2021 Annual Implementation Plan

for improving student outcomes

Inverloch Primary School (2776)

Submitted for review by Brett Smith (School Principal) on 14 December, 2020 at 08:27 PM
Endorsed by Shane Wainwright (Senior Education Improvement Leader) on 15 December, 2020 at 12:04 PM
Endorsed by April Harrick (School Council President) on 15 December, 2020 at 07:09 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
	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	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	Like most schools, COVID/FARL impacted heavily on opportunities to connect to others and collaborate with others. In Term 1 we had established a good momentum for our school improvement actions and activities. This momentum has been difficult to re-establish so we have used PLCs to keep learning and focus going. The staff made good progress with instructional component of the school's instructional framework and a Walkthrough and subsequent analysis indicated we needed to work on actual teacher instruction. This was linked into our PLC work which became the method to develop instruction based around the HITS worked examples. A post Walkthrough will be actioned in December to assess if we have progressed in this area. Our Observation and Feedback progressed to a certain degree and was connected to the PLC work. From what we have learnt through COVID and our adaptations is that we should seek the synergy between actions to make them work and achievable and develop them together rather than silos.
Considerations for 2021	With the three new DET priorities we have decided to put some of our strategies and Goal 2 (To improve engagement and motivation in learning) on hold until 2022 so the achievements we have made will be transferrable, deeper and enduring

	Building practice excellence Observation and Feedback and PLCs will mature next year and aim to address the next level of indicators on the FISO Continua. Curriculum planning and assessment. This work is fundamental in freeing up teacher time to focus on practice, less on planning and designing assessments. This work will also inform our PLC work Professional Leadership The Visions and Values work will be fundamental work for our school in terms of community, learning, student wellbeing and staff culture.
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 learning growth in English and mathematics for all students
Target 2.1	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: • Reading from 44% to 55% • Writing from 15% to 25% • Numeracy from 26% to 35%
Target 2.2	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%

Target 2.3	By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%
Target 2.4	By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%
Key Improvement Strategy 2.a Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics
Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school
Key Improvement Strategy 2.d Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth
Key Improvement Strategy 2.e Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)
Goal 3	To improve engagement and motivation in learning

Target 3.1	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85% • Stimulated Learning from 71% to 85%.
Target 3.2	By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days
Key Improvement Strategy 3.a Empowering students and building school pride	Develop the attitudes, skills and knowledge of teachers to increase student agency in learning
Key Improvement Strategy 3.b Building practice excellence	Build the capacity of staff to implement inquiry and metacognition to deliver deep and authentic learning experiences
Key Improvement Strategy 3.c Vision, values and culture	Develop and implement effective approaches to increase attendance across both IPS and KPS

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 priority At and above Teacher judgements increase for -Reading from 69% in Dec 2020 to 75% June 2021 to 79% in Dec 2021 -Writing from 61% in Dec 2020 to 68% June 2021 to 75% in Dec 2021 -Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2021 Above Teacher judgements increase for -Reading from 29% in Dec 2020 to 35% June 2021 to 44% in Dec 2021 -Writing from 12% in Dec 2020 to 618% June 2021 to 21% in Dec 2021 -Number from 18% in Dec 2020 to 21% June 2021 to 25% in Dec 2021 Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) AtSS - Reestablish and maintain 2019 AtSS factors in 2021 -School, Connectedness 78% -Sense of Inclusion 91%

			-Advocate at school 88% Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Student and staff surveys developed by the school Digital engagement including social media and website traffic data
To improve student learning growth in English and mathematics for all students	Yes	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: • Reading from 44% to 55% • Writing from 15% to 25% • Numeracy from 26% to 35%	Increase the percentage of students in the Top 2 Bands in NAPLAN: -Reading to 46% -Writing to 18% -Numeracy to 28% [This data will not be available in 2020]
		By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 18% -Numeracy to 11%

		By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%	Increase the percentage of students achieving above expected level in: -Reading to 42% -Writing to 22% -Number and Algebra to 28% Increase the percentage of students making Yr 1-6 Teacher Judgement 12 months growth in: -Reading from 80% to 85% -Number from 77%-82%
		By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%
To improve engagement and motivation in learning	No	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85% • Stimulated Learning from 71% to 85%.	
		By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension priority At and above Teacher judgements increase for -Reading from 69% in Dec 2020 to 75% June 2021 to 79% in Dec 2021 -Writing from 61% in Dec 2020 to 68% June 2021 to 75% in Dec 2021 -Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2021 Above Teacher judgements increase for -Reading from 29% in Dec 2020 to 35% June 2021 to 44% in Dec 2021 -Writing from 12% in Dec 2020 to 618% June 2021 to 21% in Dec 2021 -Number from 18% in Dec 2020 to 21% June 2021 to 25% in Dec 2021 Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) AtSS - Reestablish and maintain 2019 AtSS factors in 2021 -School, Connectedness 78% -Sense of Inclusion 91% -Advocate at school 88% Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Student and staff surveys developed by the school Digital engagement including social media and website traffic data

