2021 Annual Implementation Plan

for improving student outcomes

Pakenham Primary School (5527)

Submitted for review by Gail Butterworth (School Principal) on 16 December, 2020 at 03:30 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 21 December, 2020 at 07:36 PM
Endorsed by Travis Mether (School Council President) on 24 February, 2021 at 09:31 AM

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	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Excellence in Teaching and Learning - Teachers have moved from having a shared focus for improvement in student outcomes into directly linking their performance plans with our school goals and targets - The school has a clear instructional model that is based on research and relates to the HITS Professional Leadership - The leaders engage staff in goal monitoring and goal alignment to vision and values Positive Climate for Learning - The school has a student voice team and includes the team in policy making, school decisions and school council - There are many structured student leadership roles in the school - Regular opportunities for sharing and celebrating student and school achievements are planned Community Engagement in Learning

	- Teachers develop student skills in managing and resolving conflict - The school works with other agencies to create specific strategies for students with additional needs
Considerations for 2021	Excellence in Teaching and Learning - Teachers have moved from having a shared focus for improvement in student outcomes into directly linking their performance plans with our school goals and targets - Refine the PLC approach to whole school curriculum planning and assessment to build the capability of staff and to inform professional learning needs - Refining teacher practice in the HITS, Practice Principles and data analysis and use Professional Leadership - Continue to develop the instructional leadership capacity of middle leaders through professional learning and coaching Positive Climate for Learning - Students have meaningful input into many aspects of the school and provide feedback to teachers and leaders about planning, teaching and learning - The school works in collaboration with parents/carers and families to develop students' social and emotional skills Community Engagement in Learning - The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and citizenship - The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups - Teachers contact parents/carers about learning goals and connect them into the learning process
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 Evidence-based high-impact teaching strategies	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 Setting expectations and promoting inclusion	Connected schools priority
Goal 2	To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.
Target 2.1	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.
Target 2.2	The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.

Key Improvement Strategy 2.a Building practice excellence	Embed the consistent use of the Reading and Writing inquiry cycles to inform teaching and learning.
Key Improvement Strategy 2.b Building leadership teams	Build an effective Leadership Team with a clear sense of shared purpose to monitor the implementation of our improvement work.
Key Improvement Strategy 2.c Building practice excellence	Embed effective and consistent whole school PLC practice.
Goal 3	To build a positive, supportive school community that fosters a safe, orderly environment.
Target 3.1	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.
Key Improvement Strategy 3.a Building communities	Work collaboratively with local ELC's and schools to develop a transition program from Kindergarten into school and from Year 6 into Year 7.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Ensure a safe and orderly learning environment for all students.
Key Improvement Strategy 3.c Building communities	Work in collaboration with the school community to build connections.
Goal 4	All students actively engage with learning and take increasing responsibility for monitoring their progress.
Target 4.1	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022.

Target 4.2	Attendance rates Prep to Year 6 will average 90% by 2022.
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Staff work collaboratively to develop engaging and targeted lessons for all students.
Key Improvement Strategy 4.b Empowering students and building school pride	Work collaboratively within the school and with the Cardinia Council to develop and implement a Student VAL (Voice, Agency & Leadership) model.

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	To decrease the percentage of students making low growth in NAPLAN Writing and Mathematics. To decrease the percentage of non-positive/neutral responses on ATOSS under the category of Teacher Concern.
To enhance the learning growth and achievement of every student through the implementation of an instructional model for Literacy.	No	The percentage of students in the top two bands of NAPLAN in reading will be 25% by 2022.	
		The percentage of students in the top two bands of NAPLAN in writing will be 25% by 2022.	
To build a positive, supportive school community that fosters a safe, orderly environment.	No	The Attitudes to School Survey data will show a 90% positive response for 'School Connectedness' by 2022.	

All students actively engage with learning and take increasing responsibility for monitoring their progress.	No	The Attitudes to School Survey data will show a 90% positive response for 'Attitudes to Attendance' by 2022.	
		Attendance rates Prep to Year 6 will average 90% by 2022.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	To decrease the percentage of students making low growth in NAPLAN Writing and Mathematics. To decrease the percentage of non-positive/neutral responses on ATOSS under the category of Teacher Concern.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority	Yes
KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority	Yes
KIS 3 Setting expectations and promoting inclusion	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	To decrease the percentage of students making low growth in NAPLAN Writing and Mathematics. To decrease the percentage of non-positive/neutral responses on ATOSS under the category of Teacher Concern.
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority
Actions	Implement the Tutoring Learning Model (TLM) across 2021 to provide targeted, small group intervention and extension support Expand the implementation of the Levelled Literacy Intervention Program for intervention and extension in Literacy Prioritise Mathematics, core number skill development, as the focus area for the PLC Inquiry Cycle across F-6 during Semester 1
Outcomes	Leaders * Routinely review and monitor student progress and development in literacy and numeracy, and use findings to inform targeted professional learning * Provide instructional leadership support to up skill middle leaders in implementing the TLM with fidelity Staff * Staff develop an improved understanding of best practice literacy and numeracy intervention * Staff work collaboratively to improve their knowledge of teaching core number skill development as part of an action research process Students * Students will set goals for improvement in literacy and numeracy * Students will increase skills in core literacy and core numeracy
Success Indicators	Quantitative * The percentage of students making low growth in NAPLAN Writing and Mathematics will decrease by the end of 2021 Qualitative * Feedback on progress of TLM during SIT meetings

