

# 2020 Annual Implementation Plan

## for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Amanda Norton-Smith (School Principal) on 18 February, 2020 at 09:37 AM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 04 March, 2020 at 05:52 PM  
Endorsed by Virginia Dods (School Council President) on 12 March, 2020 at 05:17 PM

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>When we completed an in-depth analysis of our NAPLAN data, it was noted that all of our low growth students are female. It is also of interest that in our AToSS data our year 5 cohort scored lower across most of the areas than their year 4 and 6 peers. As the AToSS data sets are too small to be broken into male or female categories, we are unable to further explore further connections between the two data sets. This is of particular note in the students response to the area of stimulating learning environment. Part of our SIP theory of action focuses on student agency, and we believe that this may assist with our students feeling more connected to the school, their peers and their learning.</p>
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<p><b>Considerations for 2020</b></p>	<p>We have undertaken a detailed analyses of student responses of the Literacy and Numeracy assessments of both Year 3 and Year 5 cohorts. It was interesting to see that the students performed more consistently in questions relating to the overall structure and purpose of texts, especially in writing.</p> <p>After analysing the reading questions, it is apparent that we now need to focus on explicitly teaching students how knowledge from writing links to reading and how authorial strategies influence comprehension.</p> <p>For numeracy, we wondered whether or not the language of instruction had an impact upon the outcome. After a detailed examination of the questions students struggled with, it became clear that the issues were concept related. We therefore need to prioritise explicit teaching of key concepts from the Victorian mathematics curriculum and ensure that teachers understand the sequence of learning these concepts.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To enhance the learning experience of each student through high quality, consistent teaching practices.
<b>Target 1.1</b>	Participation - Student Attendance: The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period.
<b>Target 1.2</b>	Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.
<b>Target 1.3</b>	Parent Opinion – Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.
<b>Target 1.4</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a culture of reflective practice to give and receive feedback for all stakeholders.

<b>Key Improvement Strategy 1.c</b> Building practice excellence	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.
<b>Goal 2</b>	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
<b>Target 2.1</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.
<b>Target 2.2</b>	Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.
<b>Target 2.3</b>	Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed the Victorian Curriculum into teaching practice.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capacity to identify, monitor and track student progress using summative assessment.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To enhance the learning experience of each student through high quality, consistent teaching practices.	Yes	Participation - Student Attendance: The 2017-2020 average student absenteeism days will be 14 days or less, reversing the absenteeism upwards trend from the 2013-2016 period.	The 2020 average student absenteeism days will be 14 days or less.
		Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.	Attitudes to School - Stimulating Learning: Reflecting upon 2019 data, the 2020 percentage endorsement to be >50% and a reduction in neutral responses.
		Parent Opinion – Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.	Parent Opinion – Stimulating learning: The 2019 Mean Factor Score to be an average of 6 or higher out of 7.
		Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.

<p>To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.</p>	<p>Yes</p>	<p>Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth, with 40% of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.</p>	<p>Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.</p>
		<p>Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth, with 35% or more of students achieving high growth by the end of the 2017-2020 Strategic Plan cycle. This is a 10% improvement in growth outcomes from 2016.</p>	<p>Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth.</p>
		<p>Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.</p>	<p>Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.</p>

<b>Goal 1</b>	To enhance the learning experience of each student through high quality, consistent teaching practices.	
<b>12 Month Target 1.1</b>	The 2020 average student absenteeism days will be 14 days or less.	
<b>12 Month Target 1.2</b>	Attitudes to School - Stimulating Learning: Reflecting upon 2019 data, the 2020 percentage endorsement to be >50% and a reduction in neutral responses.	
<b>12 Month Target 1.3</b>	Parent Opinion – Stimulating learning: The 2019 Mean Factor Score to be an average of 6 or higher out of 7.	
<b>12 Month Target 1.4</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.	No
<b>KIS 2</b> Building practice excellence	Develop a culture of reflective practice to give and receive feedback for all stakeholders.	Yes
<b>KIS 3</b> Building practice excellence	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.	No
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.	We will be undertaking a School Improvement Partnership (SIP), partnering with Fitzroy Primary School and Richmond West Primary School, and looking at our theory of action through the common lens of being bi-lingual schools. Our theory of action is: If we collaborate to build all our teacher capability and ensure consistent high quality teaching, then all of our students, regardless of the language in which they are learning will experience engaging and meaningful learning at their point of need. This is a great opportunity for staff from all schools involved to collaborate, share challenges and successes, provide feedback and reflect on our practice and the practice of others. To support these partnerships DET provides funding and our SIP will use the funding to supply CRTs so that teachers and school leaders can spend time observing in each other's schools. We will be engaging a consultant to assist with embedding high quality peer observation and feedback. The consultant will be working alongside the staff member observing, comparing notes for feedback and coaching around effectively giving the feedback. The staff member then delivers the feedback. This will begin within our school then extend to observations and feedback sessions at the other schools. Our SIP will also focus on student agency and student engagement, and will provide the	

