2021 Annual Implementation Plan

for improving student outcomes

Simpson Primary School (4895)

Submitted for review by Andrea Taylor (School Principal) on 07 December, 2020 at 04:35 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 07 December, 2020 at 04:55 PM
Endorsed by Colin Costin (School Council President) on 14 December, 2020 at 07:34 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Excelling
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Our explicit focus on high impact teaching strategies has proven to be most successful as we work to have our students take on an active role in their own learning. This has been due to our focus learning sprints that have given staff opportunities to work through the learning cycle with ample time to review, set goals, trial and reflect on the learning as part of our regular professional growth structure. Even while remote learning, we focused on being explicit with our learning intentions and success criteria as a way to ensure students could understand the why as well as the how. Our school has maintained a significant focus on community engagement in learning throughout 2020. We have successfully trialed and implemented several new communication mechanisms both at a whole school and a classroom level. These included the use of see-saw, e-mails and phone contacts throughout and beyond our remote learning experiences. Our need to maintain effective communications also saw us use our school bus system to allow for work submission and provision with brilliant uptake that was very much appreciated by the community. The high level of professional learning that has been maintained by all staff has been exceptional with strong commitment to new learning around the provision of on-line teaching. As a small school our leadership structure is a whole team approach which makes it difficult to judge progress against the

	more formal structures of a large school however, all our roles get done even without the SIP formally being the lead for this progress
Considerations for 2021	Our ability to formalize leadership structures and opportunities across the school with a particular focus on developing skills within the current staff profile that enable all members of the team fully understanding their roles and responsibilities is an opportunity area for us moving forward. Our staff opinion survey has highlighted a need for staff to further develop the PLC culture of shared leadership and collegiate trust We must continue to work towards embedding how we advance community engagement particularly given the large number of parents who are not responding to our current communication mechanisms and seem to be looking for more personalized communications.
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 Curriculum planning and assessment	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 maximise learning growth for all students
Target 2.1	By 2023 increase the rolling three-year average of year 5 students achieving high benchmark growth in NAPLAN • Reading from 32% (2017-2019) to 40% or above (2021-2023) • Writing from 33% (2017-2019) to 40% or above (2021-2023) • Maintain or increase Numeracy from 40% (2017-2019) to 40% or above (2021-2023)
Target 2.2	By 2023 increase the percentage of students achieving top 2 bands in NAPLAN • Year 5 students Reading from 40% (2018) to 51% or above (2023) • Year 3 students Reading from 43% (2018) to 53% or above (2023) • Year 5 students Writing from 15% (2018) to 21% or above (2023)

	• Year 3 students Writing from 50% (2018) to 55% or above (2023)
Target 2.3	By 2023 100 per cent of students will achieve at or above expected growth in Number and Algebra, Reading and Viewing, and Writing using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced standards/data sets.
Target 2.4	By 2023 increase the rolling three-year average of year 5 students achieving medium benchmark growth in NAPLAN • Reading from 58% (2017-2019) to 60% or above (2021-2023) • Writing from 50% (2017-2019) to 60% or above (2021-2023) • Maintain or increase Numeracy from 56% (2017-2019) to 60% or above (2021-2023)
Key Improvement Strategy 2.a Building practice excellence	Use the PLC framework to build teacher capacity in differentiating learning for all students
Key Improvement Strategy 2.b Evaluating impact on learning	Build consistency and rigour in assessment practices and data literacy
Key Improvement Strategy 2.c Instructional and shared leadership	Embed and evaluate the effectiveness of the school's instructional model. (ISL)
Goal 3	To empower students to be more actively engaged in learning
Target 3.1	By 2023 increase the percentage of positive endorsement in the student AToSS

	• Sense of confidence from 96% (2018) to 98% or above (2023) • Student voice and agency from 93% (2018) to 96% or above (2023)
Target 3.2	By 2023 increase the percentage of positive endorsement in the SSS • Collective efficacy from 78% (2018) to 85% or above (2023) • Academic emphasis from 73% (2018) to 85% or above (2023)
Target 3.3	By 2023 increase the whole school attendance rate from 92 per cent (2018) to 94 per cent or above (2023). By 2023 decrease percentage of students with 20 or more days absence from 16 per cent (2018) to 14 per cent or below (2023)
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity to activate student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Enhance opportunities for authentic partnerships between student and teachers which develops independent and self–regulating learners
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Share student learning data routinely so learning growth and progress are monitored and visible to all
Goal 4	To improve the resilience and wellbeing of all students

