

# 2021 Annual Implementation Plan

## for improving student outcomes

Panton Hill Primary School (1134)



Submitted for review by Kylie Richards (School Principal) on 01 February, 2021 at 12:49 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 01 February, 2021 at 12:50 PM  
Endorsed by Jason Ditcham (School Council President) on 01 February, 2021 at 06:23 PM

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

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

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

<b>Enter your reflective comments</b>	Our self evaluation levels will remain the same as a result of covid-19
<b>Considerations for 2021</b>	Impact on the learning and health and wellbeing of students and staff as a result of the disrupted 2020 school year.
<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> Curriculum planning and assessment	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 improve student outcomes in Mathematics
<b>Target 2.1</b>	By 2023 to improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 11% (2019) to 25% (2023).
<b>Target 2.2</b>	By 2023 to improve the percentage above expected growth in teacher judgement for number and algebra to at least 25% for every year level from the 2019 percentages of Year 1 from 25%; Year 2 from 13%; Year 3 from 4%; Year 4 from 10%; Year 5 from 11% and Year 6 from 33%.
<b>Target 2.3</b>	

	By 2023 to improve the percentage of positive endorsement of students in the AtoSS for the factor <i>effective teaching time</i> from 90% (2019) to 95% (2023) and <i>student voice and agency</i> from 87% (2019) to 95% (2023).
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capability to improve consistency of teaching practice of Mathematics
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Develop improved student voice and agency in their learning
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Develop student capability to utilise higher order thinking in Mathematics
<b>Goal 3</b>	To improve student outcomes in literacy
<b>Target 3.1</b>	By 2023 to improve the percentage of students above benchmark growth in NAPLAN reading from Year 3-5 from 6% (2019) to 25% (2023) and writing from 17% (2019) to 25% (2023).
<b>Target 3.2</b>	By 2023 to improve the percentage above expected growth in teacher judgement of reading to at least 25% for every year level - Year 1 from 0%; Year 2 from 13%; Year 3 from 4%; Year 4 from 21%; Year 5 from 5% and Year 6 from 59%.
<b>Target 3.3</b>	By 2023 to improve the percentage of positive endorsement of teachers in the SSS for the category <i>teaching and learning practice improvement</i> from 79% (2019) to 95% (2023) and in academic emphasis from 74% (2019) to 90% (2023).

<b>Key Improvement Strategy 3.a</b> Evaluating impact on learning	Implement a PLC cycle focused on improving teacher data literacy and consistent planning processes
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Implement a PHPS Instructional Model for teaching and learning to ensure consistency of practice in the teaching of reading and writing

## 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>KIS 1 The School Strategic Plan goal is for all grade levels to be above expected growth in teacher judgement of reading at least 25% for every year level.</p> <p>2020 results were in some cases unusually high partly due to remote learning and a shift in assessment from PM to F&amp;P.</p> <p>By 2021 to improve the percentage above expected growth in teacher judgement of reading to at least Year 17% (from 13% 2020), Year 2 above 25% (from 44% 2020), Year 3 above 25% (from 27% 2020), Year 4 15% (from 0% 2020), Year 5 15% (from 0% 2020) and Year 6 above 25% (from 35% 2020)</p> <p>By 2021 to improve the percentage of positive endorsement of teachers in the SSS for the category teaching and learning practice improvement from 82% (2020) to 89% (2021) and in academic emphasis from 83% (2020) to 87% (2021)</p>

			<p>KIS 2 By 2021 to improve the percentage of positive endorsement of students in the AtoSS for the factor 'student voice and agency' from 90% (2019) to 92%. (2021)</p> <p>By 2021 to improve the factor 'teacher concern' from 81% (2019) to 85%</p> <p>KIS 3 By 2021 to improve 'stimulating learning environment' in POS from 89% to 90%</p> <p>ABSENCES To reduce percentage of students with 20 or more absence days from 23% (2019) to 17% (2021) Reduce percentage of students with 10 or more days absent from 62% (2019) to 55% (2021)</p>
To improve student outcomes in Mathematics	No	By 2023 to improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from Years 3-5 from 11% (2019) to 25% (2023).	
		By 2023 to improve the percentage above expected growth in teacher judgement for number and algebra to at least 25% for every year level from the 2019 percentages of Year 1 from 25%; Year 2 from 13%; Year 3 from 4%; Year 4 from 10%; Year 5 from 11% and Year 6 from 33%.	



