

2021 Annual Implementation Plan

for improving student outcomes

Buchan Primary School (1905)



Submitted for review by Sarah Walker (School Principal) on 10 December, 2020 at 12:40 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 15 December, 2020 at 05:58 PM
Endorsed by Richard McAuliffe (School Council President) on 24 December, 2020 at 11:40 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	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging
Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging
Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging

Enter your reflective comments

2020 ended up being a year of unprecedented events that were unforeseeable and had a detrimental impact on the wellbeing and learning of our students and families. Our school year should have started on a positive note with children and staff returning to school after a well rested summer break and ready to start the school year. However, this was not the case due to the bushfires impacting the Buchan and surrounding districts in December 2019 and January 2020. As a result of this, Term 1 ended up being a term focused on student support, wellbeing and recovery. Towards the end of this challenging term we were then impacted by COVID-19 restrictions and Term 1 ended up finishing a couple of days earlier as directed from the DET. Remote learning from home occurred in Term 2 and this continued into Term 3. During this period of home learning, students were engaged in Webex sessions daily and or attending school due to their parents being classified as 'Essential workers'.

	<p>Fortunately, for schools like ours in Regional Victoria, our students were able to return to onsite learning at school following strict DET and Health guidelines in Term 4. School resumed onsite once again as per calendar year and our school focused on transition, mental health and wellbeing of students and staff and learning. (Action Plan submitted to our SEIL Tony Roberts).</p>
<p>Considerations for 2021</p>	<p>Going forward into 2021 we are looking at implementing the following new initiatives to our school: SWPBS, School Stream app (Communication tool for parents), a wellbeing action plan for our staff and students, a natural play area for students with assistance from NGIV (Nursery Garden Industry Victoria), a tutoring program and collaborative teaching and learning with the students from Clifton Creek Primary School in Term 3. We will continue to implement our Regional priorities as directed by the DET.</p>
<p>Documents that support this plan</p>	

SSP Goals Target and KIS

Goal 1	2021 Priorities Goal Learning Engagement and Wellbeing
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.ay Curriculum planning and assessment	Learning, catch-up and extension priority.
Key Improvement Strategy 1.by Setting expectations and promoting inclusion	Happy, active and healthy kids priority
Key Improvement Strategy 1.cy Building communities	Connected schools priority
Goal 2	Build the instructional practice of every teacher.
Target 2.1	<p>NAPLAN:</p> <ul style="list-style-type: none"> - Increase the percentage achieving high gain Years 3 – 5 to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) - Increase the percentage achieving in the top two bands of NAPLAN to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) <p>PARENT OPINION SURVEY:</p> <ul style="list-style-type: none"> - Stimulating learning variable to improve to 6.00 - Learning focus variable to improve to 6.20 - Student motivation variable to improve to 6.00 <p>STAFF OPINION SURVEY:</p> <p>The following variables related to professional learning to improve to at least 85% endorsement</p> <ul style="list-style-type: none"> - Renewal of knowledge and skills - Applicability of professional learning - Active participation - Coherence - Collective responsibility

	<ul style="list-style-type: none"> - Staff trust in colleagues - Teacher collaboration - Collective efficacy
<p>Key Improvement Strategy 2.ay Building practice excellence</p>	<p>Develop a professional learning plan that supports collaborative professional learning which improves the consistency and quality of teaching in every classroom.</p>

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 Learning Engagement and Wellbeing	Yes	Support for the 2021 Priorities	<ul style="list-style-type: none"> -Implementation of SWPBS. -Implementation of a school and family partnerships action plan facilitated by Be You Bushfire Recovery practitioner and external providers to meet school and departmental priorities. -Implementation of a tutoring program / learning intervention.
Build the instructional practice of every teacher.	No	<p>NAPLAN:</p> <ul style="list-style-type: none"> - Increase the percentage achieving high gain Years 3 – 5 to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) - Increase the percentage achieving in the top two bands of NAPLAN to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) <p>PARENT OPINION SURVEY:</p> <ul style="list-style-type: none"> - Stimulating learning variable to improve to 6.00 - Learning focus variable to improve to 6.20 - Student motivation variable to improve to 6.00 <p>STAFF OPINION SURVEY:</p> <p>The following variables related to professional learning to improve to at least 85% endorsement</p> <ul style="list-style-type: none"> - Renewal of knowledge and skills - Applicability of professional learning - Active participation - Coherence - Collective responsibility - Staff trust in colleagues - Teacher collaboration - Collective efficacy 	

