

2021 Annual Implementation Plan

for improving student outcomes

Moyston Primary School (1263)



Submitted for review by Anthony Cain (School Principal) on 30 November, 2020 at 01:03 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 19 December, 2020 at 03:32 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	Embedding
		Curriculum planning and assessment	Embedding
		Evidence-based high-impact teaching strategies	Embedding
		Evaluating impact on learning	Embedding
Professional leadership		Building leadership teams	Embedding
		Instructional and shared leadership	Evolving
		Strategic resource management	Evolving
		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	Evolving
		Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	2020 has been a very unprecedented year. Staff students and families have endured great levels of stress. For some students remote learning was fine but others needed definitely to be onsite.
Considerations for 2021	Looking forward to hopefully more structured and normal year. Our focus will be placed on bringing students that are behind to an expected level of growth through our involvement in ASSIST and extra funding for the Tutor Program.
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 Empowering students and building school pride	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	<ul style="list-style-type: none"> To improve all student's achievement in English and Mathematics
Target 2.1	<p>That all students who participate in NAPLAN will achieve in the top 4 bands.</p> <p>That all Year 5 students who participate in NAPLAN will achieve medium/high growth.</p> <p>To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum.</p> <p>To increase the percentage of students achieving <u>at least</u> 12 months learning growth in 12 months according to teacher judgements against the Victorian Curriculum.</p>

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a whole school Instructional Model for Moyston Primary School that includes: What we teach; How we teach; and How do we know students are learning?
Goal 3	<ul style="list-style-type: none"> To build a culture of engagement where student voice and self-motivation are developed and valued through a strong instructional model and positive partnerships with parents and community.
Target 3.1	Parents / community members are involved in at least 1 education / extra curricula program per term.
Key Improvement Strategy 3.a Building communities	Engage volunteers to assist in school programs, eg. Respectful Relationships. Encourage school council members to assist within classrooms Conduct school classroom walks. continue Playgroup in conjunction with maternal Health Nurse visits.
Goal 4	<ul style="list-style-type: none"> Our whole school community will focus on positive relationships and resilience, building on the school values so that well being will be enhanced.
Target 4.1	Analyse approaches to parent reporting/communication and student leadership
Key Improvement Strategy 4.a Empowering students and building school pride	Halogen Leadership Day New Schools Values- Survey School Council Families, students and teachers PD- Relational Learning (George Otero)

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>That all students who participate in NAPLAN will achieve in the top 4 bands in Writing.</p> <p>That all Year 5 students who participate in NAPLAN meeting and above benchmark growth in Writing.</p> <p>Increase the percentage of F-6 students achieving above the expected level against the Victorian Curriculum according to Teacher Judgements: Reading from 15% in 2020 to 20% in 2021 Writing from 0% in 2020 to 10% in 2021 Numeracy from 5% in 2020 to 10% in 2021.</p> <p>Improve rates of positive endorsement in the POS for the following factors: Student motivation and support from 72% in 2020 to 85% in 2021</p>
<ul style="list-style-type: none"> To improve all student's achievement in English and Mathematics 	No	That all students who participate in NAPLAN will achieve in the top 4 bands.	

		<p>That all Year 5 students who participate in NAPLAN will achieve medium/high growth.</p> <p>To increase the percentage of students achieving at or above the expected level according to teacher judgements against the Victorian Curriculum.</p> <p>To increase the percentage of students achieving <u>at least</u> 12 months learning growth in 12 months according to teacher judgements against the Victorian Curriculum.</p>	
<ul style="list-style-type: none"> To build a culture of engagement where student voice and self-motivation are developed and valued through a strong instructional model and positive partnerships with parents and community. 	No	Parents / community members are involved in at least 1 education / extra curricula program per term.	
<ul style="list-style-type: none"> Our whole school community will focus on positive relationships and resilience, building on the school values so that well being will be enhanced. 	No	Analyse approaches to parent reporting/communication and student leadership	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>That all students who participate in NAPLAN will achieve in the top 4 bands in Writing.</p> <p>That all Year 5 students who participate in NAPLAN meeting and above benchmark growth in Writing.</p> <p>Increase the percentage of F-6 students achieving above the expected level against the Victorian Curriculum according to Teacher Judgements:</p>

	Reading from 15% in 2020 to 20% in 2021 Writing from 0% in 2020 to 10% in 2021 Numeracy from 5% in 2020 to 10% in 2021. Improve rates of positive endorsement in the POS for the following factors: Student motivation and support from 72% in 2020 to 85% in 2021	
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 Empowering students and building school pride	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	<p>That all students who participate in NAPLAN will achieve in the top 4 bands in Writing.</p> <p>That all Year 5 students who participate in NAPLAN meeting and above benchmark growth in Writing.</p> <p>Increase the percentage of F-6 students achieving above the expected level against the Victorian Curriculum according to Teacher Judgements: Reading from 15% in 2020 to 20% in 2021 Writing from 0% in 2020 to 10% in 2021 Numeracy from 5% in 2020 to 10% in 2021.</p> <p>Improve rates of positive endorsement in the POS for the following factors: Student motivation and support from 72% in 2020 to 85% in 2021</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ol style="list-style-type: none"> 1. Staff will engage with a multi-tiered system of supports for learning, catch-up and extension. This will be led by our curriculum leader. Our PLC meetings will engage in deep professional learning to build capacity for effective curriculum planning and implementation using our new Instructional Model. 2. Be an active member in the ASSIST program to develop data literacy of teachers and identify student learning progression and needs. ASSIST (refer to uploaded template) 3. Tutor Learning Initiative Program (refer uploaded Templates)
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - progress through engagement in "High Impact Learning". - Be active in the learning through our Instructional model and also understand their role within it. <p>Teachers will</p> <ul style="list-style-type: none"> - understand and utilize the multi-tiered system of supports for learning, catch up and extension - understand the instructional model and their role within it. - make and communicate clear links between the curriculum and its application