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.	
Goal 2	To improve student learning growth in English and mathematics for all students	
12 Month Target 2.1	Increase the percentage of students in the Top 2 Bands in NAPLAN: -Reading to 46% -Writing to 18% -Numeracy to 28% [This data will not be available in 2020]	
12 Month Target 2.2	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 18% -Numeracy to 11%	
12 Month Target 2.3	Increase the percentage of students achieving above expected level in: -Reading to 42%	

	-Writing to 22% -Number and Algebra to 28% Increase the percentage of students making Yr 1-6 Teacher Judgement 12 months growth in: -Reading from 80% to 85% -Number from 77%-82%	
12 Month Target 2.4	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations	No
KIS 2 Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics	No
KIS 3 Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school	No
KIS 4 Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth	No
KIS 5 Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)	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.	2e Consistent instructional practice Our school review indicated the need to strengthen the area of instructional practice. PLCs, Walkthroughs, Observation and Feedback and PD are all methods to support high quality instructional practice across the school in all classes.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension priority At and above Teacher judgements increase for -Reading from 69% in Dec 2020 to 75% June 2021 to 79% in Dec 2021 -Writing from 61% in Dec 2020 to 68% June 2021 to 75% in Dec 2021 -Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2021 Above Teacher judgements increase for -Reading from 29% in Dec 2020 to 35% June 2021 to 44% in Dec 2021 -Writing from 12% in Dec 2020 to 618% June 2021 to 21% in Dec 2021 -Number from 18% in Dec 2020 to 21% June 2021 to 25% in Dec 2021 Happy, active and healthy kids priority Attendance (including for priority cohorts or at-risk students) AtSS - Reestablish and maintain 2019 AtSS factors in 2021 -School, Connectedness 78% -Sense of Inclusion 91% -Advocate at school 88% Connected schools priority Attendance (including for priority cohorts or at-risk students) Engagement data from learning management systems such as compass Student and staff surveys developed by the school Digital engagement including social media and website traffic data
KIS 1	Learning, catch-up and extension priority

Curriculum planning and assessment	
Actions	a. -Develop a Guaranteed and Viable curriculum in number, writing and reading for consistent, continuous and inclusive curriculum b. -Design and implement a data informed Additional Assistance program to improve achievement for identified students.(Low growth due to COVID, low achievement, Koorie students, High ability students)
Outcomes	Staff will: a. -have collaborated to develop a Guaranteed and Viable curriculum -have greater knowledge of year level expectations and provision for differentiation by understanding the curriculum wider. b. -use data to identify learning needs and students requiring additional assistance Students will b. -increase achievement and/or growth particularly students whose achievement progress was affected by Flexible and Remote Learning
Success Indicators	Staff will have a a. -Guaranteed and Viable curriculum Students will b. -Student Growth and/or Achievement based pre and post assessments

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build the capacity of the Learning Tutors through training to implement the Tutor Program.	☑ Learning Specialist(s) ☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$121,692.00 ☐ Equity funding will be used

Design and deliver additional assistance program for funded and identified students (KLNP, ILPs, HA, etc)	☑ Learning Specialist(s) ☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$60,504.80 ☑ Equity funding will be used
To appoint and provide support for a High Ability Practice Leader	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$22,210.00 ☐ Equity funding will be used
Audit and development of a Guaranteed and Viable Curriculum	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	The whole school will a. -develop and implement an integrated wellbeing plan and program for students. b. -build the capacity of staff to model, acknowledge and reinforce social emotional skills throughout the school Class Level: c. -implement universal classroom interventions in positive coping and stress management including relaxation techniques Individual or tailored d. - implement tailored interventions for Tier 3 and 4 students
Outcomes	Staff will a. -provide a positive climate for learning b. -model, acknowledge and reinforce social-emotional learning skills (RRRR, ZoR) -incorporate Zones of Regulation into the SEL curriculum alongside Respectful Relationships

	Students will
	c.- feel supported and engaged in classes and contribute to a positive and respectful classroom culture
	-have positive and respectful relationships with peers and self regulate their behaviour
	d. -have their individual needs met if they have specific SEL needs
Success Indicators	Whole School will
	a. -have a whole school approach to explicit teaching, assessing and reporting of social emotional learning (using RRRR and in line with Victorian Curriculum's Personal and Social Capability)
	b. - be observed supporting the Social and Emotional needs of their students
	Students will
	c. - increase the Connectedness score on the Student Attitudes to School survey
	d. -have less Chronicle reports

