

2021 Annual Implementation Plan

for improving student outcomes

Newborough Primary School (4650)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

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

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	Improve student outcomes in Mathematics
Target 2.1	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.
Target 2.2	At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.
Target 2.3	Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.

Target 2.4	By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of Mathematics.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build the capacity of members of staff to know, understand and effectively use the Victorian Curriculum for Mathematics
Key Improvement Strategy 2.b Instructional and shared leadership	Build the instructional leadership capacity of school/middle leaders to support staff and give feedback on planning, assessment and instruction to ensure whole school consistency and quality
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop the PLC culture to support curriculum planning, moderation of assessments and instructional practice
Goal 3	Improve student outcomes in English with an initial focus on Reading
Target 3.1	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.
Target 3.2	At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.
Target 3.3	Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.
Target 3.4	By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.

Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build, implement and sustain an agreed approach to the teaching of Reading
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Establish strategies for students to be setting, monitoring and evaluating their learning progress in Reading
Goal 4	Enhance student engagement and motivation to learn
Target 4.1	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.
Target 4.2	By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.
Target 4.3	By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.
Key Improvement Strategy 4.a Vision, values and culture	Engage all stakeholders in the process of developing and embedding a shared vision, reflective of the school's values and aspirations for the future
Key Improvement Strategy 4.b	Build and embed a school culture that maintains students at the centre of decision making

Empowering students and building school pride	
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Build a school culture based on collaboration where we take responsibility for ours and others learning

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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>*Establish PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. *Establish and implement a whole school approach to social-emotional learning. * Strengthen and adapt the school wide approach to digital learning and policies regarding access and devices.</p>
Improve student outcomes in Mathematics	No	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.	
		At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.	
		Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.	
		By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at	

		each year level are assessed at standard or above for each learning area of Mathematics.	
Improve student outcomes in English with an initial focus on Reading	No	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.	
		At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.	
		Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.	
		By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.	
Enhance student engagement and motivation to learn	No	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.	
		By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.	

		By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.	
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	*Establish PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. *Establish and implement a whole school approach to social-emotional learning. * Strengthen and adapt the school wide approach to digital learning and policies regarding access and devices.		
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	<ul style="list-style-type: none"> *Establish PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. *Establish and implement a whole school approach to social-emotional learning. * Strengthen and adapt the school wide approach to digital learning and policies regarding access and devices. 			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Use the PLC process to ensure teachers are using data to inform their teaching. Establish consistent approaches to assessment. Establish consistent approaches to teaching reading.			
Outcomes	PLCs will meet to engage in reflective practices. Students will experience success and celebrate gaining knowledge Students in need of targeted academic support or intervention will be identified and supported.			
Success Indicators	Classroom observations and learning walks demonstrating take up of PLC approaches. Documentation and data from PLC meetings Data used to identify students for tailored support. Increase in targeted students' results			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop whole school PLC processes	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Use data to inform which students will be identified for the tutoring program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the tutoring program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$138,000.00 <input type="checkbox"/> Equity funding will be used
Develop consistent approach to teaching literacy	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Implement consistent approach to teaching reading	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Develop a positive climate for learning Whole school PD to ensure everyone is on the same page - SWPBS, Respectful Relationships and Zones of Regulation, using Trauma informed practice Program implemented in each of the classrooms - consistently. Targeted strategies for individuals with acute needs (tier 3). Use Oasis program to support students with tier 2 needs.			

Outcomes	<p>Teachers will incorporate trauma informed practices in classes and in planning units of work. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Students with acute needs will receive individualised / small group support with regular monitoring and support group meetings (with parents) where appropriate. Monitoring the success of the Oasis program used to support tier 2 students - students will experience more success in the classroom and in relationships.</p>			
Success Indicators	<p>Observations of changes in classroom practices. School documentation of the agreed approach, implementation and monitoring processes. Survey results from pre and post Oasis work. Reduction in students in tier 2 and 3.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish NPS approach to SWPBS, Respectful relationships and Zones of Regulation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Survey students on how they are feeling at school - pre and post surveys	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Oasis program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Teach cyber safety to students of all year levels - with a particular focus on Grade 3, 4, 5 and 6. Share with parents what is being taught in the classrooms and how they can support this at home.			
Outcomes	Reduction in the issues on line between students both during school time and outside school time. Students understanding the dangers on line. Parents understanding the dangers on line			
Success Indicators	Pre and post survey data of student understanding and online issues with cyber safety. Pre and post survey data of parent understanding of cyber safety.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Determine what the school needs for Cyber Safety education	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Implement lessons on Cyber Safety	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <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	\$90,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$90,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement the Oasis program	from: Term 1 to: Term 4		\$90,000.00	
Totals			\$90,000.00	

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
Develop whole school PLC processes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Establish NPS approach to SWPBS, Respectful relationships and Zones of Regulation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources SWPBS staff	<input checked="" type="checkbox"/> On-site