

2021 Annual Implementation Plan

for improving student outcomes

Parkhill Primary School (5416)



Goal 1	2021 Priorities Goal (DET Mandated)
12 Month Target 1.1	<p>By the end of 2021, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 60 per cent.</p> <p>By the end of 2021, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 75 per cent.</p> <p>By the end of 2021, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey.</p> <ul style="list-style-type: none"> - Safety domain—promoting positive behaviour to 85 per cent - Parent-community engagement domain—teacher communication to 70 per cent school communication to 82 per cent - School ethos and environment domain—school pride and confidence to 65 per cent. <p>By the end of 2021, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:</p> <ul style="list-style-type: none"> - English Language Mode of Writing, from a 2016-18 average of 22 per cent to 27 per cent - Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 38 per cent <p>By the end of 2021, from identified intervention support at-risk students in YF-6 assessed against the Victorian Curriculum levels F-10 are at the age expected VC Level of literacy and numeracy.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>We have selected the KIS because the impact of remote learning has been felt across our student body and our assessment data shows a need for a consistent approach to differentiated learning programs and learning intervention in phonics and reading, as well as basic number and calculating.</p> <p>In 2021 we will implement the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Establish a targeted support program for students and small group tutoring programs Build staff capacity to understand and implement IEPs
Outcomes	<p>Principal/Assistant Principal:</p> <ul style="list-style-type: none"> Teachers will confidently and accurately identify student learning needs of their students PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum priority areas Students will know how lessons are structured and how this supports their learning <p>Learning Support Teacher (Tutor):</p> <ul style="list-style-type: none"> Students in need of targeted academic support or intervention will be identified and supported Nominated or relevant teachers and leaders will establish intervention/small group tutoring/before and after school programs Students and teachers will have more time to work on content at the students point of need Students will know what their next steps are to progress their learning <p>Teachers:</p> <ul style="list-style-type: none"> Teachers will develop an understanding of curriculum essentials to ensure mastery Teachers will consistently implement the agreed assessment schedule Teachers and leaders will regularly update data walls Teacher will provide regular feedback and monitor student progress using data walls Students will experience success and celebrate the acquisition of knowledge Teachers will provide students with the opportunity to work at their level using differentiated resources

	<p>Education Support: Support inclusion, including facilitating students to achieve learning goals</p>
<p>Success Indicators</p>	<p>Students will: Be able to articulate individualised Learning Goals in Writing Be able to act on feedback to achieve their goals and understand their next steps in learning Track their progress against growth indicators Understand themselves as a learner</p> <p>Teachers will: Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels Engagement data from Learning Management Systems/virtual classrooms</p> <p>SIP team, AP and Prin will: Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Appointment/staffing of programs Progress against Individual Education Plans</p>
<p>KIS 2 Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>
<p>Actions</p>	<p>We have selected the KIS because the impact of remote learning has been felt across our student body and our observations and feedback from staff and families shows a need for a focus around wellbeing and increased student voice in order to develop a sense of increased engagement and belonging.</p> <p>In 2021 we will implement the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> Develop and maintain high expectations around behaviour and incorporate reporting to inform understanding of student needs Establish a targeted support program for students and small group tutoring programs Build staff capacity to understand and implement Sporting Schools / JGA Build staff capacity to understand and implement SEL whole school programs and implement consistent use of the Essential Agreements and related actions Develop and implement Care Groups across the school Explore Primary Wellbeing Coordinator program Build staff capacity to collect, analyse, monitor and respond to student engagement data Conduct regular check-ins/conferencing with children in all classroom spaces - specialist and classroom
<p>Outcomes</p>	<p>Principal/Assistant Principal/SIP: PL for staff around trauma informed practices in classes and in planning units of work develop and record expectation of reporting and recording consistent in agreed routines Will share and promote a common understanding of the whole school approach to wellbeing Strengthen engagement with regional and external support agencies Promote an integrated social-emotional learning into school practice, policies and programs Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate</p> <p>Teachers:</p>