--	--	--	--

Goal 1	2021 Priorities Goal Learning Engagement and Wellbeing		
12 Month Target 1.1	-Implementation of SWPBS. -Implementation of a school and family partnerships action plan facilitated by Be You Bushfire Recovery practitioner and external providers to meet school and departmental priorities. -Implementation of a tutoring program / learning intervention.		
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 Setting expectations and promoting inclusion	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 Learning Engagement and Wellbeing			
12 Month Target 1.1	<ul style="list-style-type: none"> -Implementation of SWPBS. -Implementation of a school and family partnerships action plan facilitated by Be You Bushfire Recovery practitioner and external providers to meet school and departmental priorities. -Implementation of a tutoring program / learning intervention. 			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority.			
Actions	<ul style="list-style-type: none"> - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. - Establish/embed consistent approaches to formative assessment and frequent low-stakes testing. - Prioritise time for teachers to discuss and adapt strategies when working with individual students. 			
Outcomes	<ul style="list-style-type: none"> - Data wall displayed in the staffroom on literacy. - Professional learning of staff in formative assessment. - Implement and review IEP (Individual Education plan) for individual students. - All staff to work closely with tutor in school to follow up on student needs and progress of students identified as requiring extra support. - PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. - Teachers will consistently and explicitly implement the school's instructional model (Gradual Release of Responsibility Model). - Teachers will consistently implement the agreed assessment schedule. - Teachers will provide students with the opportunity to work at their level using differentiated resources. 			
Success Indicators	<ul style="list-style-type: none"> - Student data tracked using data wall. - Staff documenting and implementing formative assessment in their planning and curriculum delivery. - Teacher records and observations of student progress. - Classroom observations and learning walks demonstrating take up of professional learning strategies. - Differentiated curriculum documents and evidence of student learning at different levels. - Progress against Individual Education Plans. - A documented assessment schedule and evidence of teachers inputting data and moderating assessments. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
IEP's documented, communicated and then reviewed with parents / carers.	<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
Document plans for coaching/mentoring/observation.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Review the timetable to ensure curriculum essentials are prioritised.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule times for individual and tailored support to occur.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Establish a whole school approach to social-emotional learning or belonging and engagement. - Implement classroom interventions in mentoring, cognitive skills, behavioral skills or exercise and relaxation. - Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them. 			
Outcomes	<ul style="list-style-type: none"> - Whole school approach to SWPBS. - Implementation of trauma informed practices in classes and in planning units of work by teachers. - Acting principal will strengthen engagement with regional and external support agencies. - At-risk students will be identified and receive targeted support in a timely manner. - Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing. 			
Success Indicators	<ul style="list-style-type: none"> - Staff to use the app School Stream to monitor and document students at risk and daily check-ins. - Staff to work with Bushfire Practitioner Kelly Duncan to implement and document classroom interventions such as Storm Birds. - Staff to work with Natalie Rutstein from Be You to implement a wellbeing learning community and action plan. - School to employ a tutor to provide targeted students with extra support at school. - Documentation of frameworks, policies or programs. - Students engagement in wellbeing programs (feedback, participation, classroom observations). - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. - Teacher reports of student wellbeing concerns. - Data used to identify students in need of targeted support. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing action plan. Develop documentation for wellbeing programs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of Storm Birds with Kelly Duncan Buchan Bushfire Practitioner	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff are using the School Stream app as a communication tool to track student learning, progress and engagement with parents and carers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00 <input checked="" type="checkbox"/> Equity funding will be used

Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide staff with opportunities to understand first response strategies, when to use the referral process.	<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	<ul style="list-style-type: none"> - Communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning - Use digital channels of communication to provide regular updates on weekly student learning programs. - Ensure students requiring specific intentions are engaged with external agencies and supports. - Continue to implement Respectful Relationships Program. 			
Outcomes	<ul style="list-style-type: none"> - The wider community will feel welcome in the school and regularly use school facilities. - Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin. - Teachers will be confident in integrating digital learning pedagogy. - All students will be connected to resources and learning opportunities - Teachers can regularly connect with the parents/carers/kin of all students 			
Success Indicators	<ul style="list-style-type: none"> - Observations and learning walks demonstrate use of digital learning. - Documentation of school digital policies. - Whole school surveys (SSS, AToSS). - Student/staff/parent/carer/kin focus groups and interviews. - Attendance in intervention/tailored support programs. - Number of referrals, documented outcomes of student referral meetings. - Parent/carer/kin surveys and interviews. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<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
Document engagements with parents/carers/kin and follow up when difficult situations arise.	<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
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"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
--	--	--	---------------	------------------------------------------------------

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$11,800.00	\$11,800.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$11,800.00	\$11,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Document plans for coaching/mentoring/observation.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Schedule times for individual and tailored support to occur.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
Implementation of Storm Birds with Kelly Duncan Buchan Bushfire Practitioner	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Staff are using the School Stream app as a communication tool to track student learning, progress and engagement with parents and carers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Cost of the app.	\$1,800.00	\$1,800.00
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Totals			\$11,800.00	\$11,800.00

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
Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the timetable to ensure curriculum essentials are prioritised.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule times for individual and tailored support to occur.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Speech Pathologist. <input checked="" type="checkbox"/> Departmental resources KESO	<input checked="" type="checkbox"/> On-site