

2021 Annual Implementation Plan

for improving student outcomes

Warrenheip Primary School (1591)



Submitted for review by Arthur Lane (School Principal) on 14 July, 2021 at 09:50 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 21 July, 2021 at 03:36 PM
Endorsed by Lee Hadden (School Council President) on 22 July, 2021 at 10:15 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	COVID lock-downs have combined with the repeated postponement of our school review to make 2020 a challenging year, both in terms of achievements and the measurement of those. This AIP will be substantially re-written in early 2021 following the review report.
Considerations for 2021	We will start with learning catch up as a first priority, and take further steps once we see the review results
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	Improve student learning outcomes in literacy and numeracy.
Target 2.1	<p>By 2024, increase the percentage of students achieving at or above the expected level (as measured by teacher judgements):</p> <ul style="list-style-type: none"> • Number and algebra from 71% (2019) to 80% • Reading and viewing from 66% (2019) to 80% • Writing from 57% (2019) to 75%
Target 2.2	Annually, each student to demonstrate 12 months or more learning growth in number, reading, and writing (teacher judgements)

Target 2.3	<p>By 2024, increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 33% (2019) to 66% • reading from 0% (2019) to 60% • writing from 100% (2019) to 100%
Key Improvement Strategy 2.a Building practice excellence	Develop and implement a whole-school instructional strategy
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to each student's point of learning
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop whole-school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy
Goal 3	Develop student engagement in learning.
Target 3.1	<p>By 2024, increase the percentage of student positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 92% (2019) to 95% • Student voice and agency from 56% (2019) to 75% • Motivation and interest from 83% (2019) to 90%
Target 3.2	By 2024, demonstrate 100% positive parent endorsement in the Parent Opinion Survey factors of:

	<ul style="list-style-type: none"> • Student motivation and support: 100% (2019) • Stimulated learning: 100% (2019) • High expectations for success: 100% (2019)
Target 3.3	By 2024, reduce the percentage of students with attendance below 90% of school days, from 30% (2019) to 10%
Key Improvement Strategy 3.a Empowering students and building school pride	Identify and build knowledge and skills to facilitate student voice and agency in learning and leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop structures and processes that facilitate meaningful student engagement
Goal 4	Strengthen the wellbeing of all students.
Target 4.1	By 2024, increase the percentage of student positive endorsement in the Attitudes to School Survey factors of: <ul style="list-style-type: none"> • Resilience from 83% (2019) to 90% • Managing bullying from 81% (2019) to 90% • Sense of inclusion from 96% (2019) to 100% • Sense of confidence from 75% (2019) to 85%
Target 4.2	By 2024, improve the positive parent endorsement in the Parent Opinion Survey factor of:

	<ul style="list-style-type: none"> • Teacher communication from 81% (2020) to 90%
Target 4.3	<p>By 2024, improve teacher positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Collective efficacy from 96% (2019) to 100% • Collective responsibility from 100% (2019) to 100%
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Document and embed a whole-school approach to student management
Key Improvement Strategy 4.b Health and wellbeing	Implement and monitor a whole-school approach to social-emotional learning and connectedness
Key Improvement Strategy 4.c Building communities	Strengthen parent partnerships to support learning and wellbeing

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	To be revisited after the 2021 review in February
Improve student learning outcomes in literacy and numeracy.	No	<p>By 2024, increase the percentage of students achieving at or above the expected level (as measured by teacher judgements):</p> <ul style="list-style-type: none"> • Number and algebra from 71% (2019) to 80% • Reading and viewing from 66% (2019) to 80% • Writing from 57% (2019) to 75% 	
		<p>Annually, each student to demonstrate 12 months or more learning growth in number, reading, and writing (teacher judgements)</p>	
		<p>By 2024, increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing:</p>	

		<p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 33% (2019) to 66% • reading from 0% (2019) to 60% • writing from 100% (2019) to 100% 	
Develop student engagement in learning.	No	<p>By 2024, increase the percentage of student positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 92% (2019) to 95% • Student voice and agency from 56% (2019) to 75% • Motivation and interest from 83% (2019) to 90% 	
		<p>By 2024, demonstrate 100% positive parent endorsement in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Student motivation and support: 100% (2019) • Stimulated learning: 100% (2019) • High expectations for success: 100% (2019) 	
		<p>By 2024, reduce the percentage of students with attendance below 90% of school days, from 30% (2019) to 10%</p>	

Strengthen the wellbeing of all students.	No	<p>By 2024, increase the percentage of student positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Resilience from 83% (2019) to 90% • Managing bullying from 81% (2019) to 90% • Sense of inclusion from 96% (2019) to 100% • Sense of confidence from 75% (2019) to 85% 	
		<p>By 2024, improve the positive parent endorsement in the Parent Opinion Survey factor of:</p> <ul style="list-style-type: none"> • Teacher communication from 81% (2020) to 90% 	
		<p>By 2024, improve teacher positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Collective efficacy from 96% (2019) to 100% • Collective responsibility from 100% (2019) to 100% 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	To be revisited after the 2021 review in February	
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 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	To be revisited after the 2021 review in February			
KIS 1 Curriculum planning and assessment	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			
Outcomes	Teachers will confidently and accurately identify student learning needs of their students Students in need of targeted academic support or intervention will be identified and supported			
Success Indicators	Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing of programs			
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.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish resourcing for individual and tailored support programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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 including belonging and engagement			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to well-being			
Success Indicators	Classroom and peer observations Observations of changes to classroom practices			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to implement RRRR program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Engage Chaplain under federal program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Revisit SWPB matrix with students	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Draft behaviour management flowchart	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend GRIP student leadership conference and locally organised leaders days (eg: Phoenix College)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish student management of weekly assemblies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to implement the Achievement Program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<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/kin, incorporating the new ways in which schools connected during remote and flexible learning			
Outcomes	Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen			
Success Indicators	Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Document existing approaches to student voice and agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed student contribution to semester reports	<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
Revisit use of anchor charts in classrooms - student participation in creation	<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
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	<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
Utilise students to help open classrooms to parents using digital technologies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input 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	\$40,600.00	\$40,600.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$40,600.00	\$40,600.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish resourcing for individual and tailored support programs	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$40,000.00	\$40,000.00
Attend GRIP student leadership conference and locally organised leaders days (eg: Phoenix College)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Other External providers / transport	\$600.00	\$600.00
Totals			\$40,600.00	\$40,600.00

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 on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue to implement RRRR program	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants RRRR in region. Lead school partnership <input checked="" type="checkbox"/> Departmental resources RRRR curriculum documents	<input checked="" type="checkbox"/> On-site
Document existing approaches to student voice and agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site