	<p>Teachers will collaboratively establish monitoring processes Relevant teachers will implement a Care Group and classroom and specialist wellbeing supports/programs Students will feel supported and engaged in their learning environment across the school and contribute to a build a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes</p> <p>Education Support: Support inclusion</p>
Success Indicators	<p>Students will: Improve in their sense of belonging and connectedness at school Use their voice to share feedback with staff Complete surveys and actively participate in learning programs Feel safe and supported in school and with their learning</p> <p>Teachers will: Self assessment against the DET Inclusive Schooling Index tool Implement Students engagement in SEL whole school program (feedback, participation, classroom observations) Moderate and discuss samples of student work actively participate in teacher surveys on effectiveness of programs, referral process, and action feedback Teacher reports of student wellbeing concerns</p> <p>SIP team, AP and Prin will: Self assessment against the DET Inclusive Schooling Index tool source an provide PL and documentation of resources for wellbeing programs Document referrals and communication processes regarding monitoring and escalating wellbeing concerns Facilitate analysis of data used to identify students in need of targeted support Documentation of strategies students will use in classes and at school facilitate appointment/staffing of programs</p>
KIS 3 Building communities	Connected schools priority
Actions	<p>We have selected the KIS because the impact of remote learning has been felt across our community. Through our observations and feedback from staff and families there is a definite need to continue to develop strong lines of communications and connections outwith the school.</p> <p>In 2021 we will implement the following Actions in order to deepen consistency of practice and promote genuine networking:</p> <p>Strengthen engagement in regional and network communities of practice Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning (compass) Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices Build staff capability to integrate digital learning including agreed protocols for ongoing and open communication with families across all teaching staff including specialists Plan for school facilities and grounds works that will mean every school is a great place to learn Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers Ensure students requiring specific intentions are engaged with external agencies and supports, including follow up by working with parents/carers on root causes</p>
Outcomes	<p>Principal/Assistant Principal/SIP: Prioritise time for staff to communicate and build relationships with parents/carers/kin promote and facilitate the development have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities</p>

	<p>Teachers: Teachers will be confident in integrating digital learning pedagogy Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance Secondary students will have stronger digital literacy Teachers and support staff will have strong relationships with parents/carers/kin of at-risk students All students will be connected to resources and learning opportunities Teachers can regularly connect with the parents/carers/kin of all students</p> <p>Education Support: Support inclusion</p>
Success Indicators	<p>Students will: engage in intervention support programs Student will be positive about sharing their perception and survey data will reflect this Actively engage with opportunities to have their voice heard (SRC, Care Groups, Surveys etc) Positive student survey data (internal surveys, AToSS)</p> <p>Teachers will: regular communications with parents/carers/kin Class participation data - reflection on data with class for impact Pulse checks with parents/carers/kin Improved engagement in class for at risk children Facilitate student/staff/parent/carer/kin focus groups and interviews Facilitate parent/carer/kin surveys and interviews</p> <p>SIP team, AP and Prin will: Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks improved number of referrals, documented outcomes of student referral meetings Documentation of school digital policies Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews Parent/carer/kin surveys and interviews</p>
Goal 2	To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.
12 Month Target 2.1	By the end of 2021, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the: - English Language Mode of Writing, from a 2016-18 average of 22 per cent to 27 per cent - Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 38 per cent
12 Month Target 2.2	By the end of 2021, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 70 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)
12 Month Target 2.3	By the end of 2021, increase the percentage of Year 5 students in the top two NAP Bands: - Writing, from a 2017-19 average of 13 per cent to 20 per cent - Numeracy, from a 2017-19 average of 46 per cent to 48 per cent.
KIS 1 Curriculum planning and assessment	Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.
Actions	We have selected the KIS because our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student assessment and data literacy. From previous professional team learning and working in composite grades, differentiation has been a priority for us. Continued growth of priority areas in 2020 - effective use of goal setting and feedback to meet individual student learning needs. Responding to parent feedback during CoVID-19 we will implement a consistent intervention literacy support model using data to identify at-risk students with a focus on phonics.

