

2021 Annual Implementation Plan

for improving student outcomes

Huntingdale Primary School (4716)



Awaiting for review by School Principal
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	Evolving moving towards Embedding
	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	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	<p>The school is currently undertaking its school review in Term 4 2020.</p> <p>The FISO continua is being reviewed and revised as part of this review process.</p> <p>The school will have a new School Strategic Plan by the end of Term 1 2021.</p> <p>The school has indicated strong interest in completing PLC Training in 2021.</p>
Considerations for 2021	<p>As the school is currently undertaking the school review process, we will adopt the mandatory Goal 0 targets as mandated by DET.</p> <p>Once a new SSP is created, the school will review its AIP.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	The school is currently undertaking its school review in Term 4, 2020. The new SSP will be developed in Term 1 2020 where new targets will be developed.
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Empowering students and building school pride	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected school's priority

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	<p>The school is currently undertaking its school review in Term 4, 2020. The new SSP will be developed in Term 1 2020 where new targets will be developed.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Teacher Judgments Against the Victorian Curriculum That student achievement spread against the Victorian Curriculum is equal to or better than 2019 levels Reading & Viewing- 35% above level, 64% at level, 1% below expected level Writing- 22% above level, 76% at level, 2%below expected level Number & Algebra- 31% above level, 67% at level, 2% below expected level</p> <p>Student Attitudes to School Survey Social Engagement Domain percentage agreement to be 85% (2019 level 81%) Student Safety Domain percentage agreement to be 85% (2019 level 81%)</p> <p>Parent Opinion Survey Parent and Community Engagement Domain percentage agreement to be 85% (2019 level 79%)</p> <p>Staff Opinion Survey School Climate Domain- Collective Responsibility to be 88% positive agreement (2020 level 85%)</p>

			<p>School Climate Domain- Trust in Students and Parents to be 88% positive agreement (2020 level 85%)</p> <p>Student Attendance 85% of students' absence rate to be between 0.5-19.5 days for the 2021 school year (2019 level 79%)</p> <p>Other All identified students below the expected level in Reading, Writing, Mathematics to have an IEP</p>
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Empowering students and building school pride	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	<p>Teacher Judgments Against the Victorian Curriculum That student achievement spread against the Victorian Curriculum is equal to or better than 2019 levels Reading & Viewing- 35% above level, 64% at level, 1% below expected level Writing- 22% above level, 76% at level, 2%below expected level Number & Algebra- 31% above level, 67% at level, 2% below expected level</p> <p>Student Attitudes to School Survey Social Engagement Domain percentage agreement to be 85% (2019 level 81%) Student Safety Domain percentage agreement to be 85% (2019 level 81%)</p> <p>Parent Opinion Survey Parent and Community Engagement Domain percentage agreement to be 85% (2019 level 79%)</p> <p>Staff Opinion Survey School Climate Domain- Collective Responsibility to be 88% positive agreement (2020 level 85%) School Climate Domain- Trust in Students and Parents to be 88% positive agreement (2020 level 85%)</p> <p>Student Attendance 85% of students' absence rate to be between 0.5-19.5 days for the 2021 school year (2019 level 79%)</p> <p>Other All identified students below the expected level in Reading, Writing, Mathematics to have an IEP</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> -Develop a whole school approach to implementing the Tutoring Program for English Literacy, Japanese Literacy and Mathematics -Provide extension programs across the school -Build teacher capability in monitoring student progress and co-constructing learning goals with students -Review and strengthen assessment practices in the school -Link with SOC through the OEP to support extension activities e.g. STEM, Science

Outcomes**The Principal will:**

- Create a whole school schedule/cycle for student goal setting
- Work with the SIT Team to monitor the implementation of the assessment schedule, tutoring, extension and EAL programs and goal setting cycle
- Implement a structured approach to Learning Walks in the school

The Assistant Principal will:

- Work with the Principal, Data Leader and teachers to identify students for the Tutoring, extension and EAL programs
- Work with the SIT Team to monitor the implementation of the assessment schedule, tutoring program, student goal setting cycle and learning walks

The Data Leader will:

- Review the Assessment Schedule, looking to strengthen it in accordance with NEVR priorities/support
- Support SIT Team to collect and analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment and implement of the assessment schedule and goal setting cycle

The SIT Team will:

- Monitor the implementation of the assessment schedule, tutoring program and goal setting cycle
- Lead data discussions in their team and ensure their team is up to date with assessment and goal setting cycles
- Participate in Learning Walks

Teachers will:

