2021 Annual Implementation Plan

for improving student outcomes

Moonee Ponds Primary School (3987)

Submitted for review by Matthew Bott (School Principal) on 15 December, 2020 at 01:49 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 26 February, 2021 at 12:52 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 moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

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

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	Evolving moving towards Embedding

Enter your reflective comments	The self-evaluation against the FISO continua of practice shows a strong foundation in terms of positive climate for learning, excellence in teaching and learning, professional leadership and community engagement in learning. Overall out of the six dimensions identified as high-impact improvement initiatives, the school is assessed as evolving moving towards embedding in five of these dimensions. The self-evaluations reflects the positive impact of professional learning and capacity building of staff in terms of building practice excellence, curriculum planning and assessment, evidence-based high-impact teaching strategies and building leadership teams. The next steps in this work is shifting the focus from teacher learning to student learning by further developing high-quality, consistent, and responsive curriculum, instruction, assessment and feedback practices, through the work of PLCs and the FISO improvement cycle with the student at the centre.
Considerations for 2021	2021 will be the third year of our new School Strategic Plan (SSP). The focus for our SSP in 2021 will be on the three DET 2021 priorities of l 1. learning, catch-up and extension, 2. happy, active and healthy kids

	3. connected schools. To effectively do this we will need to: * identify the students who have not had the expected academic growth * identify students at risk in terms of wellbeing and engagement * plan and implement our tiered intervention approach to supporting at risk students * effectively manage resources to ensure positive outcomes for students (learning specialist, numeracy coach, tutors, ESS) * leverage the PLC inquiry process to measure impact and monitor progress Our strategic work aligns with the DET priorities for 2021 and will continue without being a separate focus for the year. This includes developing teacher knowledge of the curriculum to effectively differentiate for student needs, PLCs and middle leadership, work on student voice, a whole school wellbeing framework and work through the Moonee Valley Community of Practice.
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 improve achievement and optimise the learning growth of every student.
Target 2.1	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.
Target 2.2	By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥80 per cent.

Target 2.3	By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.
Key Improvement Strategy 2.a Curriculum planning and assessment	Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading] (FISO area- Curriculum Planning & Assessment and Evidence Based High Impact teaching Strategies).
Key Improvement Strategy 2.b Building practice excellence	Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach [eg, observation, practice principles, providing feedback and incentives for staff to continuously improve their practice and the performance of their students] (FISO area- Building Practice Excellence and Evaluating Impact on Learning)
Key Improvement Strategy 2.c Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (FISO area- Building Leadership Teams and Instructional Shared Leadership)
Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
Target 3.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): Learner characteristics and dispositions domain • Learning confidence/sense of confidence • Self-regulation and goal setting Social engagement domain • Student Voice and agency

Target 3.2	By 2022 the percentage of parents responding positively to the following measures contained in the student <u>Parent Survey</u> to be at or above 85 per cent (percentage endorsement): <u>Student cognitive engagement domain</u> • Student motivation and support <u>Student Development domain</u> • Student agency and voice • Confidence and resiliency skills
Key Improvement Strategy 3.a Curriculum planning and assessment	Continue to activate student voice, leadership and agency in their learning (FISO area- Curriculum Planning & Assessment and Empowering Students)
Goal 4	Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.
Target 4.1	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): <u>Learner characteristics and dispositions domain</u> • Resilience <u>Social engagement domain</u> • Sense of inclusion <u>School Safety</u>

	• Respect for diversity
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop and implement a coherent whole-school approach to student health, wellbeing and inclusion (FISO area- Positive Climate for Learning)

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	Each student, to achieve a minimum of 24 months learning progress from 2019 semester 2 to 2021 semester 2, in Reading & Writing and Number. All students in the Tutoring Learning Program to achieve learning growth against their identified goals as measured by Teacher Judgements.
To improve achievement and optimise the learning growth of every student.	No	Each student deemed capable, to achieve a minimum of 12 months learning progress in each school year during the strategic plan period, in Literacy – Reading.	
		By 2022, the percentage of Year 5 students assessed as making medium or high relative learning gain in NAPLAN Reading will increase to ≥80 per cent.	

