

# 2021 Annual Implementation Plan

## for improving student outcomes

Woorinen District Primary School (5439)



Submitted for review by Kristie Bennett (School Principal) on 03 February, 2021 at 11:42 AM

Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 09 February, 2021 at 03:35 PM

Endorsed by Rebecca Carmichael (School Council President) on 10 February, 2021 at 09:42 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 moving towards Embedding
		Curriculum planning and assessment	Embedding
		Evidence-based high-impact teaching strategies	Evolving
		Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership		Building leadership teams	Embedding
		Instructional and shared leadership	Embedding
		Strategic resource management	Embedding
		Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	During the past 12 months we have spent much of our time embedding current practice and limited time on working on new areas, predominantly due to Remote and Flexible learning with teachers already having so much new learnings we didn't think it was a time to add additional work. Remote and Flexible learning had mixed reviews with some Parents liking that they gained insight into what their child does in the classroom, this has helped teachers to build connections with parents and families at a deeper level. We continued to focus on wellbeing and family supports which was crucial for many families as previous supports that families were relying were hard to access during COVID. Middle leadership continued to be a focus and leadership skills of all staff continue to be enhanced through maximising their opportunity to lead.
<b>Considerations for 2021</b>	We are having our Review in 2021 and this will be good opportunity for us to reflect, analyse and celebrate our success whilst refocussing our future direction. We will renew our focus to SWPBS in 2021, as this was an area that dropped off during this year. We will consider best practice for the tutoring program to ensure we make the most growth for our identified students.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To sustain continuous improvement in student learning outcomes especially in literacy and numeracy.
<b>Target 2.1</b>	Increase medium and high relative growth in NAPLAN for years 3 and 5 to 7 to above 80 per cent for all literacy and numeracy domains.
<b>Target 2.2</b>	Students demonstrate at least one year's growth for one year's learning in number, as indicated by a triangulation of data.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	With a focus on Number, Improve capacity to collect, store and analyse data to inform whole school planning for a differentiated approach to teaching that better meets the individual learning needs of students.

<b>Goal 3</b>	To enhance whole school practices to support the social and emotional development of students and thereby improve student learning outcomes.
<b>Target 3.1</b>	The target for ATTS variables for Connectedness to peers and engagement to be above the state mean.
<b>Key Improvement Strategy 3.a</b> Building communities	Build a wellbeing team that engages and supports parents and students, whilst continuing to embed our 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	<p>Students demonstrate one year's growth for one years teaching in literacy - reading and writing and in number and place value as indicated by triangulation of student data.</p> <p>Students will feel conneced to school and have positive attitudes to attendance.</p>
To sustain continuous improvement in student learning outcomes especially in literacy and numeracy.	No	Increase medium and high relative growth in NAPLAN for years 3 and 5 to 7 to above 80 per cent for all literacy and numeracy domains.	
		Students demonstrate at least one year's growth for one year's learning in number, as indicated by a triangulation of data.	
To enhance whole school practices to support the social and emotional development of students and thereby improve student learning outcomes.	No	The target for ATTS variables for Connectedness to peers and engagement to be above the state mean.	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>Students demonstrate one year's growth for one years teaching in literacy - reading and writing and in number and place value as indicated by triangulation of student data.</p> <p>Students will feel connected to school and have positive attitudes to attendance.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	<p>Students demonstrate one year's growth for one years teaching in literacy - reading and writing and in number and place value as indicated by triangulation of student data.</p> <p>Students will feel conneced to school and have positive attitudes to attendance.</p>			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<p>Teachers will consolidate their understanding of literacy and mathematics lesson structure and curriculum through the use of WDPS gradual release instructional model.</p> <p>Staff will increase their understanding of learning progressions in maths and build their capacity to support individual learning needs.</p> <p>Staff will be able to articulate exactly what 12 months growth for 12 months learning looks like in relation to Number.</p> <p>Students will be provided with challenging Maths tasks that they can access at their proficiency level, with a focus on developing a growth mindset</p>			
<b>Outcomes</b>	<p>Staff will increase thier under of learning progressions in maths and build their capacity to support individual learning needs.</p> <p>Staff will be able to articulate exactly what 12 months growth for 12 months learning looks like in relation to Number, reading and writing.</p> <p>Students will be provided with challenging Maths tasks that they can access at their proficiency level, with a focus on developing a growth mindset.</p> <p>Leadership will ensure that all students that have not made the 12 months gains in 2020 will have access to additional support in literacy and maths.</p>			
<b>Success Indicators</b>	<p>Termly Professional Learning Schedule reflects a key focus on Number, reading and writing and is checked at 3 month intervals to ensure students are progressing.</p> <p>Data wall will measure individual, class and whole school progress in Number and reading.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Professional learning will target the learning progressions in Maths and reading, ensuring lessons are structured to meet the needs of all students.		<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Maths and Literacy intervention and extension program to target accelerated student learning growth in Maths.		<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$83,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Swan Hill Cluster CoP, to be utilised as a support to build capacity of staff to teach Maths and literacy with a particular focus on Number and reading.		<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Through consultation with staff, we will revisit and modify our current data wall to ensure our display reflects best practice and regularly refer to it in order to monitor students progress.		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority				
<b>Actions</b>	Establish an agreed approach to monitoring and responding to student wellbeing concerns.				

