2021 Annual Implementation Plan

for improving student outcomes

Belvedere Park Primary School (4902)

Submitted for review by Benjamin Moncrieff (School Principal) on 17 December, 2020 at 10:54 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 09 February, 2021 at 01:55 PM
Endorsed by Karen Armfield (School Council President) on 25 February, 2021 at 03:00 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	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	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	Key Directions for 2021 - Continual explicit connection FISO, SSP, AIP, PDP, ATSS and staff survey. - Consistency across all areas of curriculum, assessment and student wellbeing strategies. - Use of HITS to embed consistency of teacher practice. - Increase of frequency of classroom observations connected to HITS and strategic plan providing feedback to improve instruction. - Continue to develop the digital learning skills of both students and staff. - Build consistency and understanding of using informative data to inform teaching.
Considerations for 2021	- HITS - Developing consistency of practice across: Jolly Grammar and Jolly Phonics. - Consistency in using data to inform practice and review the use of formative assessment to inform practice. - Learning Walks will focus on improving teacher practice. - Utilise the digital technologies scope and sequence from F-6.

	- Continue to build targeted strategies to lift attendance based on individual student needs and 2020 data. - Peer observation and feedback timetable developed.
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 Building practice excellence	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 achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.
Target 2.1	• *The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs such as PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.* Improvements in NAPLAN Relative Growth data ie:

	- Increase the % of Year 3-5 students making *high* relative growth in Reading to 25% - Increase the % of Year 3-5 students making *high* relative growth in Spelling to 25% - Increase the % of Year 3-5 students making *high* relative growth in Numeracy to 33% An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings): - Numeracy from 41.1% (2017) - Reading from 49.1% (2017) - Writing from 47% (2017) An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings): - Numeracy from 18% (2017) - Reading from 22.5% (2017) - Writing from 15.8% (2017) Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year's growth in a 12 month period. Higher level of proficiency on the FISO continuum for Building Practice Excellence
Key Improvement Strategy 2.a Curriculum planning and assessment	Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.

Key Improvement Strategy 2.b Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 3.1	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.
Key Improvement Strategy 3.a Building practice excellence	• Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach.
Goal 4	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 4.1	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.
Key Improvement Strategy 4.a Curriculum planning and assessment	• Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students.

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	Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school. KIS1a - PAT Maths data, 71% of students at or above the expected level at the end of Semester One and 73% at the end of Semester Two (69% in 2020). - PAT Reading data, 66% of students at or above the expected level at the end of Semester One and 70% at the end of Semester Two (62% in 2020). - All students in the Tutor program will show growth in Essential Assessment, Teacher Judgement (e.g. Running Record) and progress towards their IEP goals. - All student in "Project 21" will show growth in their Essential Assessment data each term. KS1b - To increase the "Student Voice and Agency" in the AtoSS to 85% (81% in 2020). - Local survey (student voice and agency) data to increase throughout the year. Students to be surveyed each term. KS1c - Increase in parental interactions with Compass. 100% of student "Insights" to be completed by parents online. (79% in 2020). - Local parent survey conducted to gain feedback around digital assessment

				and reporting. - Digital technologies used to increase parent involvement in the school (WebEx for whole school assembly, Compass and increase usage of school website).
To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.	No		• *The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs such as PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.* Improvements in NAPLAN Relative Growth data ie: • Increase the % of Year 3-5 students making *high* relative growth in Read • Increase the % of Year 3-5 students making *high* relative growth in Spel • Increase the % of Year 3-5 students making *high* relative growth in Num An increase in the percentage of year 3 students achieving in the t • Numeracy from 41.1% (2017) • Reading from 49.1% (2017) • Writing from 47% (2017) An increase in the percentage of year 5 students achieving in the t • Numeracy from 18% (2017) • Reading from 22.5% (2017) • Writing from 15.8% (2017) Growth in the Foundation to Year 2 English On-Line Interview (EOI period. Higher level of proficiency on the FISO continuum for Building P	