		By 2022 80% of Year 3 students in the top two bands in Naplan Reading will remain (as a matched cohort) in the top two Bands at Year 5.	
To create empowered learners who are actively engaged in and connected to their learning.	No	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement): Learner characteristics and dispositions domain • Learning confidence/sense of confidence • Self-regulation and goal setting Social engagement domain • Student Voice and agency	
		By 2022 the percentage of parents responding positively to the following measures contained in the student Parent Survey to be at or above 85 per cent (percentage endorsement): Student cognitive engagement domain • Student motivation and support Student Development domain	

		• Student agency and voice • Confidence and resiliency skills

Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.	No	By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85-90 per cent (percentage endorsement):
		
		Learner characteristics and dispositions domain
		
		    • Resilience
		
		Social engagement domain
		
		    • Sense of inclusion
		
		School Safety
		
		    • Respect for diversity	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Each student, to achieve a minimum of 24 months learning progress from 2019 semester 2 to 2021 semester 2, in Reading & Writing and Number. All students in the Tutoring Learning Program to achieve learning growth against their identified goals as measured by Teacher Judgements.

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	Each student, to achieve a minimum of 24 months learning progress from 2019 semester 2 to 2021 semester 2, in Reading & Writing and Number. All students in the Tutoring Learning Program to achieve learning growth against their identified goals as measured by Teacher Judgements.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Leaders establish and implement a whole school tutoring (and intervention) program. Plan whole school professional learning through the year in response to identified needs of students. Use PLCs for staff to collaboratively plan units of work with a focus on differentiation. With staff input, establish a targeted support program for students which includes tiered intervention.
Outcomes	Teachers will confidently and accurately identify learning needs of their students. PLC's will meet to engage in reflective practices, evaluate and plan curriculum, assessments, lessons. Teaches and support staff will have a consistent understanding of core-curriculum priority areas throughout the year (i.e. instructional model, reading workshop, writing workshop). Teachers will develop an understanding of curriculum essentials to ensure mastery. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students will achieve targeted reading learning growth against their identified goals. Students in need of targeted academic support or tutoring/ intervention will be identified and experience supported. Students and teachers will have more time to work on content at the students point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Documented Intervention Plan (which outlines the tiered intervention approach for the school). Student Assessment Continuum's (data tracking tool) and NAPLAN growth and top 2 bands data (Panorama dashboard) Assessment Schedule (including F & P and English Online Interview data - growth tracking of students) Classroom Observations and Learning walks Intervention feedback and monitoring meeting minutes (tutors, learning specialist, numeracy coach, principal and assistant principal) Meeting structure: Staff meetings, Curriculum Days and PLC (professional learning agendas and minutes)

	Staff collaboration and communication through the OneNote - planning documents, co-constructed resources, assessment tasks, notes. Professional Development Plan end of cycle meetings (review goals, strategies and outcomes)				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**	

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Professional learning - introduce Smart Words program (including best practice to teach phonics, decoding/encoding and spelling prompts) through Curriculum Day at the start of the year and the staff meeting schedule.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Identify all students who did not have 12 months growth in 2020 in reading, writing and number.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$8,000.00 ☐ Equity funding will be used
Develop and document a plan for student intervention (Catch-up) for 2021 including which students need support in which areas and how they will be supported (within the class, with extra support, through intervention).	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Implement a whole school intervention program inclusive of the Tutor LI to support learning catch up and extension of identified students and maintain whole school reading support intervention program. (students working 12 months or more below expected and who have not had 12 months growth in 2020)	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☑ Equity funding will be used
Literacy coach to support teaching and learning through individual coaching cycles.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$16,000.00

	☑ Principal		to: Term 4	☐ Equity funding will be used
Numeracy leader to support teaching and learning through individual coaching cycles.	☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☐ Equity funding will be used
Learning Specialist to support teaching and learning of literacy through supporting PLC inquiry cycles, mentoring and coaching teachers at point of need and supporting the implementation of the AIP.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☐ Equity funding will be used
Display the High Impact Teaching Strategies (HITS) in the PLC room and promote the explicit connecting of HITS within the PLC inquiry cycles.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement PLC inquiry cycle as part of the PLC meeting schedule. Teams to chose PLC inquiry focus based on needs of cohort (reading or writing) with a focus on effective differentiation.	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$18,000.00 ☐ Equity funding will be used
Provide professional learning as part of curriculum days and the meeting schedule based on school needs through DET resources such as Victorian Teaching and Learning Model, Literacy and Numeracy Toolkits, PLC guide, PLC maturity matrix, and Evaluate the Impact of your Teaching Toolkit.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Leadership Professional Learning for current and emerging leaders within the school as needed. This includes Bastow Inspire and/or	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1	$10,000.00