Target 4.1	By 2023 increase the percentage of positive endorsement in the student AToSS • Resilience from 90% (2018) to 95% or above (2023) • Teacher concern from 92% (2018) to 97% or above (2023) • Effective classroom behaviour from 89% (2018) to 95% or above (2023)
Target 4.2	By 2023 increase the percentage of positive endorsement in the POS • School support from 76% (2018) to 90% or above (2023) • Teacher concern from 91% (2018) to 95% or above (2023) • Confidence and resilience from 91% (2018) to 95% or above (2023) • High expectation for success from 91% (2018) to 95% or above (2023)
Target 4.3	By 2023 increase the percentage of positive endorsement in the SSS • Trust in students and parents from 84% (2018) to 90% or above (2023)
Key Improvement Strategy 4.a Health and wellbeing	Embed SWPB across the community
Key Improvement Strategy 4.b Parents and carers as partners	Support parents to understand the learning process and how to effectively support their child's learning
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, teachers and community members

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning catch-up and extension 100% of students identified for additional support under the Tutor Learning Program achieve annual growth in teacher judgements for english and maths of at least 1 Staff Opinion Survey increase positive endorsement academic emphasis from 77% (2020) to 85% (2021) Happy, active and healthy kids Attitude to attendance in AToSS to increase from 96% (2020) to 100% (2021) AToSS sense of confidence from 86% (2020) to 90% (2021) Connected schools AToSS to show increase in sense of connectedness from 99% (2020) to 100% (2021) Parent Opinion Survey results maintain school pride and confidence at 100% Teacher communication positive endorsement from 63% (2020) to 70% (2021)

To maximise learning growth for all students	No	By 2023 increase the rolling three-year average of year 5 students achieving high benchmark growth in NAPLAN • Reading from 32% (2017-2019) to 40% or above (2021-2023) • Writing from 33% (2017-2019) to 40% or above (2021-2023) • Maintain or increase Numeracy from 40% (2017-2019) to 40% or above (2021-2023)	
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		By 2023 increase the whole school attendance rate from 92 per cent (2018) to 94 per cent or above (2023).	

		By 2023 decrease percentage of students with 20 or more days absence from 16 per cent (2018) to 14 per cent or below (2023)	
To improve the resilience and wellbeing of all students	No	By 2023 increase the percentage of positive endorsement in the student AToSS • Resilience from 90% (2018) to 95% or above (2023) • Teacher concern from 92% (2018) to 97% or above (2023) • Effective classroom behaviour from 89% (2018) to 95% or above (2023)	
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning catch-up and extension 100% of students identified for additional support under the Tutor Learning Program achieve annual growth in teacher judgements for english and maths of at least 1 Staff Opinion Survey increase positive endorsement academic emphasis from 77% (2020) to 85% (2021) Happy, active and healthy kids Attitude to attendance in AToSS to increase from 96% (2020) to 100% (2021) AToSS sense of confidence from 86% (2020) to 90% (2021) Connected schools AToSS to show increase in sense of connectedness from 99% (2020) to 100% (2021) Parent Opinion Survey results maintain school pride and confidence at 100% Teacher communication positive endorsement from 63% (2020) to 70% (2021)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	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	Learning catch-up and extension 100% of students identified for additional support under the Tutor Learning Program achieve annual growth in teacher judgements for english and maths of at least 1 Staff Opinion Survey increase positive endorsement academic emphasis from 77% (2020) to 85% (2021) Happy, active and healthy kids Attitude to attendance in AToSS to increase from 96% (2020) to 100% (2021) AToSS sense of confidence from 86% (2020) to 90% (2021) Connected schools AToSS to show increase in sense of connectedness from 99% (2020) to 100% (2021) Parent Opinion Survey results maintain school pride and confidence at 100% Teacher communication positive endorsement from 63% (2020) to 70% (2021)
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	At Simpson Primary School we will: 1. Strengthen the PLCs framework 2. Prioritise essential curriculum 3. Develop and implement a Tutor Learning Program
Outcomes	At Simpson Primary School: Leaders will: - continue to develop skills in observation and coaching to support staff implementation of the schools instructional model - time table will reflect curriculum "essentials" maths, reading writing and science are prioritised - embedded PLCs structures to support teacher collaboration and reflection of strengthen teaching practice - with staff input, establish a Tutor Learning Program

	- build the data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional help - Prioritise time in the timetable for teachers and education support staff to address misconceptions from previous lessons in small group settings (tier 2 interventions) Teachers will: - develop an understanding of curriculum essentials and plan instruction to ensure mastery - review and support assessment schedule priorities across the school - undertake PLC training to support implementation - engage in reflective practice, evaluate and plan curriculum, assessments, lessons - prioritise curriculum essentials: mathematics, reading, writing and science - use HITS to plan lessons and units - consistently and explicitly implement the school's instructional model - develop and support a sense of urgency and importance for learning, making every minute a learning minute - Undertake systematic implementation of sounds write across the early years of learning - explore years 3-6 Sounds Write support program "Soundality" - Share and discuss ILP's with parents at least once a term Students will: - be able to articulate the 'usual' structure of lessons - will know what their next step in learning will be - will have opportunities to gain tier two supports as needed Parents will: - Be able to articulate how the school is supporting learning catch up
Success Indicators	We will all value learning together We will move from embedding toward excelling in professional learning with a focus on improving teaching effectiveness We will show improvement on the PLC maturity matrix We will show improvement on the HITS continuum Peer observation and learning walk notes will be used for reflection At risk students will have ILP's shared with their parents

