

2021 Annual Implementation Plan

for improving student outcomes

Abbotsford Primary School (1886)



Submitted for review by Stanley Wang (School Principal) on 15 December, 2020 at 04:35 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 02 February, 2021 at 03:22 PM
Endorsed by Virginia Dods (School Council President) on 02 February, 2021 at 11:49 PM

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
Professional leadership		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	Evolving
		Setting expectations and promoting inclusion	Emerging moving towards 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	Embedding
		Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	To be completed in Term 1, 2021 as part of the PRSE process for School Review in Term 2, 2021.
Considerations for 2021	To be completed in Term 1, 2021 as part of the PRSE process for School Review in Term 2, 2021.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To enhance the learning experience of each student through high quality, consistent teaching practices.
Target 2.1	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.
Target 2.2	Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.
Target 2.3	Parent Opinion – Stimulating learning: The 2017-2020 Mean Factor Score to be an average of 6 or higher out of 7.
Target 2.4	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.
Key Improvement Strategy 2.a	Research and implement an agreed pedagogical model that is consistent for Chinese and English learning.

Building practice excellence	
Key Improvement Strategy 2.b Building practice excellence	Develop a culture of reflective practice to give and receive feedback for all stakeholders.
Key Improvement Strategy 2.c Building practice excellence	Incorporate high quality use of digital and design technologies to equip students to be socially competent global citizens.
Goal 3	To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.
Target 3.1	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.
Target 3.2	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.
Target 3.3	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.
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed the Victorian Curriculum into teaching practice.
Key Improvement Strategy 3.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
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>Data-Driven Intervention: 80% of all students identified for the tutoring programs in each subject (English, Chinese, Numeracy) achieve progress of more than 12 months, as determined by Fountas & Pinnell and writing moderation for English, character recognition and production targets for Chinese, and Assessment for Common Misunderstandings tools for Numeracy.</p> <p>HITS: All PLT meetings to incorporate a HITS focus.</p> <p>CLIL: All subjects taught in Chinese will have curriculum documented in the CLIL 4C structure.</p> <p>SEL: A reported 80% (or higher) positive response to "Managing Bullying" statements in the Student Attitudes to School Survey (in line with the state average for 2019.)</p> <p>TIP: All teaching staff complete Berry St Model Training Module 2.</p>

			<p>Building communities through technology: A reported 80% (or higher) positive response to "Teacher Communication" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p> <p>VPM: A reported 80% (or higher) positive response to "Parent Participation and Involvement" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p>
To enhance the learning experience of each student through high quality, consistent teaching practices.	No	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.	
		Attitudes to School - Stimulating Learning: The 2017-2020 Mean Factor Score to be an average of 4.40 out of 5.	
		Parent Opinion – Stimulating learning: The 2017-2020 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.	

To increase the learning growth of every student by implementing and embedding a viable, documented curriculum.	No	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 - 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.	
		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.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Data-Driven Intervention: 80% of all students identified for the tutoring programs in each subject (English, Chinese, Numeracy) achieve progress of more than 12 months, as determined by Fountas & Pinnell and writing moderation for English, character recognition and production targets for Chinese, and Assessment for Common Misunderstandings tools for Numeracy.</p> <p>HITS: All PLT meetings to incorporate a HITS focus.</p> <p>CLIL: All subjects taught in Chinese will have curriculum documented in the CLIL 4C structure.</p> <p>SEL: A reported 80% (or higher) positive response to "Managing Bullying" statements in the Student Attitudes to School Survey (in line with the state average for 2019.)</p> <p>TIP: All teaching staff complete Berry St Model Training Module 2.</p>

