

2021 Annual Implementation Plan

for improving student outcomes

Lismore Primary School (1293)



Submitted for review by Stuart Robinson (School Principal) on 27 November, 2020 at 03:33 PM
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 30 November, 2020 at 11:09 AM
Awaiting endorsement by School Council President

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

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

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

Enter your reflective comments	The challenges in 2020 have made it very difficult to complete key actions. Staff have maintained the use of the meeting-wise agenda, ensuring clear objectives, time frames, and accountability. Student voice professional learning was unable to be completed in 2020 and this will continue to be a focus moving forward. Data tracking in 2020 has been difficult due to remote learning and professional learning around data tracking tools will hopefully allow staff to better incorporate data into the PLC process during 2021. Teachers and leaders have prioritized communication in 2020 and this will also be a focus moving forward. There were significant learning and growth in a range of unexpected areas during 2020. Specifically in the areas of technology use (Webex and seesaw) enabling more powerful communication and engagement with families.
Considerations for 2021	After such a turbulent 2020, Lismore Primary will be focusing on the Department priority areas in 2021. These key areas fit in really well with the direction of the school. Much less progress was made in 2020 than expected due to COVID-19. Although out of the changes that the school was forced to make came considerable growth and cause for celebration. Communication between parents and families is at an all-time high - something which staff will continue to prioritise. The school's key direction of building teacher capacity (focusing on high-quality feedback) fits well with the department's priority of learning, catch-up, and extension. Peer observations using Swivl will continue to be worked into the PLC process.

	<p>to share knowledge and best practice amongst staff. After completing the Bastow course in T4 2020 - staff have decided that the instructional model may need to be refined to simplify planning and better support student learning. The HITS will continue to be part of professional learning in 2020 using the continuum to identify our focus areas and next steps.</p> <p>Other considerations:</p> <ul style="list-style-type: none"> - Accelerus (data tracking software) must be prioritised in 2021. - Supports and actions to make sure we are addressing the 'happy, healthy and active kids priority' - Connected schools priority - how do we make sure we are not only communicating with but engaging the wider school community.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal																																		
Target 1.1	Support for the 2021 Priorities																																		
Key Improvement Strategy 1.a Building practice excellence	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	By the end of 2020 we will build the capacity of teachers to plan, assess and deliver an engaging and contemporary curriculum so that all students achieve annual learning growth of at least 1.0 in Literacy and Numeracy, and the achievement gap between learners is reduced.																																		
Target 2.1	<p>Teacher Judgements Minimum 1.0 years growth for every year of the strategic plan for all students according to teacher judgement in all areas of Literacy & Numeracy. % of students achieving 1.0 growth in Literacy</p> <table border="1"> <thead> <tr> <th rowspan="2">Based on a rolling average over 3 years</th> <th colspan="3">Benchmark (2013-2015)</th> <th colspan="3">Target (2018-2020)</th> </tr> <tr> <th>A & B</th> <th>C</th> <th>D & E</th> <th>A & B</th> <th>C</th> <th>D & E</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44</td> <td>48</td> <td>8</td> <td>50</td> <td>45</td> <td>5</td> </tr> <tr> <td>Speaking and Listening</td> <td>20</td> <td>71</td> <td>9</td> <td>25</td> <td>70</td> <td>5</td> </tr> <tr> <td>Writing</td> <td>33</td> <td>54</td> <td>12</td> <td>40</td> <td>55</td> <td>5</td> </tr> </tbody> </table>	Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018-2020)			A & B	C	D & E	A & B	C	D & E	Reading	44	48	8	50	45	5	Speaking and Listening	20	71	9	25	70	5	Writing	33	54	12	40	55	5
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According to NAPLAN relative growth over the four years the targets are as follows:

Based on rolling average over 4 years 2012 – 2015 percentages	Benchmark			Target		
	low	med	high	low	med	high
Numeracy	13	65	23	10	65	25
Reading	21	71	8	15	70	15
Spelling	21	31	48	15	35	50
Writing	58	33	8	35	45	20
Grammar & Punctuation	17	40	48	15	35	50

Target 2.2

% of students achieving 1.0 growth in Mathematics.

