

2021 Annual Implementation Plan

for improving student outcomes

Buxton Primary School (1669)



Submitted for review by Sarah Irving (School Principal) on 18 December, 2020 at 12:34 PM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 29 January, 2021 at 02:51 PM
Endorsed by Laura Fitzgerald (School Council President) on 24 February, 2021 at 10:44 AM

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

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

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

Enter your reflective comments	2020 was a challenging year with the implementation of remote and flexible learning and a new, first-time principal at the school. Highlights of the year were the level of parent engagement and positive feedback on the school's delivery of remote learning and the growth in student numbers from 13 to 21. Participation in the Small Schools Community of Practice has helped us to drive improvements in literacy, reflective practice and working collaboratively with schools in similar contexts on other initiatives.
Considerations for 2021	The school has 17 students enrolled for 2021, however 5 of these are Year 6 and there are no Foundation students enrolled. There will be a need to actively recruit students for the following year. The curriculum planning and the instructional model need to continue to be embedded as consistent practice in 2021.
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	Improve literacy achievement and growth.
Target 2.1	The four-year trend data will show the percentage of students with high relative growth in reading will be above similar schools (2018 3 year trend 24%) and in writing (2018 3 year trend 20%).
Target 2.2	Each student will show a minimum of one year's growth per year for reading and writing based on school based standardised assessments.
Target 2.3	Improve the percentage of positive responses in the Stimulating Learning factor in the AtoSS from 61% to be above similar schools (2018 75%).

Key Improvement Strategy 2.a Building practice excellence	Develop and document a professional learning strategy in literacy that provides strong support for practices that lead to improved student growth.
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated literacy curriculum.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum that is relevant and applicable to a small school setting.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence based high impact teaching strategies in writing routinely through targeted professional learning within and beyond the school.
Goal 3	Improve numeracy achievement and growth.
Target 3.1	The four-year trend data will show the percentage of students with high relative growth in numeracy will be above similar schools (2018 3 year trend 20%)
Target 3.2	Each student will show a minimum of one year's growth per year for numeracy based on school based standardised assessments.
Key Improvement Strategy 3.a Evaluating impact on learning	Build staff capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated numeracy curriculum.

Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence based high impact teaching strategies in numeracy through targeted professional learning within and utilising school networks.
Key Improvement Strategy 3.c Curriculum planning and assessment	Provide opportunities for all students to access a broad range of learning experiences, including Science, Technology, Engineering and Mathematics (STEM)
Goal 4	Enhance the wellbeing of all students in the school.
Target 4.1	<p>AtoSS</p> <p>Improve the percentage of positive responses in</p> <ul style="list-style-type: none"> • Sense of Connectedness from 80% to be above similar schools (2018 83%) • Stimulating Learning from 61% to be above similar schools (2018 75%). • Student Voice and Agency from 71% to be above similar schools (2018 75%) • Self-regulation and goal setting from 83% to be above similar schools (2018 88%)
Key Improvement Strategy 4.a Health and wellbeing	Develop and document structures and processes that support the wellbeing of all students that are intrinsically linked to the school’s vision and values.
Key Improvement Strategy 4.b Empowering students and building school pride	Build a common understanding of ways to empower students in their learning.
Key Improvement Strategy 4.c Curriculum planning and assessment	Provide opportunities for all students to access a broad range of learning experiences in the arts and studies of the environment.

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 All students to make 12 months learning growth in literacy in 2021 through teacher judgements, and standardised testing (Fountas and Pinnell benchmarking, PAT Reading and Digital Library Assessments for Writing.</p> <p>Happy, healthy, active kids AToSS responses to Stimulated Learning to be above 78% (2019) and Sense of Connectedness to be above 80% (2019)</p> <p>Connected schools Reduced average days of absence from 17.5 (2020) to below 12</p>
Improve literacy achievement and growth.	No	The four-year trend data will show the percentage of students with high relative growth in reading will be above similar schools (2018 3 year trend 24%) and in writing (2018 3 year trend 20%).	

		Each student will show a minimum of one year's growth per year for reading and writing based on school based standardised assessments.	
		Improve the percentage of positive responses in the Stimulating Learning factor in the AtoSS from 61% to be above similar schools (2018 75%).	
Improve numeracy achievement and growth.	No	The four-year trend data will show the percentage of students with high relative growth in numeracy will be above similar schools (2018 3 year trend 20%)	
		Each student will show a minimum of one year's growth per year for numeracy based on school based standardised assessments.	
Enhance the wellbeing of all students in the school.	No	<p>AtoSS</p> <p>Improve the percentage of positive responses in</p> <ul style="list-style-type: none"> • Sense of Connectedness from 80% to be above similar schools (2018 83%) • Stimulating Learning from 61% to be above similar schools (2018 75%). • Student Voice and Agency from 71% to be above similar schools (2018 75%) 	

		<ul style="list-style-type: none"> Self-regulation and goal setting from 83% to be above similar schools (2018 88%) 	
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>Learning catch up and extension All students to make 12 months learning growth in literacy in 2021 through teacher judgements, and standardised testing (Fountas and Pinnell benchmarking, PAT Reading and Digital Library Assessments for Writing.</p> <p>Happy, healthy, active kids AToSS responses to Stimulated Learning to be above 78% (2019) and Sense of Connectedness to be above 80% (2019)</p> <p>Connected schools Reduced average days of absence from 17.5 (2020) to below 12</p>	
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.

