

# 2021 Annual Implementation Plan

## for improving student outcomes

Williamstown Primary School (1183)



Submitted for review by Andrea Duxson (School Principal) on 02 February, 2021 at 02:30 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## 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>
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding
Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding
<b>Enter your reflective comments</b>	This year our school has had an increased awareness of cultural identity, particularly regarding Indigenous culture and perspectives.	
<b>Considerations for 2021</b>	The area of Global Citizenship has been identified as needing greater attention and emphasis. In preparation for our Inquiry Learning review (2022-23) we will begin to review units of work in year 4, 5 and 6 with the view to identifying key community groups and agencies with whom we can make connections and assist with taking learning beyond the school gate.	

	Indigenous culture and perspectives is an area we will aim to also build upon, making year 4 the key cohort for this work.
<b>Documents that support this plan</b>	

## SSP Goals Target and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.ay</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.by</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.cy</b> Building communities	Connected schools priority
<b>Goal 2</b>	Improve student learning achievement in literacy
<b>Target 2.1</b>	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: <ul style="list-style-type: none"> <li>• Year 5 writing from 19 per cent in 2019 to 0 per cent by 2023</li> </ul>
<b>Target 2.2</b>	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: <ul style="list-style-type: none"> <li>• Year 5 reading from 19 per cent in 2019 to 0 per cent by 2023</li> </ul>
<b>Target 2.3</b>	NAPLAN – benchmark growth increase above benchmark growth in the following domains: <ul style="list-style-type: none"> <li>○ Year 5 writing from 25 per cent in 2019 to 40 per cent by 2023</li> </ul>
<b>Target 2.4</b>	NAPLAN – benchmark growth increase above benchmark growth in the following domains: <ul style="list-style-type: none"> <li>○ Year 5 reading from 26 per cent in 2019 to 40 per cent by 2023</li> </ul>
<b>Target 2.5</b>	NAPLAN per cent in the top two bands to increase in the following domains: <ul style="list-style-type: none"> <li>○ Year 5 writing from 20 per cent in 2019 to 40 per cent by 2023</li> </ul>
<b>Target 2.6</b>	NAPLAN per cent in the top two bands to increase in the following domains:

	<ul style="list-style-type: none"> <li>○ Year 5 reading from 59 per cent in 2019 to 70 per cent by 2023</li> </ul>
<b>Target 2.7</b>	<p>Staff Opinion Survey - increase the per cent positive endorsement in the following measures:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 85 per cent in 2019 to 90 per cent by 2023</li> <li>• Academic emphasis from 64 per cent in 2019 to 90 per cent by 2023</li> <li>• Teacher collaboration from 48 per cent in 2019 to 80 per cent by 2023</li> <li>• Peer observation and feedback from 50 per cent in 2019 to 80 per cent by 2023</li> </ul>
<b>Target 2.8</b>	<p>Teacher Judgments – increase the percentage of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).</p>



## Teacher Judgement Growth i



### Student growth i

English for students from 2018 - Semester 1 to 2019 - Semester 1

School Name  
Williamstown Primary School

Curriculum area  
 English  
 Mathematics

Start year / semester  
2018 - Semester 1

End year / semester  
2019 - Semester 1



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**Key Improvement Strategy 2.ay**  
Building practice excellence

Embed an agreed and consistently implemented instructional model for Reading and Writing.

**Key Improvement Strategy 2.by**

Embed the delivery of a guaranteed and viable curriculum which is collaboratively planned and evaluated.

Curriculum planning and assessment	
<b>Key Improvement Strategy 2.cy</b> Evidence-based high-impact teaching strategies	Develop a culture of collective efficacy and continuous improvement in teaching and learning pedagogical practice, based upon high levels of professional collaboration and rigorous assessment
<b>Key Improvement Strategy 2.dy</b> Building leadership teams	Identify, develop and enhance leadership capacity at all levels of the school
<b>Goal 3</b>	Improve student learning achievement in Numeracy
<b>Target 3.1</b>	<p>NAPLAN – benchmark growth reduce below benchmark growth in the following domains:</p> <ul style="list-style-type: none"> <li>• Year 5 numeracy from 14 per cent in 2019 to 0 per cent by 2023</li> </ul> <p>NAPLAN – benchmark growth increase above benchmark growth in the following domains:</p> <ul style="list-style-type: none"> <li>• Year 5 numeracy from 29 per cent in 2019 to 40 per cent by 2023</li> </ul>
<b>Target 3.2</b>	<p>NAPLAN per cent in the top two bands to increase in the following domains:</p> <ul style="list-style-type: none"> <li>• Year 5 numeracy from 45 per cent in 2019 to 55 per cent by 2023</li> </ul>
<b>Target 3.3</b>	Teacher Judgments – increase the per cent of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).