Activities and Milestones	Who	Is this a PL Priority	When	Budget

PLC Training DET training involves 8 days of commitment in second semester Leaders will: - collect meeting minutes to show the professional learning of staff -monitoring of the PLC maturity matirix will show growth - monitoring of HITS use and knowledge Teachers will: - PLC learning sprint cycles will occur each term with agreed shared common challenge inquiry focus - use HITS to plan lessons and units - lesson planning will reflect the school's instructional model - consistently and explicitly implement the school's instructional model - develop and support a sense of urgency and importance for learning, making every minute a learning minute - undertake systematic implementation of sounds write across the early years of learning -explore year 3-6 Sounds Write "Soundality" program	☑ Principal ☑ Team Leader(s)	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☐ Equity funding will be used
Tutor Support Program tier 2 intervention delivery with staff input, establish a targeted support program for students Teaching and learning programs and resources Implement additional supports for students in partnership with parents including ILP's Teachers will: - identify students requiring catch up support using agreed assessment and identify these students within the data ponds -undertake interventions -review, reflect and report on progress within the learning cycle for each student -report outcomes to school community Students will: -have opportunities to be part of intervention supports and access Tutor Support program - use ILP goals to support learning targets	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$19,000.00 ☐ Equity funding will be used

Documented plans for coaching/mentoring/ observation processes Use of PLC inquiry cycle to incorporate learning sprints that enable peer observations across the school All staff take part in observations and learning walks through out the year	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☐ Equity funding will be used
Sounds Write training and co-ordination of program Teachers will: - Undertake systematic implementation of sounds write across the early years of learning - Be active members of the Sounds Write network support group - Explore 3-6 Sounds Write supports "soundality"	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	At Simpson Primary School we will: Evaluate health & wellbeing structures and frameworks Develop intellectual engagement for teachers and students by undertaking professional learning around how to develop and support students being active learners, using goals and feedback Develop the capacity of learners to make informed choices about the most appropriate learning activities and strategies for their learning goals Build student resilience and ability to persist with a positive mindset to learning and life Breakfast program establishment
Outcomes	Leaders will: - establish time for teachers to collaborate within both the meeting structure and timetable joint planning - ensure resourcing enables full implementation of SWPB - support staff through the PDP process as they work towards whole school focus goals - establish SWPB & health and wellbeing forums Teachers will: - contribute to forums to analyse and develop health and wellbeing frameworks - explicitly teach strategies and tools to strengthen students' engagement, effort and belief in their capacity to succeed. - Use data and professional judgement to make reasonable adjustments to offer support for students with diverse needs.

	- Teachers routinely collaborate with each other and with students to modify and adapt their teaching. - Teachers will have PDP goals that specifically focus on visible learning HITS - implement good teaching practice and build positive relationships to strengthen students' engagement Students will: - have strategies to support their collaborative learning with each other as part of the Simpson Primary school instructional model - focus on goals that engage and improve their confidence as learners. - participate in surveys and forums to analyse needs Community will: -value learning and prioritise attendance
Success Indicators	Leaders and teachers are committed to and prioritise celebration of all student achievement and progress across, and beyond, the curriculum. Documented health and wellbeing framework including the review of Student engagement Policy Term planner for SWPB & Big Life focus areas documented to align whole school explicit behaviour teaching focus Breakfast club occurs across the school Opportunities for student to work collaboratively across the school with high accountability structures to support all students to engage actively in the process Awards and celebrations of students behaviour choices are regular features of our newsletter, assemblies and daily school life.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPB training and support for all staff ensuring consistency of practice and use at all levels of the school Whole school priority well-being focus using SWPB as our base but also drawing from research based programs such as the Resilience Project and Second Step elements	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Breakfast club established and run creating sense of community family across the whole school	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$500.00

