2021 Annual Implementation Plan

for improving student outcomes

Mornington Primary School (2033)

Submitted for review by Susan Mattingley (School Principal) on 25 November, 2020 at 11:53 AM
Awaiting endorsement by Senior Education Improvement Leader
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	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards 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	Evolving moving towards Embedding

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

Enter your reflective comments	Our vision and values are best reflected by the Primary Years Program (PYP) of the International Baccalaureate. Through our 'Programme of Inquiry', we encourage our students to become more 'internationally minded' in the knowledge that our future adults will need to thrive in a more globally-connected world, that requires a particular set of qualities, personal attributes and skills. The 'learner profile', 'attitudes' and the 'trans-disciplinary skills' of the PYP encapsulate these. Mornington Primary School has a committed approach to meeting individual needs and has Literacy and Maths Support Programs. These programs focus on enabling all children to have the necessary skills and understandings to be able to access the regular school curriculum. Intervention is implemented mostly in P-2 but this year has been available to students in the middle and senior school. Data from these programs is recorded in SPA. MiniLit training was provided to two staff members in 2018 and the program has since been implemented in the literacy support program. In 2019 another staff member undertook MacqLit training - some parts of this program have been implemented in the Grade 3/4 classrooms. We have improved our data collection processes and all staff are trialing the Maths Essential Assessment program for pre and post tests and rubrics. This program is enabling teachers to pinpoint specific areas of focus. This year all classroom

| | teachers participated in fortnightly case management meetings which include the use of data walls.

Mathematics has not been a focus for a number of years, however it is acknowledged that it needs to become a major focus over the next Strategic Plan and next year's AIP. The appointment of a Maths Learning Specialist will support staff with this work. |
|---|---|
| **Considerations for 2021** | In 2021
•   appointment of a Mathematics learning specialist
•   all staff PDP plans for 2021 to focus on Mathematics goals
•   use of Learning Specialists to model best practice/support staff planning and increased confidence
•   continued use of peer observations, instructional rounds and Principal observations to provide feedback to staff on teaching practice.
•   timetable developed to ensure Maths Learning Specialist is able to support as many staff as possible on a weekly or fortnightly basis
•   continue with timetabled case management meetings which include the use of data walls
•   continued work with MPS writing model and 6+1 writing traits
•   staff member or team to research various student leadership models
•   continued Literacy and Numeracy support programs
•   consideration of how to best use tutoring money to support students in 2021 |
| **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 student learning outcomes in Numeracy across the school
Target 2.1	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.
Target 2.2	Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.
Target 2.3	Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.
Target 2.4	Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Mathematics at all levels
Key Improvement Strategy 2.b Instructional and shared leadership	Build the instructional and shared leadership capacity of staff
Goal 3	To improve student learning outcomes in Writing across the school
Target 3.1	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.
Target 3.2	Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.
Target 3.3	Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build teacher capacity in the teaching of Writing at all levels
Key Improvement Strategy 3.b Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum Writing continuum F-6
Goal 4	To improve student voice, agency and leadership across the school

Target 4.1	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.
Target 4.2	Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.
Target 4.3	FISO continuum – Move from emerging to embedding on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop and implement a whole-school approach to student leadership
Key Improvement Strategy 4.b Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency and leadership

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	Goal 1 Learning, catch-up and extension priority - To improve student learning outcomes in Numeracy across the school Goal 2 Happy, active and healthy kids priority - To improve student voice, agency and leadership across the school Goal 3 Connected schools priority - To continue improving home-school partnerships
To improve student learning outcomes in Numeracy across the school	No	In Grade 3 to 5, NAPLAN benchmark growth in Numeracy to show at least 30% of students making high growth.	
		Maintain the percentage of students working above benchmark in Mathematics from Grade 3 to Grade 5.	
		Using Maths PAT testing, at least 20% of students in Years 1-6 achieving a stanine of 7-9 by the end of the year.	

		Using teacher judgements against the Victorian Curriculum standards, increase the proportion of students graded 'above expected' to at least 30% in Grade F-6 in each strand of Mathematics by the end of the year.	
To improve student learning outcomes in Writing across the school	No	NAPLAN benchmark growth in Writing to show at least 30% of students making high growth.	
		Maintain the percentage of students achieving above benchmark in Writing from Grade 3 to Grade 5.	
		Using teacher judgements against the Victorian Curriculum standards - Increase the proportion of students graded 'above expected' to at least 30 per cent at Grade F-6 in Writing.	
To improve student voice, agency and leadership across the school	No	Student attitudes to school survey (ATTS) Maintain or improve the percentage of positive endorsement for 'Student voice and agency'.	
		Parent Opinion Survey (POS) –Maintain or improve the percentage of positive endorsement for 'Student voice and agency' and 'Student motivation and support'.	