- Identify students for the Tutoring Program, Extension/EAL Programs and IEPs
- Develop an IEP's for identified students and hold meetings with parents
- Support the work of tutors in their classroom
- Set learning goals with their students during conferencing

ES Staff will:

- Work under the guidance of teachers to support small groups of students in class to work towards learning goals

Students will:

- Be able to articulate personal goals, learning intentions and success criteria
- Devise learning goals and articulate learning strategies that best suit them during conferencing with their teacher
- Share learning goals with their parents via See Saw

Families will:

	<ul style="list-style-type: none"> -Be informed of their child's learning goals so they can support their child's learning -Participate in IEP meetings 			
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> -Be able to articulate what and why of their learning and how they are successful. -Be able to articulate their learning goals to their teachers and parents -Show 12 months growth in 12 months in reading, writing and number. <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement the goal setting cycle through conferences and give students feedback on their learning -Collaborate with their team to analyse student achievement data and plan and teach a challenging differentiated learning program (HITS #10) so students show 12 months growth in 12 months in reading, writing and number. <p>School Leaders will:</p> <ul style="list-style-type: none"> -Monitor the Tutoring, High Ability Leaders, Extension and EAL Programs to ensure they are targeting student needs and make changes accordingly -Observe teachers in the classroom through learning walks and provide feedback -Monitor, share and evaluate student achievement data in the SIT Team and with the whole school 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ staff for the Tutoring Program in conjunction with the Business Manager Ensure that the school's equity money is distributed towards the Tutoring Program to provide extra support Advertise an internal special payment position for a Data Leader Ensure that extension programs have provision in the 2021 timetable	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,175.50 <input checked="" type="checkbox"/> Equity funding will be used
Read and sign all IEP's	<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

Update and monitor the schools tutoring, extension, EAL and IEP lists	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Coordinate the High Ability Program in the school and identify students for tutoring, extension, EAL and IEP lists	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement structured learning walks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create student IEP's and implement IEP meetings with parents each term	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement goal setting cycle with students and communicate this to parents each cycle	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Empowering students and building school pride	Happy, active and healthy kids priority
Actions	<ul style="list-style-type: none"> -Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns -Implement Creating our Learning Community each term to build student wellbeing throughout the school
Outcomes	<p>The Principal will:</p> <ul style="list-style-type: none"> -Ensure that the timetable states when ‘Creating Our Learning Community’ (COLC) will be implemented each term in 2021 -Make provision in the school calendar for professional learning related to student wellbeing -Oversee the work of our School Chaplain -Oversee the work of the Student Wellbeing Team <p>The Assistant Principal will:</p> <ul style="list-style-type: none"> -Have regular meetings with the NEVR ‘Health and Wellbeing Contact’ to discuss student cases -Communicate and follow up with teachers and parents about student’s wellbeing and available supports -Oversee the work of ES staff to support student wellbeing -Oversee the work of the OHS Team looking at strategies of supporting wellbeing from an OHS perspective <p>The SIT Team will:</p> <ul style="list-style-type: none"> -Monitor whole school student wellbeing as part of each meeting <p>The Student Wellbeing Team:</p> <ul style="list-style-type: none"> -Monitor the implementation of COLC -Plan professional development sessions for staff around student wellbeing <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement COLC each term -Ensure that all students complete the ‘Helping Hand’ activity and explicitly teach and provide opportunities for students to practice the skills to seek support e.g. structured role plays -Log student wellbeing issues on Grade Xpert <p>ES Staff will:</p> <ul style="list-style-type: none"> -Under the guidance of teachers support student wellbeing during recess and lunchtime duties and in the classroom. -Inform teachers of student wellbeing concerns they have with students

	<p>Students will:</p> <ul style="list-style-type: none"> -Complete the 'helping hand' activity as part of COLC -Seek support when needed -Know how to support a friend <p>Families will:</p> <ul style="list-style-type: none"> -Work in partnership with the school in regard to their child's wellbeing 			
Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> -Articulate who and where to they can gain support both inside and outside of the school -Identify their feelings in the 'Zones of Regulation' e.g. which zone am I in right now? and be able to employ strategies to deal with these feelings <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement COLC each term -Be proactive in identifying, communicating and actioning student wellbeing issues with the Assistant Principal <p>School Leaders will:</p> <ul style="list-style-type: none"> -Monitor student wellbeing in the school e.g. IEP lists, SOCS, Grade Xpert, feedback from teachers/SIT/SWB Team, HWB Key contact looking for trends -Ensure Chaplain, SWB and OHS Teams work together on SWB and mental health strategies -Analyse Student Attitudes to School Survey data and locate trends in areas of student wellbeing 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Ensure all new staff are trained in 'Play is the Way'	<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
Complete classroom visits during COLC to review 'helping hand' and discuss wellbeing strategies	<input checked="" type="checkbox"/> Assistant Principal <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

