Party	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Strengthen processes for identifying and referring students and parents & carers to external support agencies or community organisations	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies	☑ Leadership Team ☑ PLC Leaders	☐ 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	$0.00	$0.00
Additional Equity funding	$96,687.00	$7,815.00
Grand Total	$96,687.00	$7,815.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Our Equity funding will be combined with the Catch-up funding to staff the TLI Program.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$96,687.00	$7,815.00
Totals			$96,687.00	$7,815.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Document plans for coaching/mentoring/observation	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule SWPBS professional learning, including subsequent sessions to determine impact and review actions	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources SWPBS Coach ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Schedule on-going professional development on integrating digital learning as a teaching & learning tool, as well as a communication tool	☑ Assistant Principal ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site