<b>Outcomes</b>	Teachers will strengthen engagement with regional and external support agencies. Teachers will participate in training to strengthen their knowledge on executive function. At risk students will be identified and receive targeted support in a timely manner. Families of at risk students will receive regular communication and support from the school. Students and families will be connected to allied health and mental health services. The school will use chaplaincy money to support the wellbeing students within the school. Teacher will use the practical skills from executive function training and implement within their classroom routine. Leadership and wellbeing team will develop a easy to access calming and meditation resource for teachers to implement into classroom routine.				
<b>Success Indicators</b>	All about me survey data, will identify at risk students. Executive function activities will be implemented within classroom routine. Students will participate in meditation activities as part of classroom routine. Classroom observations. Documentation of students at risk from weekly wellbeing meeting. Data of counselling services accessed by student and families. Students in 3/4 will participate in FRIENDS training. At risk students in 3-6 will participate in MESH training. Adult MESH training will be offered for parents.				
<b>Activities and Milestones</b>		<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Development to enhance teacher knowledge around student wellbeing needs.		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Introduction of Chaplaincy program		<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input type="checkbox"/> Equity funding will be used

Individual and small group programs.		<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority				
<b>Actions</b>	<p>Ensure students requiring specific interventions are engaged with external agencies and supports.</p> <p>Investigate and plan for future school facilities and grounds work that will mean we can have a space for group work and therapy sessions.</p>				
<b>Outcomes</b>	<p>Students that are at risk will be given the necessary supports to meet their needs.</p> <p>Leadership and wellbeing and teachers will ensure that student and parents mental and emotional needs will be met by linking with external providers</p> <p>Teachers will ensure students feel connected to their school and have positive attitudes to attendance.</p> <p>Leadership and teachers will focus on ensuring a school wide focus on attendance, with teachers ensuring roles are marked accurately and parents are encouraged to make appointments in our of school time.</p>				
<b>Success Indicators</b>	<p>We will reduce unexplained attendance.</p> <p>Number of referrals, documented outcomes of student referral meetings.</p> <p>MESH and FRIENDs will be timetabled into to 1hr teaching lots in the Wellbeing curriculum.</p> <p>School council minutes will reflect investigation into future planning for a multipurpose room.</p>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
Continue to role out the Woorinen Model for Wellbeing and have Fiona work within our school with students and families.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used	

Continue to implement FRIENDS and MESH with our 3 to 6 year levels	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to strengthen student and community involvement through school based days and excursions.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" 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	\$114,000.00	\$114,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$114,000.00</b>	<b>\$114,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Maths and Literacy intervention and extension program to target accelerated student learning growth in Maths.	from: Term 1 to: Term 4		\$83,500.00	\$83,500.00
Swan Hill Cluster CoP, to be utilised as a support to build capacity of staff to teach Maths and literacy with a particular focus on Number and reading.	from: Term 1 to: Term 4		\$15,000.00	\$15,000.00
Professional Development to enhance teacher knowledge around student wellbeing needs.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Individual and small group programs.	from: Term 1 to: Term 4		\$2,500.00	\$2,500.00

Continue to role out the Woorinen Model for Wellbeing and have Fiona work within our school with students and families.	from: Term 1 to: Term 4		\$1,000.00	\$1,000.00
Continue to implement FRIENDS and MESH with our 3 to 6 year levels	from: Term 1 to: Term 4		\$2,000.00	\$2,000.00
Continue to strengthen student and community involvement through school based days and excursions.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
<b>Totals</b>			\$114,000.00	\$114,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning will target the learning progressions in Maths and reading, ensuring lessons are structured to meet the needs of all students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Maths and Literacy intervention and extension program to target accelerated student learning growth in Maths.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Swan Hill Cluster CoP, to be utilised as a support to build capacity of staff to teach Maths and literacy with a particular focus on Number and reading.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Attend CoP at Lake Boga or hosting school.



Through consultation with staff, we will revisit and modify our current data wall to ensure our display reflects best practice and regularly refer to it in order to monitor students progress.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Development to enhance teacher knowledge around student wellbeing needs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Rachel Williams from local logic to run PD on executive function.	<input checked="" type="checkbox"/> On-site