## Teacher Judgement Growth ⓘ



### Student growth ⓘ

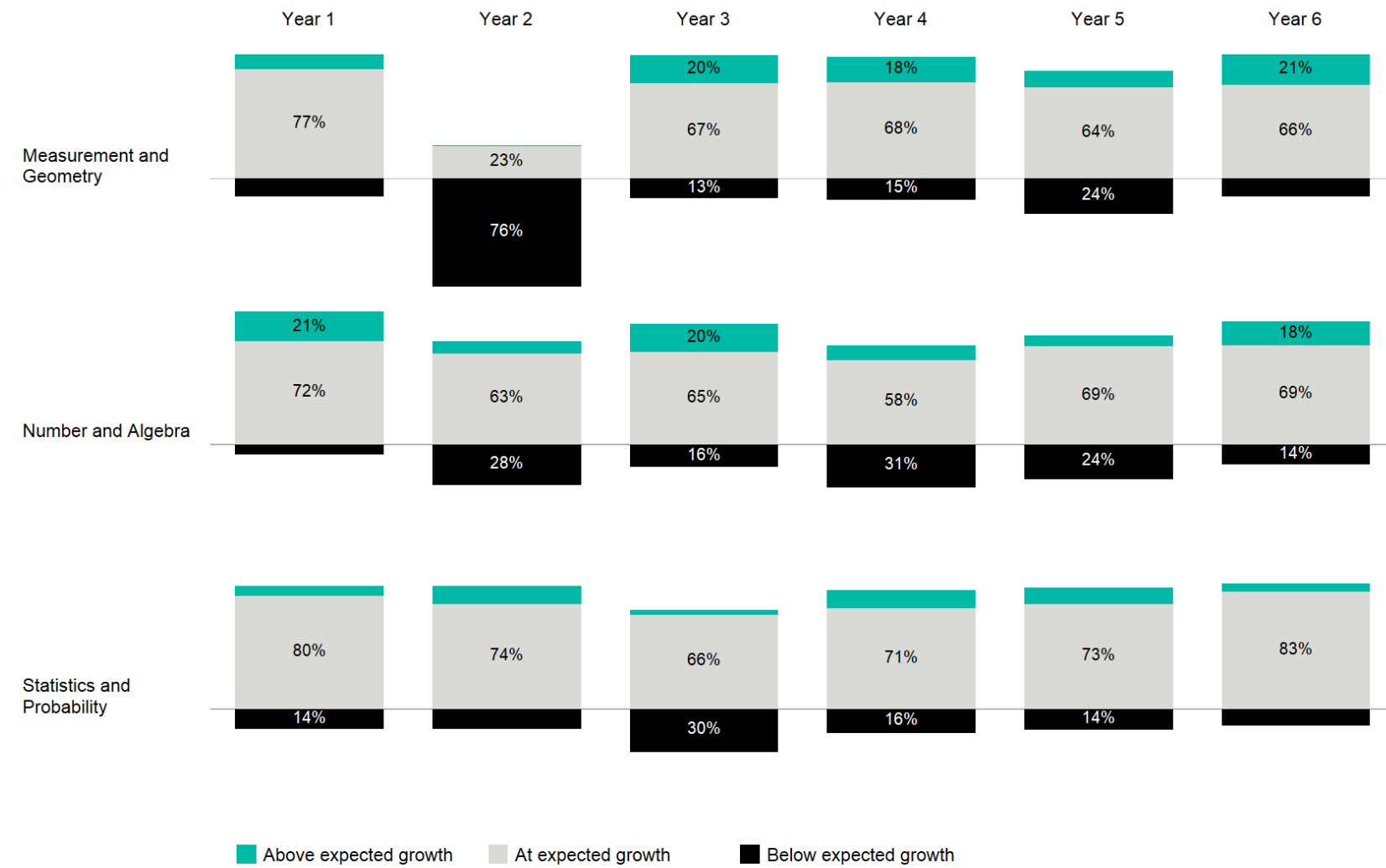
Mathematics for students from 2018 - Semester 1 to 2019 - Semester 1

