

# 2021 Annual Implementation Plan

## for improving student outcomes

Gordon Primary School (0755)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Excelling
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

<b>Enter your reflective comments</b>	Remote learning proved to be the challenge this year. Evidence demonstrates that this has assisted us with Community engagement in learning. Great improvement evident here. positive climate for learning was a surprise that ATOS data was so high. PLC started to embed, however, we have moved back to the implementation phase after the long break of remote learning. T and L has improved greatly. A strong focus on our instructional model is evident and greatly assisted by the PMSS program.
<b>Considerations for 2021</b>	Embed coaching program into school. LS to fill this void. Strong mentors for grads. Tutors to target Prep, One and two 2021. Synthetic Phonics to assist all learners and create consistent approaches across the Junior School.  PLC to be aided by Wednesday afternoon shared planning. STEM focus for engagement in new facility.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To build resilient students who display behaviours and attitudes that reflect the school values.
<b>Target 2.1</b>	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> <li>• ‘social engagement’</li> <li>• ‘experience of bullying’ (decrease in percentage) and</li> <li>• ‘teacher-student relationships’</li> </ul>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Embed Respectful Relationships in all classrooms.
<b>Goal 3</b>	To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking

<b>Target 3.1</b>	<ul style="list-style-type: none"> <li>• Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</li> <li>• The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> <li>• Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading).</li> <li>• 15 per cent or less of students making low relative gain.</li> <li>• Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years' proportions</li> <li>• To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier</li> </ul> </li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Application of skills from primary Maths Specialist initiative. All staff to have a learning coach and shared planning time.
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Embedding the PLC culture across the school
<b>Goal 4</b>	To develop students who are engaged and connected to their learning
<b>Target 4.1</b>	Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors. <ul style="list-style-type: none"> <li>• <i>'effective teaching practice for cognitive engagement'</i></li> <li>• <i>'learner characteristics and dispositions'</i></li> </ul> b. Attendance rates to increase to 95%

<b>Key Improvement Strategy 4.a</b> Building communities	Work with local police, DHHS and DET to address severe attendance concerns
<b>Key Improvement Strategy 4.b</b> Curriculum planning and assessment	Teaching to point of need using engaging tasks - assistance through coaching.
<b>Key Improvement Strategy 4.c</b> Building practice excellence	Mentoring / coaching program. Learning walks and peer observations.

## 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>Learning catch-up and extension: We will support both those who need it to catch up and those who have thrived to continue to extend their learning with a target of 1 years growth for all students. Additionally, all children and families will transition successfully evidenced by ATOS (student and parent) and teacher feedback.</p> <p>Happy, active and healthy kids: Resources will be allocated to get students outdoors, active and creative. STEM, Beachys Shed and sports programs will run. Learning Specialist will support staff to get children outdoors where possible.</p> <p>Connected schools: We will build on the stronger connections that we have formed with families, carers and communities through 2020. ATOS data will show improvement in thee area of school connectedness to the home.</p>

<p>To build resilient students who display behaviours and attitudes that reflect the school values.</p>	<p>No</p>	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p> <ul style="list-style-type: none"> <li>• ‘social engagement’</li> <li>• ‘experience of bullying’ (decrease in percentage) and</li> <li>• ‘teacher-student relationships’</li> </ul>	
<p>To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy, Numeracy, and Critical and Creative Thinking</p>	<p>No</p>	<ul style="list-style-type: none"> <li>• Each student deemed capable, to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</li> <li>• The NAPLAN Year 3 to 5 Relative Gain measures to consistently show: <ul style="list-style-type: none"> <li>• Greater than 25 per cent of students making high relative gain (or at least maintaining the average percentage reported in the Supplementary school level report in Numeracy, Writing, Reading).</li> <li>• 15 per cent or less of students making low relative gain.</li> <li>• Increasing the percentage of Year P-6 students receiving A and B grades based on the average of the past three years’ proportions</li> <li>• To at least maintain the percentage of Year 5 students assessed in the top two NAPLAN Bands for their year level in Reading, Writing and Numeracy at similar percentages to when they were in Year 3 two years earlier</li> </ul> </li> </ul>	
<p>To develop students who are engaged and connected to their learning</p>	<p>No</p>	<p>Maintain and/or attain ninety per cent or greater positive responses in the following teaching and learning factors.</p>	

