

2021 Annual Implementation Plan

for improving student outcomes

Flowerdale Primary School (3098)



Submitted for review by Sandra Horwood (School Principal) on 12 February, 2021 at 08:03 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 12 February, 2021 at 09:51 AM
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	Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Emerging moving towards Evolving

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

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

Enter your reflective comments	<p>As for all schools 2020 has been a complex year with many issues arising from periods of mandatory lock down and remote learning.</p> <p>Our team learnt effective ways to conduct learning online using a variety of platforms that were not familiar to us. We learnt to use Webex for staff, student and parent meetings along with online incursions and professional development.</p> <p>This experience has taught us different ways to use technology to support learning.</p> <p>We managed to fulfil some of our 2020 AIP goals such as developing a scope and sequence document for Social and Emotional learning incorporating Respectful Relationships, SWPBS and eSmart. Weekly sessions on a range of topics are taught to improve student engagement and well being.</p> <p>During remote learning we found that some students thrived on individual interest based projects and we continued this into Term 4 when students returned to school.</p> <p>Students, staff and families have been affected by the changes this year with some members of our community needing extra support.</p>
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<p>Considerations for 2021</p>	<p>The continued area for focus for 2021 will need to be Mathematics. Our Mathematics leader is returning from family leave and will assist in planning and directing the tutor program. We will use our tutor twice a week for targeted groups and individuals. Assessment analysis will be used from the Common Misconceptions maths test and PAT M data to determine areas to focus on. We will continue with our 2020 goal of Peer Observations to look at our practices in Mathematics, particularly problem solving and Maths Investigations. Maths leader will model and coach teachers.</p> <p>Student, staff and family well being is an identified area of need as a result of the stressful year we have had. Staff well being will be supported through curriculum days and in conjunction with our school chaplain.</p> <p>Students and families will be supported through regular catch ups with the chaplain, SSS (where a need has been identified) and programs such as monthly coffee club and termly Father and Child evenings, Mother's Day pamper nights and other events.</p>
<p>Documents that support this plan</p>	

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 for all students in English and Mathematics
Target 2.1	<p>Reading: To achieve 30% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Writing: To achieve 25% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Numeracy: To achieve 25% of students above the expected level in Mathematics (Number) by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>NAPLAN Reading and Writing:</p> <ul style="list-style-type: none"> • To achieve 33% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2020 and a demonstrated improvement trend on three-year aggregation of data.

	<ul style="list-style-type: none"> • To achieve 33% of Yr. 3 and Yr 5 students performing in the top two bands in NAPLAN reading and writing by 2020 and a demonstrated improvement trend on three-year aggregation of data. • Numeracy • To improve the percentage of students achieving high growth demonstrated by the year 5 NAPLAN to 33% and a demonstrated improvement trend on three-year aggregation of data. <p>To achieve 33% of students performing in the top two bands in NAPLAN Number by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Student survey data To improve effective Teacher time from 63% in 2017 to 80% in 2021 To improve differentiated and challenging learning from 67% in 2017 to 80% in 2021</p> <p>Staff Survey Data To improve Collective efficacy from 46.9% in 2017 to 80% in 2021 To improve Focus on Academic Emphasis from 46.9% in 2017 to 80% in 2021</p>
Key Improvement Strategy 2.a Building practice excellence	Build the capacity of all staff to use evidence-based targeted teaching across the school.
Key Improvement Strategy 2.b Building practice excellence	Create, document and consistently implement agreed pedagogical practices and processes. Embed shared learning intentions, success criteria and structured lessons for Literacy and numeracy using agreed models Principal to review planning documents and complete classroom walks, coaching and feedback
Key Improvement Strategy 2.c Building practice excellence	Develop and implement a plan to ensure all teachers have the capability to utilise HITS to improve teaching and learning
Goal 3	Student Engagement and Well being Provide a high quality learning environment which engages all students in their learning.
Target 3.1	<ul style="list-style-type: none"> • Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum. • Students Attitudes to School Survey:

	<ul style="list-style-type: none"> • To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%) • To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%) • Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%) • Managing bullying to improve from 42% in 2017 to 70% in 2021 • Parent Opinion Survey <p>School Pride and Confidence to improve from 64% in 2017 to 80% in 2021</p> <ul style="list-style-type: none"> • Staff Opinion Survey • To improve Trust in Students and Parents from 50% in 2017 to 80% in 2021 • █
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Embed the School Wide Positive Behaviour Program in line with the school values of Personal Best, Respect, Compassion, Team Work and Bouncing Back. Revise SWPBS Matrix with students at the start of the 2018 School year Weekly sessions using the Bounce Back program and SWPBS</p>
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Develop a school culture, which values attendance and high expectations. Continue rewards and certificates to celebrate regular attendance Develop ELP's for attendance with students with frequent absences Teachers to inculcate high expectations in students through feedback and goal setting</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Promote the use of student voice in curriculum planning and school leadership. SRC and school Leaders develop and implement learning and social opportunities for students Students regularly provide feedback to teachers about how they learn best and feedback loops monitor students' understanding</p>