	<p>Building communities through technology: A reported 80% (or higher) positive response to "Teacher Communication" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p> <p>VPM: A reported 80% (or higher) positive response to "Parent Participation and Involvement" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p>	
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 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	<p>Data-Driven Intervention: 80% of all students identified for the tutoring programs in each subject (English, Chinese, Numeracy) achieve progress of more than 12 months, as determined by Fountas & Pinnell and writing moderation for English, character recognition and production targets for Chinese, and Assessment for Common Misunderstandings tools for Numeracy.</p> <p>HITS: All PLT meetings to incorporate a HITS focus.</p> <p>CLIL: All subjects taught in Chinese will have curriculum documented in the CLIL 4C structure.</p> <p>SEL: A reported 80% (or higher) positive response to "Managing Bullying" statements in the Student Attitudes to School Survey (in line with the state average for 2019.)</p> <p>TIP: All teaching staff complete Berry St Model Training Module 2.</p> <p>Building communities through technology: A reported 80% (or higher) positive response to "Teacher Communication" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p> <p>VPM: A reported 80% (or higher) positive response to "Parent Participation and Involvement" statements in the Parent Opinion Survey in line with the school's past performance in 2017-18.</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Data-Driven Intervention:</p> <ul style="list-style-type: none"> -Establish a small group tutoring programs for English, Chinese and numeracy. -Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. <p>HITS & CLIL:</p> <ul style="list-style-type: none"> -Revisit and strengthen the use of HITS in classrooms. -Consistent implementation of CLIL across all Chinese classrooms and curriculum documentation.

Outcomes	<p>Data-Driven Intervention:</p> <ul style="list-style-type: none"> -Nominated leaders will establish intervention and small group tutoring models for students in need of targeted academic support. -Teachers and leaders will regularly update data walls and monitor student progress. <p>HITS & CLIL:</p> <ul style="list-style-type: none"> -Learning Specialists will support teachers to implement HITS in their planning and delivery of learning programs. -Students will experience success and celebrate the acquisition of knowledge in Chinese. 			
Success Indicators	<p>Data-Driven Intervention:</p> <ul style="list-style-type: none"> -Data will be used to identify students for tailored supports with differentiated resources. -English, Chinese and numeracy leaders to be appointed as the Intervention Specialists and given time to run the small tutoring program. <p>HITS & CLIL:</p> <ul style="list-style-type: none"> -Teacher records and observations on student progress using a centralised data wall. -Classroom observations and learning walks demonstrating take up of HITS. -Complete and up-to-date curriculum documentation across all subjects via an agreed timeframe. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule times for individual and tailored support to occur	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish data walls and processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Document plans for coaching and observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish strict timeframe for curriculum documentation and quality control	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Social-Emotional Learning (primary) -Establish a whole school approach to social-emotional learning through Respectful Relationships -Strengthen in-class relationships through peer and group learning activities Trauma-Informed Practices (secondary) -Plan whole school professional learning on trauma-informed practices -Target counselling for individual students with acute needs			
Outcomes	Social-Emotional Learning (primary) -Teachers, leaders and school community will share a common understanding of the whole school approach to wellbeing -Students will feel supported and engaged in home groups and contribute to a strong classroom culture Trauma-Informed Practices (secondary) -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			

Success Indicators	Social-Emotional Learning (primary) -Evidence of Respectful Relationships framework being implemented across all year levels -Communication of the school's approach to wellbeing and role as a leading school in Respectful Relationships Trauma-Informed Practices (secondary) -Accumulated knowledge around trauma-informed practices (as part of PD across 3 years)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Resumption of Art Therapy Program	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop the Respectful Relationships Framework for incorporation into curriculum units (using the assembly block)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue with professional learning with Berry Street Educational Model (Day 2)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build up bank of activities for the daily mindfulness program	<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
KIS 3 Building communities	Connected schools priority			