Create, Leading Literacy, Student Voice CoP and PLC cluster meetings.	☑ Principal ☑ Teacher(s)		to: Term 4	☐ Equity funding will be used
Participate in the Moonee Valley Reading Community of Practice with a focus on improving teacher practice with the lens of the English Online Interview (EOI) data.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Align and embed whole school expectations to social-emotional learning or belonging and engagement. Establish an agreed approach to monitoring and responding to student wellbeing concerns. Strengthen individual teacher-student relationships through daily check-ins and conferences with all students. Ensure all students know there is someone who cares about them.
Outcomes	Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. Teachers and Leaders will implement the school wellbeing program including the MPPS establishment program, and homegroup wellbeing program and MPPS approach to wellbeing. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. Students will experience a greater sense of self-worth, engagement more success in class.
Success Indicators	By the end of 2021 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent (percentage endorsement): Learner Characteristics & Disposition: Resilience and Social Engagement: Sense of Connectedness. Curriculum documentation planners show evidence of weekly RRRR lesson outlines and mindfulness practice. Every classroom displays the class expectations and consequences, school values, zones of regulation charts (with strategies to identify and move through the zones). Documentation of students at risk and strategies to support their needs included in PLC agenda/minutes.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All classes implement MPPS Establishment Program and create anchor charts to show school values, class expectations and consequences. They revisit expectations and establishment activities at the start of each term and as needed throughout the year.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
All classes introduce the Zones of Regulation and create a display that shows how to identify which zone you are in and strategies to move back into the green zone.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
PLCs to plan for and include detailed Rights, Resilience and Respectful Relationships lessons in their weekly/unit planners (including strategies such as mindfulness, zones of regulation activities and activities to help manage yourself and others).	☑ All Staff ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Teachers explicitly schedule time for students to build relationships with all of their students (e.g. through regular individual check-ins, conversations during eating time, making time to ensure student feels accepted).	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Participate in the Student Voice Community of Practice with the Quaglia Institute (as part of the Moonee Valley Network)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
KIS 3	Connected schools priority			

Building communities	
Actions	Use digital channels of communication to provide regular updates on student learning programs and student progress.
Outcomes	Parents and carers will feel a stronger connection to the school and have a clear understanding of how their child is progressing. Teachers will have strong relationships with students and parents/carers/kin.
Success Indicators	By the end of 2021 the percentage of parents responding positively to the following measures contained in the Parent Survey to be at or above 85 per cent (percentage endorsement): Parent Community Engagement: School Communication By the end of 2021 the percentage of parents responding positively to the following measures contained in the Parent Survey to be at or above 75 per cent (percentage endorsement): Parent Community Engagement: Teacher Communication Feedback through the blogs/digital channels.. Monitoring of data published through Compass Chronicles.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise continued subscription with edublogs.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$700.00 ☐ Equity funding will be used
Prioritise collaboration time in PLCs/PLTs to create and upload content about the learning program on the Class and Year Level blogs.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Prioritise time in the weekly schedule for classes to share reflections and feedback through digital tools (eg. weekly blog post, weekly email/update through compass).	☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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	☑ PLC Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$1,200.00 ☐ Equity funding will be used
Create a document to support the implementation of Chronicles in Compass for teachers to provide feedback to parents and other staff. This includes an behaviour note for both challenging behaviours as well as celebrating positive behaviours.	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Staff professional learning and implementation of Chronicles in Compass.	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	☑ 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	$110,000.00	$7,032.00
Additional Equity funding	$0.00	$0.00
Grand Total	$110,000.00	$7,032.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Implement a whole school intervention program inclusive of the Tutor LI to support learning catch up and extension of identified students and maintain whole school reading support intervention program. (students working 12 months or more below expected and who have not had 12 months growth in 2020)	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$110,000.00	$7,032.00
Totals			$110,000.00	$7,032.00

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
Professional learning - introduce Smart Words program (including best practice to teach phonics, decoding/encoding and spelling prompts) through Curriculum Day at the start of the year and the staff meeting schedule.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Individualised Reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Smart Words Program Professional Learning ☑ Departmental resources DET Speech Pathologist support/advice	☑ On-site
Implement PLC inquiry cycle as part of the PLC meeting schedule. Teams to chose PLC inquiry focus based on needs of cohort (reading or writing) with a focus on effective differentiation.	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Departmental resources Literacy and Numeracy Toolkit and DET FISO resources. ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Leadership Professional Learning for current and emerging leaders within the school as needed. This includes Bastow Inspire and/or Create, Leading Literacy, Student Voice CoP and PLC cluster meetings.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist	☑ Off-site May include offsite trainings through bastow, MV network leading literacy etc.
All classes implement MPPS Establishment Program and create anchor charts to show school values, class expectations and consequences. They revisit expectations and establishment activities at the start of each term and as needed throughout the year.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
All classes introduce the Zones of Regulation and create a display that shows how to identify which zone you are in and strategies to move back into the green zone.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Student Support Services - MV Network	☑ On-site
Staff professional learning and implementation of Chronicles in Compass.	☑ Assistant Principal ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

	☑ Principal					