Based on a rolling average over 3 years	Benchmark (2013-2015)			Target (2018- 2020)		
	A & B	C	D & E	A & B	C	D & E
Measure & Geometry	30	64	6	33	65	2
Number & Algebra	38	56	6	40	59	1
Stats & Probability	14	78	9	25	70	5

Target 2.3

Staff Opinion Survey – percentage endorsement

	Based on rolling average over 3 years 2014 – 2016	Benchmark	Target
	Collective Efficacy	89	95
	Teacher Collaboration	74	85
	Academic Emphasis	79	90
	Guaranteed & viable curriculum	74	85
	Collective responsibility	85	90
	Staff trust in colleagues	80	90
	Collective focus on student learning	90	95
	Shielding/buffering	43	60
Key Improvement Strategy 2.a Building practice excellence	Develop and implement an agreed instructional model consistently across the whole school.		
Key Improvement Strategy 2.b Building practice excellence	Embed the Professional Learning Community Framework.		
Key Improvement Strategy 2.c Building practice excellence	Develop and document a guaranteed and viable curriculum.		
Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity to implement an instructional model and evaluate the impact of their teaching practice.		

Goal 3

By the end of 2020 we will build the instructional capability of staff, and strengthen feedback and communication processes so that students are more engaged in their learning.

Target 3.1

Absence:

The four year average for students with 20+ days absence will be no higher than 18%

Based on 3 year rolling average	2013	2014	2015	State Mean	Target
<10 days	42%	37%	47%	39%	40%
10-19.5 days	42%	36%	31%	23%	30%
20-29.5 days	4%	16%	12%	11%	18%
30+ days	13%	11%	11%	12%	10%

Attitude to school survey – new data
Bench marks to be set in 2018.

Parent Opinion Survey results:

	2013-2016 average	2017-2020
Student Motivation	5.91	5.90
Stimulating Learning	5.97	6.00
Connectedness to peers	6.08	6.00
Social skills	6.02	6.00
School connectedness	6.19	6.00

Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	To build a culture of continuous improvement based on high quality feedback									
Key Improvement Strategy 3.b Empowering students and building school pride	Build a stimulating learning environment that engages and challenges students in their learning.									
Goal 4	By the end of 2020 we will develop and implement a growth mindset framework using the principles of positive education so that student wellbeing and intellectual engagement and self-awareness is strengthened.									
Target 4.1	<p>Acer Survey on social and emotional skills for students</p> <p>100% staff to complete the staff opinion survey</p> <ul style="list-style-type: none"> To attain at least 70% in the safety and well-being component of the SOS by 2020. <p>ATSS – Benchmarks to be set in 2018</p> <p>Parent Opinion Survey</p> <table border="1" data-bbox="667 935 1610 1129"> <thead> <tr> <th>Based on 3 year rolling average (2012-2015)</th> <th>2013-16 average Actual</th> <th>2017-2020 average target</th> </tr> </thead> <tbody> <tr> <td>Student safety</td> <td>5.68</td> <td>5.7</td> </tr> <tr> <td>Classroom behaviour</td> <td>4.78</td> <td>4.8</td> </tr> </tbody> </table>	Based on 3 year rolling average (2012-2015)	2013-16 average Actual	2017-2020 average target	Student safety	5.68	5.7	Classroom behaviour	4.78	4.8
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Key Improvement Strategy 4.a Health and wellbeing	To develop and implement a growth mindset framework									

Key Improvement Strategy 4.b Intellectual engagement and self-awareness	To introduce the principles of Positive education
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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 - Learning, catch-up and extension Student Achievement Outcomes</p> <ul style="list-style-type: none"> - 100% of students without a diagnosed learning disability to achieve at or above the expected level by the end of 2021 across all areas of English and Mathematics - 100% of students identified through the Tutor Learning Program will achieve the required level of growth as determined and planned for at the beginning of 2021 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Differentiated learning challenge positive endorsement of 100% (2020) to be maintained (2021)

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	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	<p>KIS 1 - Learning, catch-up and extension Student Achievement Outcomes</p> <ul style="list-style-type: none"> - 100% of students without a diagnosed learning disability to achieve at or above the expected level by the end of 2021 across all areas of English and Mathematics - 100% of students identified through the Tutor Learning Program will achieve the required level of growth as determined and planned for at the beginning of 2021 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> - Differentiated learning challenge positive endorsement of 100% (2020) to be maintained (2021) <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> - Differentiated learning challenge positive endorsement to increase from 72% (2020) to 85% (2021) <p>KIS 2 - Happy, active and healthy kids Student Attitudes to School Survey</p> <ul style="list-style-type: none"> - Teacher concern positive endorsement to increase from 61% (2020) to 80% (2021) <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - Student motivation and support positive endorsement to increase from 67% (2020) to 90% (2021) <p>KIS 3 - Connected schools Parent Opinion Survey</p> <ul style="list-style-type: none"> - School Connectedness positive endorsement to increase from 83% (2020) to 90% (2021) - Parent Participation and involvement positive endorsement to increase from 72% (2020) to 85% (2021) <p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> - School Connectedness (Sense of belonging) positive endorsement to increase from 83% (2020) to 90% (2021)
KIS 1 Building practice excellence	Learning, catch-up and extension priority