		By 2023 to improve the percentage of positive endorsement of students in the AtoSS for the factor <i>effective teaching time</i> from 90% (2019) to 95% (2023) and <i>student voice and agency</i> from 87% (2019) to 95% (2023).	
To improve student outcomes in literacy	No	By 2023 to improve the percentage of students above benchmark growth in NAPLAN reading from Year 3-5 from 6% (2019) to 25% (2023) and writing from 17% (2019) to 25% (2023).	
		By 2023 to improve the percentage above expected growth in teacher judgement of reading to at least 25% for every year level - Year 1 from 0%; Year 2 from 13%; Year 3 from 4%; Year 4 from 21%; Year 5 from 5% and Year 6 from 59%.	
		By 2023 to improve the percentage of positive endorsement of teachers in the SSS for the category <i>teaching and learning practice improvement</i> from 79% (2019) to 95% (2023) and in academic emphasis from 74% (2019) to 90% (2023).	

<b>Goal 1</b>	2021 Priorities Goal
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<p><b>12 Month Target 1.1</b></p>	<p><b>KIS 1</b>  The School Strategic Plan goal is for all grade levels to be above expected growth in teacher judgement of reading at least 25% for every year level.</p> <p>2020 results were in some cases unusually high partly due to remote learning and a shift in assessment from PM to F&amp;P.</p> <p>By 2021 to improve the percentage above expected growth in teacher judgement of reading to at least Year 17% (from 13% 2020), Year 2 above 25% (from 44% 2020), Year 3 above 25% (from 27% 2020), Year 4 15% (from 0% 2020), Year 5 15% (from 0% 2020) and Year 6 above 25% (from 35% 2020)</p> <p>By 2021 to improve the percentage of positive endorsement of teachers in the SSS for the category teaching and learning practice improvement from 82% (2020) to 89% (2021) and in academic emphasis from 83% (2020) to 87% (2021)</p> <p><b>KIS 2</b>  By 2021 to improve the percentage of positive endorsement of students in the AtoSS for the factor 'student voice and agency' from 90% (2019) to 92%. (2021)</p> <p>By 2021 to improve the factor 'teacher concern' from 81% (2019) to 85%</p> <p><b>KIS 3</b>  By 2021 to improve 'stimulating learning environment' in POS from 89% to 90%</p> <p><b>ABSENCES</b>  To reduce percentage of students with 20 or more absence days from 23% (2019) to 17% (2021)  Reduce percentage of students with 10 or more days absent from 62% (2019) to 55% (2021)</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b>  Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>	
<p><b>KIS 2</b></p>	<p>Happy, active and healthy kids priority</p>	
	<p>Yes</p>	

Health and wellbeing		
<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>KIS 1 The School Strategic Plan goal is for all grade levels to be above expected growth in teacher judgement of reading at least 25% for every year level.</p> <p>2020 results were in some cases unusually high partly due to remote learning and a shift in assessment from PM to F&amp;P.</p> <p>By 2021 to improve the percentage above expected growth in teacher judgement of reading to at least Year 17% (from 13% 2020), Year 2 above 25% (from 44% 2020), Year 3 above 25% (from 27% 2020), Year 4 15% (from 0% 2020), Year 5 15% (from 0% 2020) and Year 6 above 25% (from 35% 2020)</p> <p>By 2021 to improve the percentage of positive endorsement of teachers in the SSS for the category teaching and learning practice improvement from 82% (2020) to 89% (2021) and in academic emphasis from 83% (2020) to 87% (2021)</p> <p>KIS 2 By 2021 to improve the percentage of positive endorsement of students in the AtoSS for the factor 'student voice and agency' from 90% (2019) to 92%. (2021)</p> <p>By 2021 to improve the factor 'teacher concern' from 81% (2019) to 85%</p> <p>KIS 3 By 2021 to improve 'stimulating learning environment' in POS from 89% to 90%</p> <p>ABSENCES To reduce percentage of students with 20 or more absence days from 23% (2019) to 17% (2021) Reduce percentage of students with 10 or more days absent from 62% (2019) to 55% (2021)</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority