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provision of various support people for individuals -Big Brother -Side by Side -Student Wellbeing Worker 1.0EFT	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$21,600.00 ☐ Equity funding will be used
Updated Behaviour Support Plans that reflect our support, partnerships and expectations	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Professional Learning for Education Support staff regarding understanding and supporting students (e.g. trauma informed practice, managing behaviour)	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$3,500.00

				to: Term 4	☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority				
Actions	Whole School Staff will a. -strengthen and adapt the school-wide approach to digital learning including programs regarding digital access and devices b. -build staff capability to integrate digital learning Classroom Level Teaching staff will c. -strengthen and embed digital learning in classes d. -use digital channels of communication to provide regular updates on weekly student learning programs				
Outcomes	The school will a. -have a P-6 sequence of skills and eSmart capabilities b. -have staff confident in using digital technologies to support learning Teachers will c. -assign and provide feedback and greater opportunity to engage with learning technologies. Students will c. -be submitting work and receiving feedback through digital technologies in the Senior grades -be engaging with learning platforms to complement and enhance their learning d. -lodge learning online for parents/carers				
Success Indicators	Whole School a. -documentation of the IT scope and sequence b. -observations and learning walks demonstrate use of digital learning Classroom Level c. -identification of digital tools that were successful for learning and feedback during flexible and remote learning and how they can continue to be implement -use of Reading Eggs to complement reading in the Junior grades				

	Individual or tailored level c. -Identify barriers for individual students to engage in digital learning				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Use learning platform software such as google classrooms and Seesaw as part of normal practice to assign, provide feedback and/ or communicate	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used	
Introduce an IT Boost program to raise the access and reliability of devices for Yrs P-2	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$17,500.00 ☐ Equity funding will be used	

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12 Month Target 2.2	Increase the percentage of students achieving NAPLAN high relative growth in: -Reading to 18% -Numeracy to 11%
12 Month Target 2.3	Increase the percentage of students achieving above expected level in: -Reading to 42% -Writing to 22%

	-Number and Algebra to 28% Increase the percentage of students making Yr 1-6 Teacher Judgement 12 months growth in: -Reading from 80% to 85% -Number from 77%-82%
12 Month Target 2.4	Increase the percentage of positive endorsement on the School Staff Survey in: -Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%
KIS 1 Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)

Actions	a. -Implement and Observation and Feedback Program
	b. -Build staff's capacity to observe and give feedback
	    -Walkthroughs b to gather data to formulate problems of practice as per Datawise process
	    -Self Observation by recording using iPads or phone
	    -Learning Observation to observe a peer's practice to support one's knowledge and skills
	    -Peer Observation to identify effective practice
	    -Peer Observations and Feedback to endorse effective practice and initiate an improvement practice inquiry conversation
	    -Coaching by Learning Specialist, Principal and Assistant Principal Monitoring of the Coaching Program by the Leadership Team

Outcomes	Leaders will have
	a. -provided Observation and Feedback professional learning
	  -provided coaching
	
	Teachers will have
	b. - the knowledge and skills to provide feedback to each other thus providing learning for both.
	  -confidence and willingness to observe practice and receive feedback
	  -received constructive feedback which will improve their practice.
	
	Students -Students will be able to engage in lessons and their content with greater clarity due to improved teaching using the Instructional Framework and Metacognition and Worked Examples as HITS focus

Success Indicators	Leaders
	a. -The Learning Specialists, Assistant Principal and Principal will be able to provide high level, impactful and precise coaching to staff who are becoming highly reflective and responsive practitioners.
	Teachers
	All staff will be able to
	b. -provide warm and cool (positive and improvement) feedback to other
	  -undertake a practice-centric conversation about an observed lesson
	  -achieve the annual target (the percentage of positive endorsement on the School Staff Survey
	  (Feedback Improves Practice to 80% -Professional Learning through Peer Feedback to 70%)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development program to develop staff's capacity to observe, give and receive feedback	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Observation and Feedback conducted by staff on a regular basis with a minimum requirement	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 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	$60,504.80	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$60,504.80**	**$0.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Design and deliver additional assistance program for funded and identified students (KLNP, ILPs, HA, etc)	from: Term 1 to: Term 4		$60,504.80	
Totals			**$60,504.80**	

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
Professional development program to develop staff's capacity to observe, give and receive feedback	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site