	opportunity for students from different schools to come together, with a focus on how students' perceive the concept of stimulating learning.
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<b>Goal 2</b>	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.	
<b>12 Month Target 2.1</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.	
<b>12 Month Target 2.2</b>	Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth.	
<b>12 Month Target 2.3</b>	Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Embed the Victorian Curriculum into teaching practice.	No
<b>KIS 2</b> Curriculum planning and assessment	Build teacher capacity to identify, monitor and track student progress using summative assessment.	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.	Over the course of the 2017-2020 School Strategic Plan, teachers have collected vast amounts of data and evidence to inform their teaching. However, tracking student growth with school-based assessments requires further improvement. This work began in 2019, however further review of the assessment schedule is required. Staff have been developing common assessments and moderating for consistency of practice. Scheduling of assessment tasks needs to be further refined. Continue investigating a whole school student data tracking system, that fits within the school budget.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To enhance the learning experience of each student through high quality, consistent teaching practices.
<b>12 Month Target 1.1</b>	The 2020 average student absenteeism days will be 14 days or less.
<b>12 Month Target 1.2</b>	Attitudes to School - Stimulating Learning: Reflecting upon 2019 data, the 2020 percentage endorsement to be >50% and a reduction in neutral responses.
<b>12 Month Target 1.3</b>	Parent Opinion – Stimulating learning: The 2019 Mean Factor Score to be an average of 6 or higher out of 7.
<b>12 Month Target 1.4</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.
<b>KIS 1</b> Building practice excellence	Develop a culture of reflective practice to give and receive feedback for all stakeholders.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Participate in the School Improvement Partnership (SIP) with Fitzroy Primary and Richmond West Primary.</li> <li>- Identify opportunities to activate student agency in learning</li> <li>- Develop Professional Learning Communities (PLC)</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Participate in learning walks</li> <li>- Ensure students are consulted around what stimulated learning means to them</li> <li>- Facilitate the development of PLC</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach with differentiation at point of need</li> <li>- Work in teams to explicitly integrate opportunities for student agency within their curriculum plans</li> <li>- Use PLC time to evaluate the impact of teaching on student outcomes</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Identify examples of agency in learning in their classes</li> <li>- Engage with peers (from SIP schools and own) around stimulated learning</li> </ul>

Success Indicators	Leaders: notes from learning walks, minutes and agendas from meetings, staff forum schedules Teachers: notes from peer observation sessions and coaching, PLC notes, Students: JSC feedback and notes, data around stimulated learning from beginning and end of year			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage Consultant for peer observation coaching	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00  <input type="checkbox"/> Equity funding will be used
CRT to facilitate inter-school observation visits	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,800.00  <input checked="" type="checkbox"/> Equity funding will be used
Students from each school to collaborate and analyse Student Attitudes to School survey data and develop ways in which each school can celebrate successes and improve results	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC training for teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <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

<b>Goal 2</b>	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
<b>12 Month Target 2.1</b>	Learning Gain - Reading: 2017-2019 matched cohort NAPLAN data will show at least 87% of students achieving medium or high growth.
<b>12 Month Target 2.2</b>	Learning Gain - Numeracy: 2017-2019 cohort data will show at least 77% of students achieving medium or high growth.
<b>12 Month Target 2.3</b>	Teacher Judgement - Victorian Curriculum: An average of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum.
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity to identify, monitor and track student progress using summative assessment.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Review and refine the whole school Assessment Schedule and Assessment Expectations.</li> <li>- Investigate a whole school student data tracking system.</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- identify and implement a student data tracking system</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Engage in regular conversations about student learning based around data</li> <li>- work together to refine the assessment schedule</li> <li>- demonstrate knowledge of the assessment schedule</li> </ul>
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>Evidence of data analysis in PLC meeting minutes</li> <li>Successful implementation of a student data tracking system</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Evidence of data analysis in PLC meeting minutes</li> <li>consistent entry of student data</li> <li>evidence of data informing planning</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Learning growth in reading and numeracy</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and refine the Assessment Schedule and Assessment Expectations for 2020	<input checked="" type="checkbox"/> Leadership Team <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 staff with the updated 2020 Assessment Schedule and Assessment Expectations.	<input checked="" type="checkbox"/> Leadership Team <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
Identify appropriate School Wide Data Tracking System	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Obtain technical support to set up a School Wide Data Tracking System.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide workshops to staff on how to use the School Wide Data Tracking System.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Enter student assessment data and monitor student learning growth to inform teaching and intervention focus groups.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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	\$6,800.00	\$4,400.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$6,800.00</b>	<b>\$4,400.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
CRT to facilitate inter-school observation visits	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,800.00	\$2,400.00
Students from each school to collaborate and analyse Student Attitudes to School survey data and develop ways in which each school can celebrate successes and improve results	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Providing resources for students and staff participating in this collaboration	\$2,000.00	\$2,000.00
<b>Totals</b>			<b>\$6,800.00</b>	<b>\$4,400.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage Consultant for peer observation coaching	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<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"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants  SIP schools engaging peer observation consultant	<input checked="" type="checkbox"/> On-site
PLC training for teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Provide workshops to staff on how to use the School Wide Data Tracking System.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Representative of the system	<input checked="" type="checkbox"/> On-site