				☑ Equity funding will be used
Resilience project big life (4-6) use of big life diary materials Survey and forums established to focus on student health & wellbeing	☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Corwin Coaching PLC+ program virtual support learning program	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Student support services including counselor and speech support interventions Student counselor engaged to support student well-being	☑ Allied Health	☐ PLP Priority	from: Term 2 to: Term 3	$5,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	At Simpson Primary School we will: Evaluate and review current communication mechanisms and refine processes in line with community expectations Develop clear processes to encourage parents to participate in activities specifically designed to provide them with information and engage them with school life Monitor and use incident data to support proactive approach to the implementation of SWPB across all areas of the school Continue implementation of "gotcha" system and awards processes in line with SWPB
Outcomes	Leaders will: - support a positive culture that is communicated both internally and externally - facilitate school wide learning showcases across the year - undertake evaluation surveys of reporting and communication with families

	Teachers will: - actively reach out to parents to share their child's learning journey - provide opportunities for all families to be actively involved in school activities and events Students will: -conduct 3 way learning conferences with families Community will: -engage in two way communications using see-saw
Success Indicators	Leaders and teachers maintain positive relationships with members of the community, and engage them in the events, activities and promotion of the school. All classes will use see-saw as a two way communication tool Our web page will be current and share vital information to the school community Teachers and students will use data to share growth and learning with each other and with families Newsletter will include representation from all grades Review of reporting processes

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop community focus group to audit and review current communication practices and make recommendations around further strengthen communication across the school community	☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Three way interviews	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 3	$500.00 ☐ Equity funding will be used
Learning showcase days	☑ All Staff	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	☐ Equity funding will be used
Assessment and reporting structures review	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$200.00 ☐ Equity funding will be used
See-saw used by all classroom teachers	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$13,500.00	$13,000.00
Additional Equity funding	$10,000.00	$5,000.00
Grand Total	**$23,500.00**	**$18,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Sounds Write training and co-ordination of program Teachers will: - Undertake systematic implementation of sounds write across the early years of learning - Be active members of the Sounds Write network support group - Explore 3-6 Sounds Write supports "soundality"	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$2,000.00	$2,000.00
SWPB training and support for all staff ensuring consistency of practice and use at all levels of the school Whole school priority well-being focus using SWPB as our base but also drawing from research based programs such as the Resilience Project and Second Step elements	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$1,000.00	$1,000.00
Breakfast club established and run creating sense of community family across the whole school	from: Term 1	☑ School-based staffing ☑ Other	$500.00	$0.00

	to: Term 4	parent volunteers training and equipment purchasing		
Resilience project big life (4-6) use of big life diary materials Survey and forums established to focus on student health & wellbeing	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$5,000.00	$5,000.00
Student support services including counselor and speech support interventions Student counselor engaged to support student well-being	from: Term 2 to: Term 3	☑ Support services	$5,000.00	$5,000.00
Totals			$13,500.00	$13,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Service provision to overcome the short fall of support in 2020 such as speech and counselor wellbeing supports	from: Term 1 to: Term 4	☑ Support services	$10,000.00	$5,000.00
Totals			$10,000.00	$5,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC Training DET training involves 8 days of commitment in second semester Leaders will: - collect meeting minutes to show the professional learning of staff -monitoring of the PLC maturity matirix will show growth - monitoring of HITS use and knowledge Teachers will: - PLC learning sprint cycles will occur each term with agreed shared common challenge inquiry focus - use HITS to plan lessons and units - lesson planning will reflect the school's instructional model - consistently and explicitly implement the school's instructional model - develop and support a sense of urgency and importance for learning, making every minute a learning minute	☑ Principal ☑ Team Leader(s)	from: Term 3 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Bastow program/course	☑ On-site

- undertake systematic implementation of sounds write across the early years of learning -explore year 3-6 Sounds Write "Soundality" program						
Tutor Support Program tier 2 intervention delivery with staff input, establish a targeted support program for students Teaching and learning programs and resources Implement additional supports for students in partnership with parents including ILP's Teachers will: - identify students requiring catch up support using agreed assessment and identify these students within the data ponds -undertake interventions -review, reflect and report on progress within the learning cycle for each student -report outcomes to school community Students will: -have opportunities to be part of intervention supports and access Tutor Support program - use ILP goals to support learning targets	☑ All Staff	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Documented plans for coaching/mentoring/ observation processes Use of PLC inquiry cycle to incorporate learning sprints that enable peer observations across the school All staff take part in observations and learning walks through out the year	☑ All Staff	from: Term 2 to: Term 3	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Sounds Write training and co-ordination of program Teachers will: - Undertake systematic implementation of sounds write across the early years of learning - Be active members of the Sounds Write network support group - Explore 3-6 Sounds Write supports "soundality"	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Demonstration lessons	☑ Timetabled Planning Day ☑ Network Professional Learning	☑ Literacy expertise ☑ External consultants James Lyra	☑ On-site
Corwin Coaching PLC+ program virtual support learning program	☑ All Staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ PLC Initiative ☑ External consultants CORWIN	☑ Off-site On line