

# **2021 Annual Implementation Plan**

## **for improving student outcomes**

Woodlands Primary School (5319)



Submitted for review by Matthew Gallagher (School Principal) on 26 November, 2020 at 02:27 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 15 December, 2020 at 04:35 PM  
Endorsed by Lisa Meddings (School Council President) on 30 March, 2021 at 03:16 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	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 moving towards Excelling
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>- We will continue to have high expectations for all teachers and students which assists with excellence in teaching and learning.</li> <li>- We have a committed leadership team in place which will further promote excellence in teaching and learning and professional growth. Our leadership team is also committed to continuing to build practise excellence with Learning Specialists being released to assist with this.</li> <li>- Our new PLT structure and documentation will ensure the HITS are incorporated every term and consistent across all year levels.</li> <li>- Our PLT structure will assist with evaluating our impact on learning. We will work to use data more effectively and collaboratively to positively impact our students.</li> <li>- Staff, student and parents are all responsive to change. There is a genuine belief that we live our school motto 'Be Your Best'</li> <li>- Parent, student and staff overall satisfaction remains high.</li> <li>- We are developing strong community links, especially at either end of the school with strong transition programs and procedures.</li> </ul>
---------------------------------------	---

	<ul style="list-style-type: none"> <li>- Focus on wellbeing a priority with PD being provided for all staff and a learning specialist released to assist with the implementation of programs.</li> </ul>
<b>Considerations for 2021</b>	<p>Areas of focus:</p> <ul style="list-style-type: none"> <li>- The effective implementation of PLC's.</li> <li>- Continued focus on high level of achievement in English and Mathematics.</li> <li>- Using what we have gained from online learning to improve teaching and learning. For example, teachers being more confident with the use of technology.</li> <li>- The use of data to inform points of need after 2020.</li> <li>- Student absence data.</li> <li>- The continuation of our work with the consistency on planners to ensure extension is a priority.</li> <li>- The release of learning specialists to assist with excellence in teaching. For example Term 1 focus 'explicit teaching'.</li> <li>- Student wellbeing remaining a priority with many students having difficulty with the transition back to school.</li> <li>- Engaging in the Peer Observation Program (facilitated by Learning Specialists).</li> </ul>
<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> Evidence-based high-impact teaching strategies	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> Parents and carers as partners	Connected schools priority.

## 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>1.) Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.</p> <p>The proportion of students in the top two bands (NAPLAN Yr 3 &amp; Yr 5) as detailed below.</p> <p>Year 3            Reading: 55%            Writing: 70%            Numeracy: 40%</p> <p>Year 5            Reading: 40%            Writing: 30%            Numeracy: 55%</p> <p>2.) For the school wide average student absence total to come down to 14 per student in 2021.</p>

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>1.) Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.</p> <p>The proportion of students in the top two bands (NAPLAN Yr 3 &amp; Yr 5) as detailed below.</p> <p>Year 3  Reading: 55%  Writing: 70%  Numeracy: 40%</p> <p>Year 5  Reading: 40%  Writing: 30%  Numeracy: 55%</p> <p>2.) For the school wide average student absence total to come down to 14 per student in 2021.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	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> Parents and carers as partners	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>1.) Woodlands PS Matched Cohort (Yr 3 – Yr 5) NAPLAN data to show the proportion of students with high learning gain to exceed that of similar schools.</p> <p>The proportion of students in the top two bands (NAPLAN Yr 3 &amp; Yr 5) as detailed below.</p> <p>Year 3            Reading: 55%            Writing: 70%            Numeracy: 40%</p> <p>Year 5            Reading: 40%            Writing: 30%            Numeracy: 55%</p> <p>2.) For the school wide average student absence total to come down to 14 per student in 2021.</p>
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Establish PLC structures to support teacher collaboration and reflection to strengthen their teaching practice.</li> <li>- Revisit and strengthen the use of HITS in the classroom with a focus on Explicit Teaching and Worked Examples.</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Ensure time is allocated for PLC's to meet to engage in reflective practice, evaluate and plan curriculum, assessment and lessons.</li> <li>- Release Learning Specialists to conduct peer observations to provide feedback and support on effective teaching practice.</li> <li>- Oversee the 2021 Tutoring Program that will include both intervention and extension.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use multiple sources of evidence to track student growth.</li> </ul>