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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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students to achieve 12 months growth in Reading, Writing and Mathematics. To improve differentiated and challenging learning to 80% or above Students participating in the Tutoring program to achieve 6 months or more in learning growth over the cycle of the tutoring program.</p>
Improve student learning outcomes for all students in English and Mathematics	No	<p>Reading: To achieve 30% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Writing: To achieve 25% of students above the expected level by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Numeracy: To achieve 25% of students above the expected level in Mathematics (Number) by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>NAPLAN Reading and Writing:</p>	

		<ul style="list-style-type: none"> • To achieve 33% of students gaining high growth demonstrated by the year 5 NAPLAN data by 2020 and a demonstrated improvement trend on three-year aggregation of data. • To achieve 33% of Yr. 3 and Yr 5 students performing in the top two bands in NAPLAN reading and writing by 2020 and a demonstrated improvement trend on three-year aggregation of data. • Numeracy • To improve the percentage of students achieving high growth demonstrated by the year 5 NAPLAN to 33% and a demonstrated improvement trend on three-year aggregation of data. <p>To achieve 33% of students performing in the top two bands in NAPLAN Number by 2020 and a demonstrated improvement trend on three-year aggregation of data.</p> <p>Student survey data To improve effective Teacher time from 63% in 2017 to 80% in 2021 To improve differentiated and challenging learning from 67% in 2017 to 80% in 2021</p> <p>Staff Survey Data To improve Collective efficacy from 46.9% in 2017 to 80% in 2021 To improve Focus on Academic Emphasis from 46.9% in 2017 to 80% in 2021</p>	
Student Engagement and Well being Provide a high quality learning	No	<ul style="list-style-type: none"> • Attendance: For attendance across P to 6 to be less than 15 days per fulltime equivalent enrolment per annum. 	

<p>environment which engages all students in their learning.</p>		<ul style="list-style-type: none"> ● Students Attitudes to School Survey: ● To obtain a 80% positive approval score for Stimulating Learning Environment (2017 benchmark 50%) ● To obtain an 80% positive approval score for Learning Confidence (2017 Benchmark 69%) ● Overall student connectedness to school expressed in the school supplementary report to be at or above 80% (2017 benchmark 50%) ● Managing bullying to improve from 42% in 2017 to 70% in 2021 ● Parent Opinion Survey <p>School Pride and Confidence to improve from 64% in 2017 to 80% in 2021</p> <ul style="list-style-type: none"> ● Staff Opinion Survey ● To improve Trust in Students and Parents from 50% in 2017 to 80% in 2021 ● 	
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<p>Goal 1</p>	<p>2021 Priorities Goal</p>
<p>12 Month Target 1.1</p>	<p>All students to achieve 12 months growth in Reading, Writing and Mathematics. To improve differentiated and challenging learning to 80% or above Students participating in the Tutoring program to achieve 6 months or more in learning growth over the cycle of the tutoring program.</p>

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	All students to achieve 12 months growth in Reading, Writing and Mathematics. To improve differentiated and challenging learning to 80% or above Students participating in the Tutoring program to achieve 6 months or more in learning growth over the cycle of the tutoring program.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ol style="list-style-type: none"> 1. Use targeted funding to support the implementation of a tutoring program to "catch up" and "extend" learning in Mathematics 2. Build the capacity of all staff to use evidence based targeted teaching across the school 3. Enhance assessment schedule and overview using the Response to Individual Needs Framework RTI.
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Engage actively in teaching sessions differentiated to suit their learning needs 2. Participate in individual or small group targeted teaching groups 3. Contribute to IEP discussions with their tutor, teacher and parent/carer <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Consult with tutor to explicitly target areas of need. 2. Co-create IEP's with tutor, parents/carers and students and monitor progress 3. Demonstrate increased confidence with forms of assessment and data analysis (supported by Mathematics leader) <p>Principal will:</p> <ol style="list-style-type: none"> 1. Create approach to deliver the tutor program 2. Lead staff in data analysis to determine next steps in teaching and learning 3. Establish assessment schedule to include both summative and formative assessment
Success Indicators	<p>Students on tutor program to demonstrate ongoing growth</p> <p>Teacher judgement data on Semester 1 and 2 reports</p> <p>Assessment data as outlined in assessment schedule</p> <p>Evidence collected and compared through formative and summative assessments uploaded to SPA data tracker</p> <p>Learning Walk notes</p> <p>Classroom and peer observations</p>

