

2021 Annual Implementation Plan

for improving student outcomes

Napoleons Primary School (1072)



Submitted for review by Susan Izard (School Principal) on 02 June, 2021 at 10:05 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 02 June, 2021 at 02:55 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving moving towards Embedding
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	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	<p>The school (students, staff and parents) participated in a School Review at the end of 2020. This was a rigorous process and provided us with opportunities to celebrate and reflect. As a staff, the school has participated in a range of professional learning opportunities over the last few years - DSSI, PLC and Sounds Write training. This is reflected in the building of our teaching and learning practice and this has led to a significant cultural shift and a corresponding lift in student improvement, especially in reading. Through the review process, we acknowledge that significant learning has been undertaken and we recognize that now is the time to embed the learning into our core practice. The Review panel identified a number of key directions for the next strategic plan and these include formalizing our Guaranteed and Viable Curriculum and embedding our instructional model so that it is understood by students as well as staff, improving opportunities for student voice and agency, having a stronger focus on Numeracy and ensuring we build staff capacity in instructional leadership, data literacy and strengthening our PLC.</p>
Considerations for 2021	<p>A number of our identified key directions, we feel, have been begun and are underway - these include the Guaranteed and Viable Curriculum and the Instructional Model - we feel confident that these can be embedded throughout 2021. We have also begun working with the PLC Manager from the Central Highlands Area Office (Ballarat) to ensure our PLC process and</p>

	<p>inquiry cycles have greater depth, understanding and inform our teaching and learning. All teaching staff are now qualified in Sounds Write synthetic phonics which now enables us to implement this program school wide. We have begun a Bastow course in Leading Differentiation in Mathematics. We expect to focus on Differentiation for at least the first six months, if not the full year.</p>
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 maximise the achievement and the learning growth of every student, particularly in literacy and numeracy.
Target 2.1	<p>By 2024, the percentage of students demonstrating 12 months or more high learning growth (benchmark) using teacher judgement data will increase from its current 3 year means from:</p> <ul style="list-style-type: none"> • 29% in Reading to 35% • 18% in Writing to 35% • 23% in Numeracy to 35% <p>This will be triangulated with reference to agreed norms-referenced/standards based data</p>
Target 2.2	<p>By 2024, increase the percentage of students making high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 29% (benchmark set as a mean over three years prior to start of review period) to 35% • Writing from 18% (benchmark set as a mean over three years prior to start of review period) to 35%

	<ul style="list-style-type: none"> • Numeracy from 23% (benchmark set as a mean over three years prior to start of review period) to 35%
Target 2.3	<p>By 2024, increase the percentage of Year 3 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 42% (benchmark set as a mean over three years prior to start of review period) to 46% • Writing from 26% (benchmark set as a mean over three years prior to start of review period) to 30% • Numeracy from 33% (benchmark set as a mean over three years prior to start of review period) to 38%
Target 2.4	<p>By 2024, increase the percentage of Year 5 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 34% (benchmark set as a mean over three years prior to start of review period) to 40% • Writing from 13% (benchmark set as a mean over three years prior to start of review period) to 20% • Numeracy from 21% (benchmark set as a mean over three years prior to start of review period) to 30%
Target 2.5	<p>By 2024, improve the percentage of positive endorsement on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • School Climate 85% (2020) to 90% (2024) • Collective Efficacy 82% (2020) to 87% (2024) • Collective Responsibility 100% (2020) to be retained. • Academic Emphasis 65% (2020) to 70% (2024) <p>Teaching and Learning Module—Evaluation</p> <ul style="list-style-type: none"> • Understand how to analyse data 57% (2020) to 62% (2024) • Use student feedback to improve practice 57% (2020) to 62% (2024)

Key Improvement Strategy 2.a Building practice excellence	Build teacher capability in data literacy with effective moderation practices to plan for differentiation and teach to point of need.
Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen teacher and team capability to embed a guaranteed and viable curriculum.
Key Improvement Strategy 2.c Building leadership teams	Continue to develop instructional leadership across the school.
Goal 3	To improve student engagement, voice and learner agency.
Target 3.1	By 2024, improve the percentage of positive endorsement for AToSS factor: <ul style="list-style-type: none"> • Student voice & agency 68% (2019) to 80% (2024) • Effective teaching time 93% retain or increase (2024)
Target 3.2	By 2024 the number of absence days will decrease from 16 days (2017–19) to 13 days (2024).
Target 3.3	By 2024, improve the percentage of positive endorsement for SSS Teaching and learning module—Evaluation factor: <ul style="list-style-type: none"> • Use student feedback to improve practice 57% (2020) to 62% (2024)
Key Improvement Strategy 3.a Intellectual engagement and self-	Implement a process for students and teachers to participate in the development of challenging student learning goals, and to monitor progress towards the achievement of goals.

awareness	
Goal 4	To improve the resilience and social and emotional wellbeing of all students.
Target 4.1	<p>By 2024, improve the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Resilience 76% (2019) to 82% (2024) • Sense of Confidence 83% (2019) retain or improve (2024) • Managing Bullying 78% (2019) to 80% (2024) • Attitudes to Attendance 85% (2019) to 90% (2024) • Sense of Connectedness 70% (2019) to (75%) (2024)
Target 4.2	<p>By 2024, improve the percentage of positive endorsement for the POS factor:</p> <ul style="list-style-type: none"> • General satisfaction 59% (2019) to 70% (2024)
Key Improvement Strategy 4.a Health and wellbeing	Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.