	<ul style="list-style-type: none"> <li>- Engage in professional learning, reflect on their practice and refine their approach where necessary.</li> <li>- Work with Learning Specialists by engaging in the Peer Observation Program.</li> <li>- Use HITS to assist with the planning of lessons</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Have access to targeted support through the 2021 Tutoring Program or class level differentiation.</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- Staff meeting schedule to reflect that PLCs is a priority.</li> <li>- Google doc tracking of staff observations and feedback sessions with Learning Specialists.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Differentiated planning documentation which shows evidence of student learning at different levels.</li> <li>- Meeting minutes to reflect analysis of data and collaborative planning.</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- Whole school assessment data.</li> <li>- NAPLAN.</li> <li>- Pre and Post assessment data for students attending the Tutoring Program.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Create a meeting schedule that allows time for PLC reflection and planning	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document plans for classroom observations and follow up reflective sessions with Learning Specialists	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used

Key staff to plan and deliver essential professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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>- Identify/develop opportunities to improve the attendance data of students at Woodlands Primary School.</li> <li>- Plan whole school professional learning on trauma-informed practice through Berry Street and implement school wide.</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Promote and maintain high levels of attendance through whole school strategies.</li> <li>- Regularly monitor attendance patterns to identify patterns that may show a student or group that is at risk of disengaging.</li> <li>- Consider student and family circumstances that may explain patterns of poor attendance and look at specific support.</li> <li>- Establish preventative measures including mentoring, referrals, timetabling and staffing.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Get to know their students – positive relationships with teachers are a significant factor in student engagement.</li> <li>- Build positive relationships with parents to assist in improving student attendance.</li> <li>- Ensure parents are contacted as soon as possible following a student absence student absence.</li> <li>- Incorporate trauma informed practices to support the THRIVE program</li> </ul> <p>Parents/Students will:</p> <ul style="list-style-type: none"> <li>- Advise the school when their child/children will be absent.</li> <li>- Try to avoid taking a holiday during school terms.</li> <li>- Be proactive in sending their child/children to school everyday.</li> <li>- Experience more success in class and demonstrate the ability to better regulate their behaviour and emotions.</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- CASES21 &amp; Compass attendance data</li> <li>- Panorama attendance data</li> <li>- IRIS alerts</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- COMPASS roll</li> </ul>			

	Students: - Attitude to School Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
School leadership to implement data-driven attendance improvement strategies – monitor and analyse student attendance records and use tools for early identification of students at-risk of poor attendance.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Regularly discuss student attendance in staff meetings and in staff performance and development plans so that trends and students at risk can be identified. Reiterate to staff the importance of accurate and prompt roll marking.	<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
Provide information for parents on how to address issues such as school refusal and separation anxiety problems.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All staff to complete 2 days of the Berry St. Education Model professional learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Parents and carers as partners	Connected schools priority.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Plan for school facility and grounds upgrades to enhance school operations and generate greater pride in the school.</li> <li>- Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices.</li> </ul>			

<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Make the wider community feel welcome in the school and use the facilities where appropriate.</li> <li>- Adequately resource the school with ICT devices and plan the required staff professional learning for staff.</li> <li>- Ensure Cybersafe PD for staff, students and parents is a key part of the professional learning schedule.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Be confident in incorporating digital technologies into their practice.</li> <li>- Have pride in the school and develop strong relationships with colleagues, students and parents.</li> </ul> <p>Students / Parents will:</p> <ul style="list-style-type: none"> <li>- Students will feel connected and have positive attitudes to school.</li> <li>- Students will be responsible digital citizens</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation of school digital policies and procedures.</li> <li>- Digital learning evident in planning documentation</li> <li>- Attendance of parents at school events.</li> <li>- Whole school surveys (AtoSS and Parent Opinion Survey).</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Development of 12 month facility upgrade plan	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Plan for ongoing digital learning and cybersafety PD for staff, students and parents	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Appropriate resource classrooms with digital devices	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
--	--	--	---------------	--

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$100,000.00	0.00
Additional Equity funding	\$102,649.00	\$58,273.60
<b>Grand Total</b>	<b>\$202,649.00</b>	<b>\$58,273.60</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Key staff to plan and deliver essential professional learning	from: Term 1 to: Term 4		\$0.00	
Appropriate resource classrooms with digital devices	from: Term 1 to: Term 1		\$100,000.00	
<b>Totals</b>			<b>\$100,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
---	------	----------	----------------------------	-------------------

Employment of Student Wellbeing Coordinator to oversee the school's wellbeing program and procedures	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$102,649.00	\$58,273.60
<b>Totals</b>			\$102,649.00	\$58,273.60



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Document plans for classroom observations and follow up reflective sessions with Learning Specialists	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<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
All staff to complete 2 days of the Berry St. Education Model professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Plan for ongoing digital learning and cybersafety PD for staff, students and parents	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site