Actions	Whole School Level - Develop, implement and monitor literacy and numeracy intervention program (Tutor Learning Project - TLP) - Maintain PLC structures to support teacher collaboration and reflection - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identifying students requiring additional support			
Outcomes	Teachers - Teachers will confidently and accurately identify student learning needs of their students Leaders - Leaders will use multiple sources of evidence to track TLP implementation Students - Students in need of targeted academic support or intervention will be identified and supported - Students will know what the next steps are to progress their learning			
Success Indicators	- Teachers formative assessment data and teacher judgement data - Data used for tailored supports in TLP - PLC Minutes, lesson and TLP plans - Evidence of student learning goals notes from conversations with students during learning walks			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning on data use during the PLC cycle	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish and embed plans (processes/structures) for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the timetable to ensure curriculum essentials are prioritised and TLP is allowed for	<input checked="" type="checkbox"/> Principal <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
Maintain processes for regular moderation of assessment	<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
Students to be part of the individual learning goal-setting process	<input checked="" type="checkbox"/> Student(s) <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
Professional learning on student goal setting	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
TLP professional learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Establish and further embed routines and prioritise time in the school day and classes to revisit these regularly - Further strengthen in-class relationships through peer and group learning activities - Build relationships and engage with families of at-risk students - Assign teachers/ES staff to conduct daily check-ins with at-risk students. Ensure all students know there is someone that cares about them. 			

Outcomes	<ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers <ul style="list-style-type: none"> - Teachers will model and are consistent in agreed routines Leaders <ul style="list-style-type: none"> - Leaders will strengthen engagement with regional and external support agencies Students <ul style="list-style-type: none"> - Students will feel supported and engaged in classes whilst contributing to a strong classroom and school culture - Students will have strong relationships with peers Community <ul style="list-style-type: none"> - Families of at-risk students will receive regular communication and support from the school 			
Success Indicators	<ul style="list-style-type: none"> - Classroom and peer observations - Student engagement in wellbeing programs (feedback, participation, classroom observations) - AtoSS results - Notes/documentation from SSG meetings 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish weekly check-ins with families of at risk students (utilise Seesaw)	<input checked="" type="checkbox"/> Principal <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
Develop peer observation process as agreed by staff (utilise Swivl)	<input checked="" type="checkbox"/> Principal <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
Provide clarity of the roles and responsibilities of teachers and education support staff	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Schedule time for at-risk students to bond with educators/staff	<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
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> - Strengthen and continue to embed the school-wide approach to parents/carers/kin, incorporating the new ways in which school connected during remote and flexible learning (Seesaw) - Continue to use digital channels of communication to provide regular updates on weekly student learning programs - Strengthen engagement in regional and network communities of practice 			
Outcomes	<p>Teachers</p> <ul style="list-style-type: none"> - Teachers can regularly connect with the parents/carers/kin of all students and will have strong relationships <p>Leaders</p> <ul style="list-style-type: none"> - Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin <p>Students</p> <ul style="list-style-type: none"> - Students and parents/carers/kin will feel as though they belong and are seen and heard <p>Community</p> <ul style="list-style-type: none"> - The wider school community will feel welcome in the school and regularly attend/use the school facilities 			
Success Indicators	<ul style="list-style-type: none"> - Whole school surveys (SSS, AtoSS) - Positive student survey data - Frequency of communications with parents/carers/kin 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Invite local community members and leaders to school open days, assemblies, concerts and other school events.	<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

Allocate time for teachers to communicate with parents/carers/kin.	<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
Document engagements with parents/carers/kin and follow up when difficult situations arise.	<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
Integrate opportunities for the students to learn from the community across the curriculum through guest speakers, excursions and events.	<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
Enhance the use of the school grounds and facilities as a community hub for a range of events.	<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
Prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$20,000.00	\$20,000.00
Grand Total	\$20,000.00	\$20,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide regular intervention/extension support to students across the school that are identified as below expected standard or well above expected level. Monitor and manage attendance data and individual students attendance plans.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Totals			\$20,000.00	\$20,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning on data use during the PLC cycle	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning on student goal setting	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
TLP professional learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site