	<p>In 2021 we will implement the following Actions in order to deepen consistency of practice:</p> <ul style="list-style-type: none"> Strengthen and extend staff capacity in data analysis across planning meetings in order to inform learning and teaching programs Use data effectively to meet individual student need in the classroom Develop whole school visible data wall in reading, spelling and number.
<p>Outcomes</p>	<p>Principal/Assistant Principal:</p> <ul style="list-style-type: none"> Make provision for regular team collaborative meetings within the school timetable early in the week Coach management team (middle leaders) to lead purposeful data analysis discussions at team meetings Maintain focus on High Impact Teaching Strategies (HITS) with a focus upon Goal Setting, Feedback, Lesson structure and Differentiated Learning Facilitate multi layered, data driven and regular moderation, of samples and reported data Establish data-friendly systems and processes that impact classroom programs, including Assessment Schedule <p>SIP Team (Desiree Schlack - writing and Andrea Crane - maths):</p> <ul style="list-style-type: none"> Develop a staff action team Lead analysis of assessment data to feed into learning programs Implement and embed whole school writing goals to promote consistent practice, modeling use of goals in the classroom Embed a consistent maths instructional model, incorporating the 5Es Continue to develop complexity in writing, incorporating the work with Misty Adoniou and Ann Whiting from 2019 Lead discussions around individual student data to impact classroom programs (Essential Assessment and eWrite) Development and implement visible data walls to encourage focus on individual student needs and shared ownership of student outcomes Prepare and lead moderation discussion in writing and maths <p>Teachers:</p> <ul style="list-style-type: none"> Analyse assessment data to feed into learning programs Critically review NAPLAN data and develop curriculum plans to address the learning needs of individuals and cohorts Actively participate in an AIP priority area action team - in both action team and level teams Use goal-setting and feedback strategies within class to meet individual needs Use visible goals within class to personalise learning Implement differentiation learning strategies in classrooms Engage with discussions around visible data wall and related action <p>Education Support:</p> <ul style="list-style-type: none"> Support inclusion, including facilitating students to achieve learning goals
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate individualised Learning Goals in Writing Be able to act on feedback to achieve their goals and understand their next steps in learning Track their progress against these goals Be engaged with purposeful learning Use the language of inquiry mathematics and writing metalanguage to articulate their understanding Be able to describe their strengths, areas of growth, and be able to explain how these positively impact their learning Understand themselves as learners <p>Teachers will:</p> <ul style="list-style-type: none"> Demonstrate tracking of student growth, cohort comparison, goal setting and assessment (including moderation) in a cohesive, collective way Have a PDP goal that links to writing outcomes Set goals and give feedback with students through student conferencing Use data to drive planning and identify learning needs of students Actively participate in weekly staff meetings, start to use the FISO Improvement Cycle to track progress and critically analyse data to feed into classroom programs Engage in PL and implement changes reflectively in their classroom Engage in and reflect upon Peer Observations to add value to their classroom practice - act upon feedback given Participate in collaborative planning of data driven Mathematics and English programs that have impact in their classrooms <p>SIP team, AP and Prin will:</p> <ul style="list-style-type: none"> Monitor data evidence when observing collaborative planning sessions