Establish the Health and Wellbeing Key Contact with NEV region and schedule regular meetings	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement 'helping hand' activity related to wellbeing	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Wellbeing professional development activities	<input checked="" type="checkbox"/> Wellbeing Team	<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	<ul style="list-style-type: none"> -Strengthen & embed the connection with parents/carers with the school -Begin work on the Professional Learning Communities (PLC) initiative within the school and with NEVR -Monitor student attendance in the school to ensure each child is attending school regularly
Outcomes	<p>The Office Team will:</p> <ul style="list-style-type: none"> -Check student attendance each day and follow up with absences -Provide the Leadership Team with monthly student absence data <p>The Leadership Team will:</p> <ul style="list-style-type: none"> -Ensure the school calendar makes provision for opportunities for parents/students to connect to the school for educational and social activities -Monitor attendance of events e.g. which ones have been well attended -Attend Parents Association 'Watashi Mo' Meetings and assist with planning whole school events -Monitor student attendance and ensure students with low attendance have an attendance plan -Provide student leadership opportunities and clubs to connect students e.g. Student Leadership Council, Environment Group, Year 6 Leadership roles -Attend PLC pre-planning professional development <p>The SIT Team will:</p> <ul style="list-style-type: none"> -Monitor the communication strategy in the school -Develop a list of student work samples that will be shared on See Saw each week and ensure their teams have completed this -Participate in PLC pre-planning activities <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement the communication matrix -Ensure all students/families are connected to See Saw and check this each day -Monitor student attendance in their grade following up any concerns with the Assistant Principal -Implement and record weekly check-ins with students to monitor health & well being -Ensure students share work samples each week on See Saw <p>ES Staff will:</p> <ul style="list-style-type: none"> -Support students to share work samples on See Saw -Participate in IEP meetings with the students they work with

	<p>Students will:</p> <ul style="list-style-type: none"> -Attend school regularly and be connected to the school -Share work samples with their parents each week on See Saw <p>Families will:</p> <ul style="list-style-type: none"> -Connect to See Saw and use this platform regularly to keep up with student learning samples and goal setting and to communicate with teachers about their child's learning -Ensure their child attends school regularly -Participate in IEP Meetings, Parents as Partners Night and other school events 			
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> -Have an absence rate lower than 19.5 days -Share at least 1 piece of work each week on See Saw <p>Teachers will:</p> <ul style="list-style-type: none"> -Keep a list of parents who attend parent/teacher meetings, Show and Share Night and IEP meetings- discuss concerns with Leadership Team -Ensure student goal setting is communicated to parents via See Saw -Communicate attendance concerns with the Assistant Principal and develop an attendance plan <p>School Leaders:</p> <ul style="list-style-type: none"> -Monitor Operoo and See Saw activity reports -Monitor student attendance and give out grade attendance awards each month -Analyse Student Attitudes to School Survey data and locate trends in areas of student connectedness 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Ensure all families are connected to all digital platforms- Operoo and Grade Xpert Place communication matrix around the school</p>	<p><input checked="" type="checkbox"/> Education Support</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Devise term student work sample list for See Saw	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Attendance data analysed monthly- class awards given	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure Team Newsletters are distributed each term	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend pre-work professional development activities for PLC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$10,175.50	\$10,175.50
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$10,175.50	\$10,175.50

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ staff for the Tutoring Program in conjunction with the Business Manager Ensure that the school's equity money is distributed towards the Tutoring Program to provide extra support Advertise an internal special payment position for a Data Leader Ensure that extension programs have provision in the 2021 timetable	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Tutor Program	\$10,175.50	\$10,175.50
Totals			\$10,175.50	\$10,175.50

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 staff for the Tutoring Program in conjunction with the Business Manager Ensure that the school's equity money is distributed towards the Tutoring Program to provide extra support Advertise an internal special payment position for a Data Leader Ensure that extension programs have provision in the 2021 timetable	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Tutoring Program	<input checked="" type="checkbox"/> On-site
Implement structured learning walks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Wellbeing professional development activities	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend pre-work professional development activities for PLC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site

		to: Term 2				NEVR training sessions
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