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>Learning Catch up and Extension: By the end of 2021, 90% of students will demonstrate 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced data.</p> <p>Happy, Active and Healthy Kids: By the end of 2021, we will demonstrate improvement from 68% to 71% in the AtoSS factor Student Voice and Agency and we will decrease the average number of absence days from 16 to 14.</p> <p>Connected Schools: By the end of 2021, we will demonstrate improvement from 70% to 72% in the AtoSS factor Sense of Connectedness and we will demonstrate improvement from 59% to 63% in the Parent Opinion Survey factor of General Satisfaction.</p>
To maximise the achievement and	No	By 2024, the percentage of students demonstrating 12 months or more high learning growth (benchmark) using teacher judgement	

the learning growth of every student, particularly in literacy and numeracy.	<p>data will increase from its current 3 year means from:</p> <ul style="list-style-type: none"> • 29% in Reading to 35% • 18% in Writing to 35% • 23% in Numeracy to 35% <p>This will be triangulated with reference to agreed norms-referenced/standards based data</p>	
	<p>By 2024, increase the percentage of students making high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 29% (benchmark set as a mean over three years prior to start of review period) to 35% • Writing from 18% (benchmark set as a mean over three years prior to start of review period) to 35% • Numeracy from 23% (benchmark set as a mean over three years prior to start of review period) to 35% 	
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		<p>By 2024, increase the percentage of Year 5 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 34% (benchmark set as a mean over three years prior to start of review period) to 40% • Writing from 13% (benchmark set as a mean over three years prior to start of review period) to 20% • Numeracy from 21% (benchmark set as a mean over three years prior to start of review period) to 30% 	
		<p>By 2024, improve the percentage of positive endorsement on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • School Climate 85% (2020) to 90% (2024) • Collective Efficacy 82% (2020) to 87% (2024) • Collective Responsibility 100% (2020) to be retained. • Academic Emphasis 65% (2020) to 70% (2024) <p>Teaching and Learning Module—Evaluation</p> <ul style="list-style-type: none"> • Understand how to analyse data 57% (2020) to 62% (2024) • Use student feedback to improve practice 57% (2020) to 62% (2024) 	
To improve student engagement,	No	By 2024, improve the percentage of positive endorsement for	

voice and learner agency.		<p>AToSS factor:</p> <ul style="list-style-type: none"> • Student voice & agency 68% (2019) to 80% (2024) • Effective teaching time 93% retain or increase (2024) 	
		<p>By 2024 the number of absence days will decrease from 16 days (2017–19) to 13 days (2024).</p>	
		<p>By 2024, improve the percentage of positive endorsement for SSS Teaching and learning module—Evaluation factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice 57% (2020) to 62% (2024) 	
To improve the resilience and social and emotional wellbeing of all students.	No	<p>By 2024, improve the percentage of positive endorsement for the AToSS factors:</p> <ul style="list-style-type: none"> • Resilience 76% (2019) to 82% (2024) • Sense of Confidence 83% (2019) retain or improve (2024) • Managing Bullying 78% (2019) to 80% (2024) • Attitudes to Attendance 85% (2019) to 90% (2024) • Sense of Connectedness 70% (2019) to (75%) (2024) 	

		<p>By 2024, improve the percentage of positive endorsement for the POS factor:</p> <ul style="list-style-type: none"> • General satisfaction 59% (2019) to 70% (2024) 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Learning Catch up and Extension: By the end of 2021, 90% of students will demonstrate 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced data.</p> <p>Happy, Active and Healthy Kids: By the end of 2021, we will demonstrate improvement from 68% to 71% in the AtoSS factor Student Voice and Agency and we will decrease the average number of absence days from 16 to 14.</p> <p>Connected Schools: By the end of 2021, we will demonstrate improvement from 70% to 72% in the AtoSS factor Sense of Connectedness and we will demonstrate improvement from 59% to 63% in the Parent Opinion Survey factor of General Satisfaction.</p>	
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	Connected schools priority	Yes