To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.	No	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.	
To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.	No	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school. KIS1a - PAT Maths data, 71% of students at or above the expected level at the end of Semester One and 73% at the end of Semester Two (69% in 2020). - PAT Reading data, 66% of students at or above the expected level at the end of Semester One and 70% at the end of Semester Two (62% in 2020). - All students in the Tutor program will show growth in Essential Assessment, Teacher Judgement (e.g. Running Record) and progress towards their IEP goals. - All student in "Project 21" will show growth in their Essential Assessment data each term. KS1b - To increase the "Student Voice and Agency" in the AtoSS to 85% (81% in 2020). - Local survey (student voice and agency) data to increase throughout the year. Students to be surveyed each term. KS1c - Increase in parental interactions with Compass. 100% of student "Insights" to be completed by parents online. (79% in 2020). - Local parent survey conducted to gain feedback around digital assessment and reporting. - Digital technologies used to increase parent involvement in the school (WebEx for whole school assembly, Compass and increase usage of school website).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	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	Support students to catch up, put strategies in place to ensure they are happy, active and healthy and we continue to build strong support between home and school. KIS1a - PAT Maths data, 71% of students at or above the expected level at the end of Semester One and 73% at the end of Semester Two (69% in 2020). - PAT Reading data, 66% of students at or above the expected level at the end of Semester One and 70% at the end of Semester Two (62% in 2020). - All students in the Tutor program will show growth in Essential Assessment, Teacher Judgement (e.g. Running Record) and progress towards their IEP goals. - All student in "Project 21" will show growth in their Essential Assessment data each term. KS1b - To increase the "Student Voice and Agency" in the AtoSS to 85% (81% in 2020). - Local survey (student voice and agency) data to increase throughout the year. Students to be surveyed each term. KS1c - Increase in parental interactions with Compass. 100% of student "Insights" to be completed by parents online. (79% in 2020). - Local parent survey conducted to gain feedback around digital assessment and reporting. - Digital technologies used to increase parent involvement in the school (WebEx for whole school assembly, Compass and increase usage of school website).

KIS 1 Building practice excellence	Learning, catch-up and extension priority				
Actions	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. Building teacher capacity in the provisions of differentiated, high impact teaching and learning.				
Outcomes	- Teachers and education support staff will confidently and accurately identify student learning needs. - Teachers will share practice whilst completing peer observations and coaching. - Students in need of targeted academic support or intervention will be identified and supported.				
Success Indicators	- Teachers' formative assessment data and teacher judgement data. - Structure and template used for peer observation, coaching and feedback. - Data used to identify students for tailored support. - PAT Maths data, 71% of students at or above the expected level at the end of Semester One and 73% at the end of Semester Two (69% in 2020). - PAT Reading data, 66% of students at or above the expected level at the end of Semester One and 70% at the end of Semester Two (62% in 2020).				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Document plan for coaching/mentoring/observation/feedback.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Establish resourcing for individual and tailored support programs with scheduled time for the support to occur.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Use the HITS document to facilitate coaching/mentoring/observation/feedback.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Develop and implement whole-school timetable to incorporate coaching/peer observation.	☑ All Staff	☐ PLP Priority	Term 1 to Term 4	

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish and embed routines and prioritise time in the school day for social-emotional learning.			
Outcomes	- Teachers will model and are consistent in agreed routines and expectations. - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. - Students will feel supported and engaged in homegroups and contribute to strong classroom culture. - Resilience, Rights and Respectful Relationships program implemented. - Implement mindfulness and exercise sessions regularly.			
Success Indicators	- Classroom and peer observations. - Shared PL goals documented in staff PDPs. - Teacher reports of student wellbeing concerns. - AtoSS data.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning in student wellbeing.	☑ Leadership Team	☑ PLP Priority	Term 1 to Term 4	
Develop peer observation process as agreed by staff.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Establish a Wellbeing Team to speak with staff and for staff to ask questions.	☑ Wellbeing Team	☐ PLP Priority	Term 1 to Term 4	
Undertake the Resilience, Rights and Respectful Relationships program training.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	

KIS 3 Building communities	Connected schools priority				
Actions	Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices. Developing parent engagement with student learning.				
Outcomes	- Students will have stronger digital literacy. - Teachers will have greater digital technology skills. - Use of digital technologies increases in the classrooms.				
Success Indicators	- Peer observations demonstrating the use of digital technologies. - Increase in teachers' perceptions of and confidence in digital learning tasks. - Community digital engagement including Compass Education and website traffic data.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional learning on integrating digital learning.	☑ All Staff	☑ PLP Priority	Term 1 to Term 4	
Prioritise collaboration time in PLCs and share effective digital learning.	☑ All Staff	☐ PLP Priority	Term 1 to Term 4	
Participate and be an active member of the NPN CoP (Assessment and Reporting).	☑ Leadership Team	☐ PLP Priority	Term 1 to Term 4	
Developing a schedule of communication with parents using videos, photos, newsletters, Compass posts and online meetings.	☑ All Staff	☐ PLP Priority	Term 1 to Term 4	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ External consultants Phillip Holmes-Smith TBC	☑ On-site
Document plan for coaching/mentoring/observation/feedback.	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Departmental resources Peer Observation, Feedback and Reflection HITS ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish resourcing for individual and tailored support programs with scheduled time for the support to occur.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Use the HITS document to facilitate coaching/mentoring/observation/feedback.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ High Impact Teaching Strategies (HITS)	☑ On-site

Plan for and schedule professional learning in student wellbeing.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources eduSTAR	☑ On-site
Develop peer observation process as agreed by staff.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Undertake the Resilience, Rights and Respectful Relationships program training.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Resilience, Rights and Respectful Relationships program	☑ On-site
Plan for on-going professional learning on integrating digital learning.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site