	<ul style="list-style-type: none"> - incorporate teaching and learning strategies explored in Professional Learning. - Develop strong partnerships with other ASSIST school leaders. - consistently implement the agreed assessment schedule. - will regularly update data walls. - will provide regular feedback and monitor student progress using data. <p>Leadership will:</p> <ul style="list-style-type: none"> - engage in Professional Learning alongside teachers. - understand that action is a priority and consistently communicate this to staff. - provide necessary resources, such as, time, Professional Learning and materials. - seek to understand 'teacher voice' in Professional Learning - Develop strong partnerships with other ASSIST school leaders. 			
Success Indicators	<ul style="list-style-type: none"> - Staff planning documents will reflect the inquiry cycle, instructional model and High Impact Teaching Strategies. - Multi-tiered System of Support (learning, catch up and extension) will be documented on google drive and accessed by staff. - Differentiated teaching will form part of each teacher's PDP (Professional Practice) - A documented assessment schedule and evidence of teachers collecting data and moderating assessments. - Use of PAT Maths and PAT Reading data. - Teacher artefacts from formative and summative assessments. - Data walls indicating clearly student progress. - Collaborating with teachers from ASSIST. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify students requiring additional support through the tutoring program. Implement tutoring program. Track and monitor progress	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Teacher artefacts from formative and summative assessments.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish processes/structures for collecting and monitoring school-wide data, including using a Data Wall. Data walls indicating clearly student progress	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify students excelling in their learning. Investigate and implement extension programs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
A documented assessment schedule and evidence of teachers collecting data and moderating assessments. Use of PAT Maths and PAT Reading data.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Collaborating with teachers from ASSIST.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority			
Actions	To establish a school wide approach to social and emotional learning and belonging.			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - have a deeper understanding of building and maintaining healthy and respectful relationships - have improved personal and interpersonal skills, including self regulation skills. - experience consistency in tiered approach to support well-being. <p>Teachers will</p>			

	<ul style="list-style-type: none">- understand and implement a school-wide approach to wellbeing.- collaborate for coherence (consistency with purpose).- build capacity to feel safe, connected and supported in the workplace. <p>Leadership will</p> <ul style="list-style-type: none">- understand that this action is a priority and consistently communicate this to staff.- provide necessary resources, such as, time, Professional Learning and materials- engage professional Learning alongside teachers.- seek to understand 'teacher voice' in Professional Learning				
Success Indicators	Enhance Multi-Tiered System of Support (Wellbeing) through professional learning eg. continued participation in the Ararat Resilience Project Documentation of resources to support well-being (Resilience Project) Social and emotional well-being will form part of each teacher's PDP (Professional Knowledge)				
Activities and Milestones		Who	Is this a PL Priority	When	Budget
Plan and implement Resilience Project curriculum supported through further professional learning.		✔ All Staff	✔ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ✔ Equity funding will be used
KIS 3 Building communities	Connected schools priority				
Actions	To strengthen community connections. Marrung Implementation Plan (refer to uploaded template).				
Outcomes	Families will: will feel welcome in the school. Student will:				

	<p>feel connected to their school and have positive attitudes towards attendance use technology to support learning at home and at school.</p> <p>Staff will: build stronger relationships with students and parents/carers/kin.</p>			
Success Indicators	<p>Positive survey data related to 'connectedness to school'</p> <p>Parent meetings</p> <p>Activities across the school that invite parents/carers to celebrate learning at least once per term</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of ILPs for students achieving outside the expected range. These include meeting with parents/carers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
PLC meetings used to plan for one community activity each term to share and celebrate learning, including open events and newsletters	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
Use assemblies to enhance community involvement - whole school use of digital platform to allow a wider viewing	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$6,000.00	\$6,500.00
Additional Equity funding	\$18,500.00	\$17,319.81
Grand Total	\$24,500.00	\$23,819.81

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish processes/structures for collecting and monitoring school-wide data, including using a Data Wall. Data walls indicating clearly student progress	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Plan and implement Resilience Project curriculum supported through further professional learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
PLC meetings used to plan for one community activity each term to share and celebrate learning, including open events and newsletters	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$1,500.00

Use assemblies to enhance community involvement - whole school use of digital platform to allow a wider viewing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$1,000.00	\$2,000.00
Totals			\$6,000.00	\$6,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional staffing allocation for intervention.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$8,500.00	\$8,500.00
Assist Tutor program, cash to credit for additional staffing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$10,000.00	\$8,819.81
Totals			\$18,500.00	\$17,319.81

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Identify students requiring additional support through the tutoring program. Implement tutoring program. Track and monitor progress	✓ Leading Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Design of formative assessments ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Bastow program/course ✓ Literacy Leaders ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ Off-site PD, ASSIST, BASTOW
Teacher artefacts from formative and summative assessments.	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Literacy Leaders ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader 	<ul style="list-style-type: none"> ✓ On-site
Establish processes/structures for collecting and monitoring school-wide data, including using a Data Wall. Data walls indicating clearly student progress	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Bastow program/course ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Plan and implement Resilience Project curriculum supported through further professional learning.	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Subject association 	<ul style="list-style-type: none"> ✓ On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
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