<b>Actions</b>	<p>To implement a consistent instructional model throughout the classrooms          Develop staff collaborative practices to support consistency with the implementation of the instructional model through professional development          Further develop teacher capacity in data literacy to inform understanding of students needs and progress and identify students requiring additional support.</p>			
<b>Outcomes</b>	<p>Students will be able to voice what they are learning, why, how they will know they have succeeded and how it relates to their personal goals.          Teachers will implement the whole school instructional model in reading and writing.          Teachers will become more confident in accurately identifying student learning needs through the use of data.          Teachers will be engaging in collegiate discussions/evaluating different teaching practices (DSSI)          Leaders will be actively engaged in planning and observations          PLC's will meet to engage in reflective practice, and to evaluate and plan curriculum, assessments and lessons.          Leaders will be actively involved in ensuring consistency of planning          Leaders will explicitly model desired practices.</p>			
<b>Success Indicators</b>	<p>Student growth will improve, particularly in reading and writing - as evidenced by ongoing monitoring and assessment tools.          Staff opinion survey will improve in the areas of teaching and learning practice improvement and academic emphasis          Increase in students making high growth in reading          Planning documents and classroom practice will be consistent, demonstrating use of the instructional model          The instructional model will be in evidence through classroom observations          Learning walks indicate that students are able to articulate the purpose of the lessons and how this relates to their goals.          School leaders will be involved in planning meetings with teacher teams as evidenced by records of meetings</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>All staff will engage with the DSSI teaching partners through regular planning meetings, classroom observations and professional learning sessions.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00  <input type="checkbox"/> Equity funding will be used</p>

Leadership will provide resources necessary for professional development including time for teaching partners to engage with staff. Leaders will work with the teaching partners to plan the development of the DSSI initiative across the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Use available DET resources to investigate the Workshop Model further	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff will be provided with opportunities to observe workshop models in action both internally and externally	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Attendance at PLC training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Revise assessment schedule in light of F&P and PAT-R	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify students for support under the tutoring funding through an agreed approach.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,198.00  <input type="checkbox"/> Equity funding will be used

Provide targeted intervention in reading for Grade 1 students below expected level	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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>	To develop teacher capacity to understand and implement student voice and agency (Amplify). Develop and implement a school wide approach to learning goals. Refine whole school approach to wellbeing including the start up programs, whole school expectations and a respectful relationships approach			
<b>Outcomes</b>	Students will demonstrate more engagement and ownership over their learning Students will be able to articulate their learning goals and the actions they can take to achieve them. Teachers, leaders and students will share a common understanding of student agency and will be able to provide examples of how this is enacted in the classroom. Teachers will model and implement the agreed whole school approach to wellbeing. At risk students will be identified and targeted for support.			
<b>Success Indicators</b>	Documented framework for student wellbeing in place based on a respectful relationships approach. All students have individual goals which are regularly revised with the teacher. Teachers are able to demonstrate examples of student agency and empowerment in their classrooms. Data has been used to identify students requiring support for their wellbeing.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All staff will attend training in respectful relationships	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Staff and students co- construct learning goals	<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
Revise the start up program with documented non- negotiables	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional development in student voice and agency	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff to produce a documented whole school wellbeing approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
7 day consistent start up program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			



<b>Actions</b>	Strengthen and embed increased communication with parents/carers about student learning. Develop a whole school approach to improving student attendance which aims to increase both parent understanding and student engagement/agency.			
<b>Outcomes</b>	The wider community will have a greater understanding of the importance of school. Leaders will prioritise time for staff to communicate about learning with parents. Leaders will have confidence with addressing absences with parents.			
<b>Success Indicators</b>	Improved attendance data. Increased frequency of communication with parents about learning. Surveys indicate improvement in stimulating learning in the POS.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Explore attendance case studies and engage with regional wellbeing staff to plan a strategy for improving attendance.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers will regularly and consistently provide parents with information about what students are learning through the skoolbag app/newsletter..	<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
Leadership & teachers to regularly communicate with parents, generally and individually about impact of absences and late arrivals.	<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
Teachers comment regarding student absences on student reports, ILP's, parent teacher interviews.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers to implement a consistent approach to completing set tasks if child has been absent.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Consult with community to develop a communication plan which builds upon the new strategies used through remote learning.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <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	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide targeted intervention in reading for Grade 1 students below expected level	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$5,000.00</b>	<b>\$5,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
.	from: Term 1 to: Term 1		\$0.00	\$0.00
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff will engage with the DSSI teaching partners through regular planning meetings, classroom observations and professional learning sessions.	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners	☑ On-site
Staff will be provided with opportunities to observe workshop models in action both internally and externally	☑ All Staff	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model	☑ On-site
Attendance at PLC training	☑ All Staff	from: Term 3 to: Term 4	☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day	☑ PLC Initiative	☑ On-site
All staff will attend training in respectful relationships	☑ All Staff	from: Term 1 to: Term 2	☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Departmental resources Respectful Relationships consultants	☑ Off-site Bridges - NESST common curriculum day