		<ul style="list-style-type: none"> <li>• 'effective teaching practice for cognitive engagement'</li> <li>• 'learner characteristics and dispositions'</li> </ul>	
		b. Attendance rates to increase to 95%	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>Learning catch-up and extension: We will support both those who need it to catch up and those who have thrived to continue to extend their learning with a target of 1 year's growth for all students. Additionally, all children and families will transition successfully evidenced by ATOS (student and parent) and teacher feedback.</p> <p>Happy, active and healthy kids: Resources will be allocated to get students outdoors, active and creative. STEM, Beachys Shed and sports programs will run. Learning Specialist will support staff to get children outdoors where possible.</p> <p>Connected schools: We will build on the stronger connections that we have formed with families, carers and communities through 2020. ATOS data will show improvement in the area of school connectedness to the home.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes

<b>KIS 3</b> 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

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catch-up and extension: We will support both those who need it to catch up and those who have thrived to continue to extend their learning with a target of 1 years growth for all students. Additionally, all children and families will transition successfully evidenced by ATOS (student and parent) and teacher feedback.</p> <p>Happy, active and healthy kids: Resources will be allocated to get students outdoors, active and creative. STEM, Beachys Shed and sports programs will run. Learning Specialist will support staff to get children outdoors where possible.</p> <p>Connected schools: We will build on the stronger connections that we have formed with families, carers and communities through 2020. ATOS data will show improvement in thee area of school connectedness to the home.</p>
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	Embed and maintain PLC structures to support teacher collaboration and reflection of strengthen teaching practice. Use these PLCs for staff to collaboratively plan units of work with a focus on differentiation
<b>Outcomes</b>	PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-Teachers' formative assessment data and teacher judgement data</li> <li>-Teacher records and observations of student progress</li> <li>-Peer observations and learning walks demonstrating take up of professional learning strategies</li> <li>- Differentiated curriculum documents and evidence of student learning at different levels</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff and Establish processes/structures for collecting and monitoring school-wide data.	<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 processes for regular moderation of assessment	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,600.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Embed Respectful Relationships across all classrooms</li> <li>- Build relationships and engage with families of at-risk students</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Classroom teachers and leaders will implement Respectful Relationships.</li> <li>- Families of at-risk students will receive regular communication and support from the school</li> </ul>			

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Students engagement in RR (feedback, participation, classroom observations)</li> <li>- Teacher planning documents</li> <li>- Teacher notes</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop curriculum units collaboratively with all staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,600.00  <input checked="" type="checkbox"/> Equity funding will be used
Hold professional learning for teachers implementing and embedding RR	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00  <input type="checkbox"/> Equity funding will be used
Develop a "learning walk" to compliment our Peer Observation program to directly support the implementation of RR	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which Gordon PS connected during remote and flexible learning</li> <li>- Plan to install a new playground, upgraded toilets and a basketball court to further improve our students connection with the school environment.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers</li> <li>- Engage in PLCs to foster collaboration, build collective efficacy and build digital learning pedagogy</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- We will prioritise time for staff to communicate and build relationships with parents/carers/kin</li> <li>- The wider community will feel welcome in the school and regularly use school facilities</li> <li>- Students will feel connected to our school and have positive attitudes to attendance</li> <li>- Teachers can regularly connect with the parents/carers/kin of all students</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Observations and learning walks demonstrate use of digital learning</li> <li>- Whole school surveys (SSS, AToSS)</li> <li>-</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,600.00  <input type="checkbox"/> Equity funding will be used

Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00  <input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00  <input type="checkbox"/> Equity funding will be used
Identify barriers for individual students to engage in digital learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <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	\$12,200.00	\$9,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$12,200.00</b>	<b>\$9,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Higher duties	\$5,000.00	\$5,000.00
Establish processes for regular moderation of assessment	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Higher Duties	\$3,600.00	\$2,000.00
Develop curriculum units collaboratively with all staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other higher duties	\$3,600.00	\$2,000.00

<b>Totals</b>	\$12,200.00	\$9,000.00
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### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop curriculum units collaboratively with all staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing and embedding RR	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Prioritise collaboration time in PLCs and share effective	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

digital learning and relationship building strategies		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs		<input checked="" type="checkbox"/> Learning Specialist	
Identify barriers for individual students to engage in digital learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site