These KIS have been selected to focus on student growth, consistency and wellbeing in 2021 after a difficult and disrupted 2020. These KIS align closely with the work outlined in our 4-year SSP and we can continue to work on achieving the goals in this plan through the statewide priorities goal.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning catch up and extension All students to make 12 months learning growth in literacy in 2021 through teacher judgements, and standardised testing (Fountas and Pinnell benchmarking, PAT Reading and Digital Library Assessments for Writing.</p> <p>Happy, healthy, active kids AToSS responses to Stimulated Learning to be above 78% (2019) and Sense of Connectedness to be above 80% (2019)</p> <p>Connected schools Reduced average days of absence from 17.5 (2020) to below 12</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Building teacher capability to deliver targeted student support in literacy and implement the tutor learning initiative
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be able to articulate personal goals * be able to articulate success criteria * co-construct reading goals during conferences with teachers <p>Teachers will:</p> <ul style="list-style-type: none"> * identify students using the assessment plan and monitor growth * develop and monitor an IEP to teach students at their point of need * confer with students to develop personal goals * understand how to administer Fountas and Pinnell benchmark assessment * participate in the construction of a shared CoP literacy scope and sequence * use the data gained from Fountas and Pinnell assessment to teach to the student's point of need

	Principal will: * develop and implement an assessment plan to identify students * identify where these students are in their learning and monitor growth * develop viable support strategies that will best meet their learning needs * facilitate the development of the CoP literacy scope and sequence			
Success Indicators	All students to make 12 months learning growth in literacy in 2021 through teacher judgements, and standardised testing (Fountas and Pinnell benchmarking, PAT Reading and Digital Library Assessments for Writing. All students who achieved below expected level in Semester 2, 2020 will have IEPs that are monitored and adjusted twice per term Assessment schedule reviewed and updated SIT minutes showing regular meetings and discussion of student point of need			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop an IEP	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor the students' IEPs twice per term	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement data walls to monitor student progress and show growth as part of small schools CoP	<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

Using the school SIT, analyse the student data to identify the student's point of need	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue participation with the Fountas and Pinnell CoP to produce a shared literacy scope and sequence document	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish a whole school approach to social-emotional learning or belonging and engagement			
Outcomes	Students will: * be able to articulate their wellbeing Teachers will: * integrate social-emotional learning into school practices and programs * model good social-emotional practices Principal will: * develop a whole school social-emotional learning program * model good social-emotional practices * strengthen engagement with regional and external support agencies * integrate social-emotional learning into school practice, policies and programs			
Success Indicators	Documentation of frameworks, policies or programs reviewed and shared with the community Curriculum documentation reflecting social and emotional learning (by term, weekly and daily) AToSS responses to Stimulated Learning and Sense of Connectedness			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop curriculum resources which reflect wellbeing and social-emotional learning focus	<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
Develop student presentations and displays to share at school, via the newsletter and on social media to support social-emotional awareness and learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Revise school policies to ensure social-emotional learning is incorporated	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and further embed the connection with parents/carers			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Students will feel connected to their school and have positive attitudes to attendance <p>Teachers will:</p> <ul style="list-style-type: none"> * feel connected to their school and have positive attitudes * have increased level of collaborative work with parents/carers * offer weekly after school activities to open to local children to build community connections and raise the profile of the school <p>The principal will:</p> <ul style="list-style-type: none"> * provide support for staff to further develop connections with families * develop initiatives within the school curriculum that promote involvement by the wider community 			

	<p>* utilise social media to highlight to the community what is happening at the school and how they can participate</p> <p>Families will:</p> <ul style="list-style-type: none"> * feel welcome in the school and regularly use school facilities * contribute further to the learning outcomes of the students. 			
Success Indicators	<p>Attendance data improves</p> <p>Social media comments, likes and interactions</p> <p>Increased community attendance at school events and after school activities</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expand community access to school newsletters, social media, and information sessions	<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
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<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
Run weekly after school activities for local children in a range of topics such as art, science, cooking and technology	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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	\$2,500.00	\$2,500.00
Additional Equity funding	\$46,000.00	\$2,500.00
Grand Total	\$48,500.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop an IEP	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Monitor the students' IEPs twice per term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Continue participation with the Fountas and Pinnell CoP to produce a shared literacy scope and sequence document	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$500.00	\$500.00
Totals			\$2,500.00	\$2,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Our Equity funding has been allocated as a Cash to Credit transfer in our SRP to support the salary of a graduate teacher 0.5 for the duration of 2021, to provide more small group and individual teaching for all students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$46,000.00	\$2,500.00
Totals			\$46,000.00	\$2,500.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Monitor the students' IEPs twice per term	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Using the school SIT, analyse the student data to identify the student's point of need	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue participation with the Fountas and Pinnell CoP to produce a shared literacy scope and sequence document	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site