Building communities		
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>Learning Catch up and Extension: By the end of 2021, 90% of students will demonstrate 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced data.</p> <p>Happy, Active and Healthy Kids: By the end of 2021, we will demonstrate improvement from 68% to 71% in the AtoSS factor Student Voice and Agency and we will decrease the average number of absence days from 16 to 14.</p> <p>Connected Schools: By the end of 2021, we will demonstrate improvement from 70% to 72% in the AtoSS factor Sense of Connectedness and we will demonstrate improvement from 59% to 63% in the Parent Opinion Survey factor of General Satisfaction.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School:</p> <ul style="list-style-type: none"> -Develop data literacy through the PLC for staff to inform understanding of students' needs and progress and identify students requiring additional support. -Maintain and develop PLC/PLT structures to support teacher collaboration and reflection and strengthening of teaching practice. -Initiate a longer PLC Inquiry into both Numeracy and Literacy with the support of the Regional PLC Manager -Document and monitor achievement and outcomes for students through a revised PLC Inquiry cycle <p>Class Level:</p> <ul style="list-style-type: none"> -Use PLCs for staff to collaboratively plan units of work with a focus on differentiation -Build students' self awareness and metacognitive skills -Revisit and strengthen the use of HITS in the classroom beginning with Feedback (Term 1) and Collaboration (Term 2) <p>Individual Level:</p> <ul style="list-style-type: none"> -Establish small group tutoring programs for all students identified as being 'at risk' (based on achievement data) or needing 'catch

	up'			
Outcomes	<p>Whole School/Class level</p> <p>Teachers will confidently and accurately identify student learning needs of their students through the PLC Inquiry cycle</p> <ul style="list-style-type: none"> -PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons -Team PLCs (PLTs) - Junior and Senior - will continue the work begun in the PLCs over the period of the Inquiry Cycle -Teachers will use identify focus HITS within planned lessons and units -Teachers will provide and receive regular feedback to and from students, increase opportunities for student voice and agency within the classroom -teacher will continue to monitor student progress using data walls -Teachers will provide students with the opportunity to work at their level using differentiated resources <p>Individual level</p> <ul style="list-style-type: none"> -Students in need of targeted academic support or intervention will be identified and supported through Literacy Support (Sounds Write) and/or the Tutoring Learning Initiative -Nominated teachers (tutors) will establish small group tutoring for identified students in conjunction with class teachers 			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data - these will be tracked against SSP targets</p> <p>Teacher records and observations of student progress</p> <p>Data walls indicating student progress</p> <p>Classroom (peer) observations and learning walks feedback</p> <p>Assessment data and student survey data from AtoSS and smaller feedback and TLI ntervention groups</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning and support on formative assessment and collecting, analysing, responding to and monitoring data throughout the year via the PLC and collaboration with the PLC Manager	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring small group, tailored support and schedule weekly times for the support to occur	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$63,775.36

(TLI and Literacy Support)			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish a whole school approach to social-emotional learning and engagement Ensure all students can re-engage in all forms of activity including sports, games and the arts (dance/drama/visual arts) Target counselling for individual students with acute/urgent needs Build relationships and engage with families of at-risk students			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Students with acute needs will receive individualised support with regular monitoring and student support group meetings with parents where appropriate			
Success Indicators	Documentation of frameworks, policies and the RRRR programs Shared PL goals documented in staff PDPs Students engagement in wellbeing programs (Friendly Schools/RRRR) Documentation of strategies students will use in the classes and at school Staffing of wellbeing programs/supports			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop/implement RRRR curriculum resources which reflect wellbeing and social-emotional learning focus as part of our Wellbeing program and staffing	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to:	\$0.00 <input type="checkbox"/> Equity funding will

			Term 2	be used
Hold professional learning for teacher implementing wellbeing programs (RRRR)	<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
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 Plan for school facilities and grounds works that will mean every student has an opportunity to learn			
Outcomes	Teachers will have strong relationships with students and parents/carers Students and parents will feel welcome and as though they belong Students will feel connected to the school and have positive attitudes to attendance Students will influence the learning environment through choices, voice and agency Framework for remote learning that supports family wellbeing and connection to school			
Success Indicators	Documentation of school digital policies Whole School Surveys 3-way conference session times Attendance Frequency of communication with parents/carers			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Invite local community members and leaders to school open days, assemblies, concerts, PFA and other school events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Allocate time for teachers to communicate with parents/carers through 3-way conferences (all) and SSGs (as needed)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$63,775.36	\$37,983.36
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$63,775.36	\$37,983.36

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish criteria for identifying students requiring small group, tailored support and schedule weekly times for the support to occur (TLI and Literacy Support)	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	\$63,775.36	\$37,983.36
Totals			\$63,775.36	\$37,983.36

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
Schedule and organise professional learning and support on formative assessment and collecting, analysing, responding to and monitoring data throughout the year via the PLC and collaboration with the PLC Manager	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Establish criteria for identifying students requiring small group, tailored support and schedule weekly times for the support to occur (TLI and Literacy Support)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Tutor Learning Initiative Professional Learning Modules (online)	<input checked="" type="checkbox"/> On-site