Actions	<p>Building communities through technology</p> <ul style="list-style-type: none"> -Strengthen and embed the school-wide approach to communication with parents/carers, incorporating the Communications Framework and recommendations from the Education Sub-committee -Use digital channels of communication to provide regular update on weekly student learning programs -Maintain an ongoing digital platform to complement onsite classes, focusing on learning opportunities beyond the school grounds <p>Volunteer Management Program</p> <ul style="list-style-type: none"> -Capitalise on community resources to support the creation of an immersive environment for language learning -Implement the School Council-led volunteer program to ensure that necessary support is in all classrooms 			
Outcomes	<p>Building communities through technology</p> <ul style="list-style-type: none"> -Teachers will continue to utilise digital platforms in their teaching program -Teachers feel more confident about trying out new technological tools for parent communication and in the classroom -Students are connected resources and learning opportunities <p>Volunteer Management Program</p> <ul style="list-style-type: none"> -Students and community will feel connected to the school and that there is a strong partnership between all parties -Parents/carers are willing to volunteer on a regular basis and are seen as a valued contributor to the bilingual outcomes of students 			
Success Indicators	<p>Building communities through technology</p> <ul style="list-style-type: none"> -Increased frequency and access to digital resources for language learning -Frequency of communications with parents/carers (e.g. newsletter opening rate, feedback from parental communications) -Up-to-date materials on class-based digital platforms <p>Volunteer Management Program</p> <ul style="list-style-type: none"> -Number of volunteers successfully matched to classroom needs -Volunteers feel supported in their work, with clarity around their roles and responsibilities 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduction of Digital Technologies in Years 3-6 as a specialist subject and a major app or digital resource for each core subject	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	\$1,500.00 ☑ Equity funding will be used

Explore options for adopting a new Student Management System to improve communications with parents/carers, or expanding the use of the current SMS to include continuous reporting	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Establish a rigorous volunteer recruitment, selection and management system to engage community resources in the creation of an immersive Chinese environment	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Continuation of Google Classroom for storing digital resources and homework (Core Subjects)	<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
Appointment of ICT Coordinator responsible for the capacity building of staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Expand community access to digital media, including school newsletters, social media and website	<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
Revise homework policy to focus on expanding learning opportunities outside of the school gates	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input checked="" 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	\$14,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$14,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish criteria for identifying students requiring individual and tailored support	from: Term 1 to: Term 1		\$0.00	
Schedule times for individual and tailored support to occur	from: Term 1 to: Term 1		\$10,000.00	
Continue with professional learning with Berry Street Educational Model (Day 2)	from: Term 3 to: Term 3		\$2,000.00	
Introduction of Digital Technologies in Years 3-6 as a specialist subject and a major app or digital resource for each core subject	from: Term 1 to: Term 2		\$1,500.00	

Revise homework policy to focus on expanding learning opportunities outside of the school gates	from: Term 1 to: Term 2		\$500.00	
Totals			\$14,000.00	

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 criteria for identifying students requiring individual and tailored support	✓ Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ SEIL ✓ Learning Specialist ✓ Literacy Leaders ✓ Numeracy leader	✓ On-site
Establish strict timeframe for curriculum documentation and quality control	✓ Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Professional Practice Day	✓ Learning Specialist ✓ Literacy Leaders ✓ Numeracy leader	✓ On-site
Develop the Respectful Relationships Framework for incorporation into curriculum units (using the assembly block)	✓ Learning Specialist(s)	from: Term 1 to: Term 4	✓ Planning ✓ Collaborative Inquiry/Action Research team	✓ PLC/PLT Meeting	✓ Learning Specialist	✓ On-site
Continue with professional learning with Berry Street Educational Model (Day 2)	✓ All Staff	from: Term 3 to: Term 3	✓ Collaborative Inquiry/Action Research team	✓ Whole School Pupil Free Day	✓ External consultants BSEM Provider	✓ Off-site To be hosted at hosting schools
Introduction of Digital Technologies in Years 3-6 as a specialist subject and a major app or digital resource for each core subject	✓ Teacher(s)	from: Term 1 to: Term 2	✓ Preparation ✓ Curriculum development ✓ Demonstration lessons	✓ Communities of Practice ✓ PLC/PLT Meeting	✓ Internal staff ✓ Practice Principles for Excellence in Teaching and Learning	✓ On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Appointment of ICT Coordinator responsible for the capacity building of 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site