	<p>Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Work with staff to ensure writing follows the agreed instructional model and PL is reflected in the classroom</p>
<p>KIS 2 Building practice excellence</p>	<p>Develop teacher knowledge and skills to consistently embed the Parkhill instructional model (including the role for student agency).</p>
<p>Actions</p>	<p>We have selected the KIS because our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of student assessment and data literacy. From previous professional team learning and working in composite grades, differentiation has been a priority for us. Continued growth of priority areas in 2020 - effective use of goal setting and feedback to meet individual student learning needs. Responding to parent feedback during CoVID-19 we will implement a consistent intervention literacy support model using data to identify at-risk students with a focus on phonics.</p> <p>In 2021 we will implement the following actions in order to deepen consistency of practice:</p> <p>Develop staff understanding and capacity to implement the shared instructional model using 5es across all relevant learning domains. embed consistent practice around goal setting using student voice and agency.</p>
<p>Outcomes</p>	<p>Principal/Assistant Principal: Organise staff professional learning in writing and maths - through Bastow for Literacy coordinator Leading Literacy for Networks and Numeracy coordinator Leading Numeracy for Networks Make provision for regular team collaborative meetings within the school timetable Coach management team (middle leaders) to lead purposeful data analysis discussions at team meetings Support SIP team members in leading change (seek PL for leading initiatives in schools) Maintain focus on High Impact teaching Strategies (HITS) elements with a focus upon Goal Setting, Feedback, Lesson structure and Differentiated Learning Provision for professional learning in writer's notebook and workshop</p> <p>SIP Team (Desiree Schlack - writing and Andrea Crane - maths): Develop a staff action team Model and drive the implementation of the instructional model in classrooms Attend PL for Literacy coordinator Leading Literacy for Networks and Numeracy coordinator Leading Numeracy for Networks at Bastow Lead staff PL in Literacy and Numeracy Portal Facilitate coaching/Peer Obs model based around writing and maths Reintroduce writer's notebook and workshop to enable student agency Investigate professional learning in inquiry maths</p> <p>Teachers: Engage in and use PL in writing and maths from across many sources Use common consistent systems/strategies for giving feedback and goal setting with impact Engage in purposeful Peer Obs Actively engage with professional learning opportunities - both from SIP leaders, management and external Use the Literacy and Numeracy portal, evident in work programs Implement writer's notebook and workshop Ensure one session a week is inquiry maths</p> <p>Education Support: Support inclusion, including facilitating students to achieve learning goals.</p>
<p>Success Indicators</p>	<p>Students will: Be able to articulate individualised Learning Goals in Writing Be able to act on feedback to achieve their goals and understand their next steps in learning Be able to articulate the 5e instructional model in maths Use the language of inquiry mathematics and writing metalanguage to articulate their understanding Be able to describe their strengths areas of growth, and be able to explain how these positively impact their learning</p> <p>Teachers will:</p>

	<p>Demonstrate impact of data on student outcome in their class Have a PDP goal that links school priority areas and student outcomes Present PL at staff level through action teams Data driven practices evident in the classroom Follow and use whole school processes, agreed practices and protocols Engage in PL and implement changes reflectively in their classroom Engage in Peer Observations to add value to their classroom practice Participate in collaborative planning of data driven Mathematics and English programs that have impact in their classrooms</p> <p>SIP team, AP and Prin will: Monitor data evidence when observing collaborative planning sessions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Work with staff to ensure writing follows the agreed instructional model and PL is reflected in the classroom</p>
Goal 3	To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.
12 Month Target 3.1	<p>By the end of 2021, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> - Learner Characteristics and Disposition domain, Motivation and interest item—I am learning things that really interest me—from 68 per cent in 2019 to 70 per cent - Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 70 per cent.
12 Month Target 3.2	<p>By the end of 2021, 70 per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum Critical and Creative Thinking Scope and Sequence Strands of:</p> <ul style="list-style-type: none"> - Questions and Possibilities - Reasoning - Meta-Cognition
KIS 1 Empowering students and building school pride	Build understanding in the school community to embed student voice, agency and leadership.
Actions	<p>Student voice and agency is one of our Strategic Plan goals and our data (Attitudes to School Survey, Resilience Survey, Parent Opinion Survey) reflects a need for improvement. It will similarly improve student connectedness and engagement to learning. The student leadership system is in need of being overhauled as feedback from the community as well as staff and students have shown a need. Student voice and agency will complement our inquiry learning; our priority of goal setting, feedback, and our previous data on critical and creative thinking skills.</p> <p>In 2021 we will implement the following actions in order to deepen consistency of practice:</p> <p>Develop an agile and inclusive student leadership system: including selection and application of roles and responsibilities To implement systems and structures that enable active student voice and agency</p>
Outcomes	<p>Principal/Assistant Principal/Business Manager:</p> <p>Provide professional learning in student leadership and student voice and agency Allocate funding appropriately Continue to promote systems to track behaviour incidents across the school (Chronicle, playground reports) Actively promote SRC through newsletter and school council Coaching and mentoring key student leadership positions eg school captains</p> <p>SIP Team (Alex Davies):</p> <p>Revisit common understanding of the Parkhill Essential Agreement and protocols to promote values and manage behaviours Organise whole school incursions to generate common language around Parkhill values Improve confidence and understanding of Restorative Practices, Parkhill values and Growth Mindset with staff and community (workshops) Source and implement staff professional learning, including promotion of strategies to gather and implement student voice Develop staff action team Develop an active Student Representative Council (SRC)</p>