	Revised assessment schedule supported by professional learning team Staff developed formative assessment resources			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ learning tutor	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,300.00 <input type="checkbox"/> Equity funding will be used
Assess students for the tutoring program and evaluate data to target teaching	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Train tutor and teaching staff in the use of assessment tools	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop small group tasks, games and resources for targeted teaching	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$800.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	1. Embed the School wide Positive Behaviour Program in line with school values of Safe, Respectful, Responsible Learners 2. Embed weekly sessions in Social and Emotional Learning following the school scope and sequence document incorporating			

	Respectful Relationships, SWPBS, and eSmart 3. Enhance attendance practices			
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Continue to improve awareness of School wide Positive Behaviours and reduce negative behaviours 2. Demonstrate the school values of being a Safe, Responsible, Respectful Learner 3. Arrive at school on time and attend regularly <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Consistently follow procedures to reinforce SWPBS 2. Develop a suite of resources for Social and Emotional Learning sessions; including eSmart 3. Engage with parents on a regular basis to promote maximum school attendance / use uEducateUs to record attendance <p>Principal will:</p> <ol style="list-style-type: none"> 1. Monitor behaviour incidents and analyse with staff as part of staff meetings 2. Provide training to staff to promote eSmart goals 3. continue to monitor attendance and discuss with staff. 			
Success Indicators	<p>Increased awareness by staff, students and the community of SWPBS expectations Reduced behaviour incidents recorded on uEducateUs Engagement in Social and Emotional Learning Sessions Reduced absences and late arrivals</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train staff in reporting incidents using online resource uEducateUs in line with SWPBS	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete Actions to establish Flowerdale PS as an eSmart School	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input checked="" type="checkbox"/> Equity funding will be used

Work to develop lesson plans and activities to support Social and Emotional Learning Scope and Sequence	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used
Analyse incidents on uEducateUs and determine frequency and location of behaviours / determine next steps	<input checked="" type="checkbox"/> All Staff	<input checked="" 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	<ol style="list-style-type: none"> 1. Enhance the use of IEP's and communication of goals and targets with parents 2. Provide opportunities for termly parent/student interviews to discuss learning goals 3. Review and enhance communication practices with parents/carers and broader community 			
Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Work with the classroom teacher to develop learning goals and review progress on IEPs 2. Be able to participate in three way discussions around learning goals and targets 3. Contribute to newsletters, website and other communication opportunities <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Participate in parent evenings and interviews 2. Record learning goals on IEP on uEducateUs and make available to parents 3. Provide positive communications about student achievements through certificates, notes, e-mails etc <p>Principal will:</p> <ol style="list-style-type: none"> 1. Monitor IEPs for all students 2. Conduct PSD meetings with parents 3. Continue to improve communication practices and monitor impact of communications <p>Parents will:</p> <ol style="list-style-type: none"> 1. Engage with their children and encourage improvements around goals 2. Participate in goal setting and review meetings 3. Communicate with the school through the online platform 			

Success Indicators	<p>Students will be able to articulate their goals and work towards improvements Evidence collected through parent survey data All parent questionnaires returned to school Improved attendance at school interviews Improved attendance at school events Trust in parents and students will improve on staff surveys</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Train staff to use the features of uEducateUs to record IEPs and communicate with parents	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide information for parents and carers to use uEducateUs tool to improve communication between home and school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Renew staff training in the development of IEPS	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Design and Implement a parent information program for Mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$200.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$600.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$600.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Complete Actions to establish Flowerdale PS as an eSmart School	from: Term 1 to: Term 4		\$200.00	
Work to develop lesson plans and activities to support Social and Emotional Learning Scope and Sequence	from: Term 1 to: Term 4		\$400.00	
Totals			\$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
Employ learning tutor	✓ Principal	from: Term 1 to: Term 4	✓ Preparation	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Assess students for the tutoring program and evaluate data to target teaching	✓ Assessment & Reporting Coordinator	from: Term 1 to: Term 4	✓ Preparation	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Train tutor and teaching staff in the use of assessment tools	✓ Assessment & Reporting Coordinator	from: Term 1 to: Term 2	✓ Design of formative assessments	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Develop small group tasks, games and resources for targeted teaching	✓ All Staff	from: Term 1 to: Term 3	✓ Preparation	✓ Whole School Pupil Free Day	✓ Maths/Sci Specialist	✓ On-site
Train staff in reporting incidents using online resource uEducateUs in line with SWPBS	✓ Principal	from: Term 1 to: Term 1	✓ Preparation	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site

Complete Actions to establish Flowerdale PS as an eSmart School	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Analyse incidents on uEducateUs and determine frequency and location of behaviours / determine next steps	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Renew staff training in the development of IEPS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Design and Implement a parent information program for Mathematics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site