		FISO continuum – Move from emerging to embedding on the dimension relating to 'Empowering students and building school pride' particularly as it relates to activating student leadership.	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Goal 1 Learning, catch-up and extension priority - To improve student learning outcomes in Numeracy across the school Goal 2 Happy, active and healthy kids priority - To improve student voice, agency and leadership across the school Goal 3 Connected schools priority - To continue improving home-school partnerships	
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	Goal 1 Learning, catch-up and extension priority - To improve student learning outcomes in Numeracy across the school Goal 2 Happy, active and healthy kids priority - To improve student voice, agency and leadership across the school Goal 3 Connected schools priority - To continue improving home-school partnerships
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop a whole school understanding of evidence-based high-impact teaching strategies and how these can be implemented in differentiating learning for students. Develop a shared understanding of how Learning specialists and staff will work together to improve teacher confidence and understanding Use DET tutoring initiative to assist students working below expected level in Mathematics, allowing teachers to more closely focus on students working at and above the expected level Continue literacy and numeracy intervention programs for students working above and below the expected level
Outcomes	Continued development of staff understanding and implementation of high-impact teaching strategies Improved staff confidence and knowledge, particularly in curriculum above and below their own year levels Achievement of staff personal P&D goals More targeted use of data in case management meetings in order to identify individual students and cohorts of students
Success Indicators	Pre and post staff survey will be developed around staff confidence and knowledge In PAT Maths testing, more students achieving Stanine 7,8 or 9 in a matched cohort

	In PAT Maths testing, all students to move at least one Stanine from November to November				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Continue literacy and numeracy intervention for students working below and above the expected level	☑ Curriculum Co-ordinator (s) ☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$58,458.00 ☑ Equity funding will be used
Mathematics Learning specialist will be appointed	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$118,000.00 ☐ Equity funding will be used
Learning walks undertaken by Maths Learning Specialist and SIT Team	☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
PAT data to be assessed at the beginning of the year and again in November. PAT data to be used in case management meetings to identify cohorts working above and below expected level.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,400.00 ☐ Equity funding will be used
All staff members will have a Numeracy goal embedded in their Professional Development Plans for 2021 which will also be linked to a high impact teaching strategy	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Significant whole school and teaching team professional learning time will be allocated throughout 2021 for staff to work with the Maths Learning Specialist	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff will continue to be involved in case management meetings fortnightly and analyse data in order to address student and cohort points of need	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	To develop a staff/parent/caregiver/student team to research effective student leadership models			
Outcomes	Staff, students and parents/caregivers across the school will share a common understanding of effective student leadership models/options			
Success Indicators	Staff, students and parents/caregivers will have had the opportunity to be involved in researching student leadership models Documentation of a proposed student leadership model for Mornington Primary School by the end of the year			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Form a team of interested staff, parents/caregivers and students to develop key questions and research effective student leadership models	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Plan, visit and collect data, in response to key questions, from other schools.	☑ Team Leader(s)	☐ PLP Priority	from: Term 1	$2,000.00

				to: Term 4	☐ Equity funding will be used
Create a proposed student leadership model.	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Present research findings to staff, students and the wider school community.	☑ Team Leader(s)	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Embed and strengthen a school wide approach to engaging parents and caregivers with Numeracy and Literacy and International Baccalaureate PYP, incorporating the new ways in which our school connected with families during remote and flexible learning, including the use of virtual Webex sessions, SeeSaw, Trello, Ofice365, Compass and family emails.
Outcomes	The parents and caregivers in our school community will feel more connected to the school, the curriculum, their child's learning journey and more able to support their child/ren at home Teachers will develop a greater partnership between themselves and families
Success Indicators	Parents and caregivers participation in information and sharing sessions and feedback from these sessions Whole school surveys (Staff Opinion Survey and Parent Opinion Survey) Pulse checks/focus groups/surveys with parents and caregivers

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Semester one plan developed for parent/caregiver information and sharing sessions	☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Use online platforms to communicate with school families about curriculum	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$58,458.00	$58,458.00
Additional Equity funding	$0.00	$0.00
Grand Total	$58,458.00	$58,458.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Continue literacy and numeracy intervention for students working below and above the expected level	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$58,458.00	$58,458.00
Totals			$58,458.00	$58,458.00

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
Mathematics Learning specialist will be appointed	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ VCAA Curriculum Specialist ☑ Learning Specialist ☑ Departmental resources Maths Toolkit	☑ On-site
Learning walks undertaken by Maths Learning Specialist and SIT Team	☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Learning Specialist	☑ On-site
PAT data to be assessed at the beginning of the year and again in November. PAT data to be used in case management meetings to identify cohorts working above and below expected level.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
All staff members will have a Numeracy goal embedded in their Professional Development Plans for 2021	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site

which will also be linked to a high impact teaching strategy						
Significant whole school and teaching team professional learning time will be allocated throughout 2021 for staff to work with the Maths Learning Specialist	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Learning Specialist ☑ Departmental resources Maths Toolkit	☑ On-site