	<p>Teachers: Consolidate common understanding and implementation of the Parkhill Essential Agreement Use language that promotes the Parkhill values Actively support and follow-up with whole school incursions Implement strategies developed through professional learning to actively seek student voice Follow up student voice with student agency Implement strategies recommended by the action team</p> <p>Education Support: Support inclusion In collaboration with the teacher, work with groups of students Support student voice and agency priorities in classrooms</p>
<p>Success Indicators</p>	<p>Students will: Understand themselves as learners and articulate their learning goals Honestly express their voice Show initiative and engagement with the school community Be able to articulate strategies in resolving conflict in a positive manner Demonstrate positive problem solving strategies and articulate their learning and/or ideas Take positive action Be Self Aware, able to Self Manage, be Socially Aware, and have positive Relationship Skills and make Responsible Decisions Be able to describe their strengths and growth mindset, and be able to explain how these positively impact their learning</p> <p>Teachers will: Support student leadership and SRC Provide opportunity for students to express their voice Promote active leadership within their classroom Use restorative practices effectively Will actively seek, listen to and act on student feedback Engage in PL and implement changes reflectively in their classroom Follow through on behaviour/social issues consistently, effectively and timely Employ a growth mindset with all aspects of managing students' needs including leadership responsibilities</p> <p>SIP team, AP and Prin will: Delegate and provide inclusive leadership opportunities Monitor and track data evidence when observing classroom and playground behaviours and interactions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes Communicate the Essential Agreement with the school community</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Continue to build school and teacher capability to assess critical and creative thinking skills.</p>
<p>Actions</p>	<p>Student voice and agency is one of our Strategic Plan goals and our data (Attitudes to School Survey, Resilience Survey, Parent Opinion Survey) reflects a need for improvement. It will similarly improve student connectedness and engagement to learning. The student leadership system is in need of being overhauled as feedback from the community as well as staff and students have shown a need. Student voice and agency will complement our inquiry learning; our priority of goal setting, feedback, and our previous data on critical and creative thinking skills.</p> <p>In 2021 we will implement the following actions in order to deepen consistency of practice:</p> <p>Shared success criteria to track and monitor students against the Critical and Creative Thinking Scope and Sequence Develop teacher capacity to deliver comprehensive learning in Critical and Creative Thinking</p>
<p>Outcomes</p>	<p>Principal/Assistant Principal/Business Manager: Allocate budget Source professional learning Provide opportunity for collegiate discussion</p>

	<p>Allocate time for teams to plan collaboratively</p> <p>SIP Team (Alex Davies): Leading the development of the Critical and Creative Thinking Scope and Sequence Develop an action team Support professional learning Investigate moderation opportunities in Critical and Creative Thinking skills</p> <p>Teachers: Actively engage in professional learning Implement action team recommendations with their own class Plan to teach Critical and Creative Thinking skills within collaborative planning sessions Embed Critical and Creative Thinking skills across all domains Implement and engage with moderation</p> <p>Education Support: Support inclusion In collaboration with the teacher, work with groups of students</p>
<p>Success Indicators</p>	<p>Students will: Demonstrate positive problem solving strategies and articulate their learning and/or ideas Employ a variety of Critical and Creative Thinking skills across all learning domains Articulate Critical and Creative Thinking strategies throughout their day</p> <p>Teachers will: Explicitly teach and deliver learning activities to promote Critical and Creative Thinking skills as per collaborative planning Engage in PL and implement changes reflectively in their classroom Employ a growth mindset with all aspects of managing students' needs Actively assess and report against Critical and Creative Thinking skills</p> <p>SIP team, AP and Prin will: Monitor and track data evidence when observing classroom and playground behaviours and interactions Give feedback during classroom monitoring, peer obs and planning sessions to have a positive impact on outcomes</p>