	Artefact * PPS Tutoring Learning Model * PLC meeting minutes				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Support the Tutoring Learning Coordinator to oversee the implementation of the TLM	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Tutoring Learning Coordinator to provide coaching to middle leaders on implementing priority focus areas	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Train additional staff in the implementation of the Levelled Literacy Intervention Program	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used	
Share student achievement data with students and support them to set goals for improvement	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Timetable dedicated time for PLC meetings to occur during the school day	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	

Develop the Whole School Professional Learning Plan and adjust accordingly	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority
Actions	Expand the Student Engagement Processes to include a core focus on managing bullying Engage with mental health services at a school level to support students Re-establish school wide transition processes
Outcomes	Staff * Will improve their knowledge of how to support students with ongoing mental health concerns * Staff will strengthen their relationships with parents and carers through increased communication * Staff will build relationships with future Foundation students Students * Students will feel connected to their peers and school setting * Students will have an increased understanding of what constitutes bullying * Students will have an increase understanding of their role in managing the bullying process Community * Parents/carers will have an increased understanding of what constitutes bullying * Parents/carers will have an increase understanding of their role in managing the bullying process
Success Indicators	Quantitative * Decrease in the percentage of non-positive/neutral responses to ATOSS under the category of 'Managing Bullying' Qualitative * Feedback from students and families in relation to the school level wellbeing supports available for students Artefact * Student Engagement Documentation

	* Incident Flowchart for students * Incident Flowchart for parents				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	
Increase resources to support the transition into school program - including the development of Learn, Talk and Play bags. This will place learning resources in the homes of our students.	☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used	
Purchase resources to support student wellbeing needs in the school included social skills resources, lunch time programs and Breakfast Club.	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used	
Engage in formal partnerships with mental health providers to provide onsite Psychological intervention for students with a mental health plan	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Professional Learning with the School Psychologist in relation to developing and implementing strategies to support student mental health	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used	
Update Student Engagement Documentation	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used	

Work collaboratively with Student VAL to develop a flowchart for behaviour incident support for students	☑ Student(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Work collaboratively with wider school community to develop a flowchart for behaviour incident support for parents	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Inclusive Classrooms Professional Learning as required	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Re-establish the JOEYs transition program in Semester 2	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used

KIS 3 Setting expectations and promoting inclusion	Connected schools priority
Actions	Set a target to improve 'teacher concern' as part of the PDP process Prioritise Student Agency - goal setting, as the focus area for the PLC Inquiry Cycle across F-6 during Semester 2 Implement the Parent Engagement Plan
Outcomes	Staff * Staff will strengthen their relationships with the students in both their home group and learning community * Staff will collaborate with students around goal setting and achievement * Staff will work in partnership with parents/carers to support student learning and cultural inclusion

	Students * Students will feel connected to their teachers * Students will made decisions about and monitor their learning progress Community * Parents/carers will improve their knowledge of teacher and learning practice * Relationships will be strengthened between families and the school * Parents will be partners in learning
Success Indicators	Quantitative * Decrease in the percentage of non-positive/neutral responses to Staff Opinion Survey under the category of 'Parent and Community Involvement' * Decrease in the percentage of non-positive/neutral responses to Parent Opinion Survey under the category of 'Parent Participation and Involvement' Qualitative * Feedback through ongoing community surveys * Staff reflections from the PDP process Artefact * Parent Engagement Plan * PLC Documentation * Sample teacher PDP

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Seek feedback on, and update, the Parent Engagement Plan	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Implement the Parent Engagement Plan	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Regularly seek feedback from the whole school community through regular surveys in relation to decision making, participation and involvement and update the Parent Engagement Plan as required	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Timetable dedicated time for PLC meetings to occur during the school day	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Share student achievement data with students and support them to set goals for improvement	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Inclusive Classrooms Professional Learning as required	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$9,500.00	$9,500.00
Additional Equity funding	$115,901.00	$115,901.00
Grand Total	$125,401.00	$125,401.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Increase resources to support the transition into school program - including the development of Learn, Talk and Play bags. This will place learning resources in the homes of our students.	from: Term 1 to: Term 2	☑ Teaching and learning programs and resources	$5,000.00	$5,000.00
Purchase resources to support student wellbeing needs in the school included social skills resources, lunch time programs and Breakfast Club.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$2,500.00	$2,500.00
Re-establish the JOEYs transition program in Semester 2	from: Term 2 to: Term 4	☑ Teaching and learning programs and resources	$2,000.00	$2,000.00
Totals			$9,500.00	$9,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Increase in furniture in the learning communities to support flexible teaching and learning	from: Term 1	☑ Other Furniture to meet the need of student population growth at the school	$23,000.00	$23,000.00
Teaching and Learning programs and resources - top up Specialist budgets to purchase required resources	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$16,000.00	$16,000.00
ICT Equipment for Learning Communities	from: Term 1 to: Term 4	☑ Assets	$28,548.00	$28,548.00
Employment of a local School Psychologist at a 0.4 time fraction	from: Term 1 to: Term 4	☑ School-based staffing	$48,353.00	$48,353.00
Totals			$115,901.00	$115,901.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tutoring Learning Coordinator to provide coaching to middle leaders on implementing priority focus areas	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Train additional staff in the implementation of the Levelled Literacy Intervention Program	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 1	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Professional Learning with the School Psychologist in relation to developing and implementing strategies to support student mental health	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Inclusive Classrooms Professional Learning as required	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Inclusive Classrooms Professional Learning Program	☑ On-site

				☑ PLC/PLT Meeting		