School Name  
Williamstown Primary School

Curriculum area  
 English  
 Mathematics

Start year / semester  
2018 - Semester 1

End year / semester  
2019 - Semester 1



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#### Target 3.4

Students attitudes to School – increase the per cent positive endorsement for the following measures:

- Sense of confidence from 78 per cent in 2019 to 90 per cent by 2023

#### Key Improvement Strategy 3.ay

Strengthen numeracy pedagogical practice to enhance deep challenge



Building practice excellence	
<b>Goal 4</b>	Improve student agency, engagement and connectedness
<b>Target 4.1</b>	<p>Students Attitudes to School survey – increase per cent positive endorsement for the following factor measures:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 70 per cent in 2019 to 85 per cent by 2023</li> <li>• Differentiated learning challenge from 80 per cent in 2019 to 90 per cent by 2023</li> <li>• Motivation and interest from 75 per cent in 2019 to 85 per cent by 2023</li> <li>• Student voice and agency from 62 per cent in 2019 to 75 per cent by 2023.</li> </ul> <p>Internal surveys and student forums will be conducted to collect qualitative data which will drive new strategies and directions. This data will be collected annually. The school is also investigating the use of PIVOT to support this work.</p>
<b>Target 4.2</b>	<p>Parent Opinion Survey – increase the per cent positive endorsement for the following factor measures:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 81 per cent in 2018 to 85 per cent by 2023</li> <li>• High expectations for success from 87 per cent in 2018 to 90 per cent by 2023</li> <li>• Stimulated learning from 81 per cent in 2018 to 85 per cent by 2023</li> <li>• Student motivation and support from 81 per cent in 2018 to 85 per cent by 2023</li> </ul>
<b>Target 4.3</b>	<p>Staff Opinion Survey – increase the per cent positive endorsement in the following measures:</p> <ul style="list-style-type: none"> <li>• Teaching and learning evaluation module: Use student feedback to improve practice from 54 per cent in 2019 to 75 per cent by 2023.</li> </ul>
<b>Key Improvement Strategy 4.ay</b> Setting expectations and promoting inclusion	Develop the capacity of teachers and students to co-design learning that connects to real world contexts
<b>Key Improvement Strategy 4.by</b> Empowering students and building school pride	Enable students to collaborate and connect their learning to the ‘real world’ both in and beyond the school gates, through authentic student voice and agency
<b>Key Improvement Strategy 4.cy</b> Intellectual engagement and self-awareness	Foster critical and creative thinking and innovation through authentic learning experiences

## 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	Students who are identified as performing at
Improve student learning achievement in literacy	No	NAPLAN – benchmark growth reduce below benchmark growth in the following domains: <ul style="list-style-type: none"> <li>• Year 5 writing from 19 per cent in 2019 to 0 per cent by 2023</li> </ul>	
		NAPLAN – benchmark growth reduce below benchmark growth in the following domains: <ul style="list-style-type: none"> <li>• Year 5 reading from 19 per cent in 2019 to 0 per cent by 2023</li> </ul>	
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Teacher Judgments – increase the percentage of students achieving at or above the expected growth to 100 per cent from 2019 benchmarks (Benchmark for Sem 1 2018 to Sem 1 2019 Growth).



### Teacher Judgement Growth ⓘ



#### Student growth ⓘ

English for students from 2018 - Semester 1 to 2019 - Semester 1

School Name  
Williamstown Primary School

Curriculum area

- English
- Mathematics

Start year / semester  
2018 - Semester 1

End year / semester  
2019 - Semester 1



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Improve student learning achievement in Numeracy	No	<p>NAPLAN – benchmark growth reduce below benchmark growth in the following domains:</p> <ul style="list-style-type: none"> <li>• Year 5 numeracy from 14 per cent in 2019 to 0 per cent by 2023</li> </ul> <p>NAPLAN – benchmark growth increase above benchmark growth in the following domains:</p> <ul style="list-style-type: none"> <li>• Year 5 numeracy from 29 per cent in 2019 to 40 per cent by 2023</li> </ul>	
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## Teacher Judgement Growth ⓘ



School Name  
Williamstown Primary School

### Student growth ⓘ

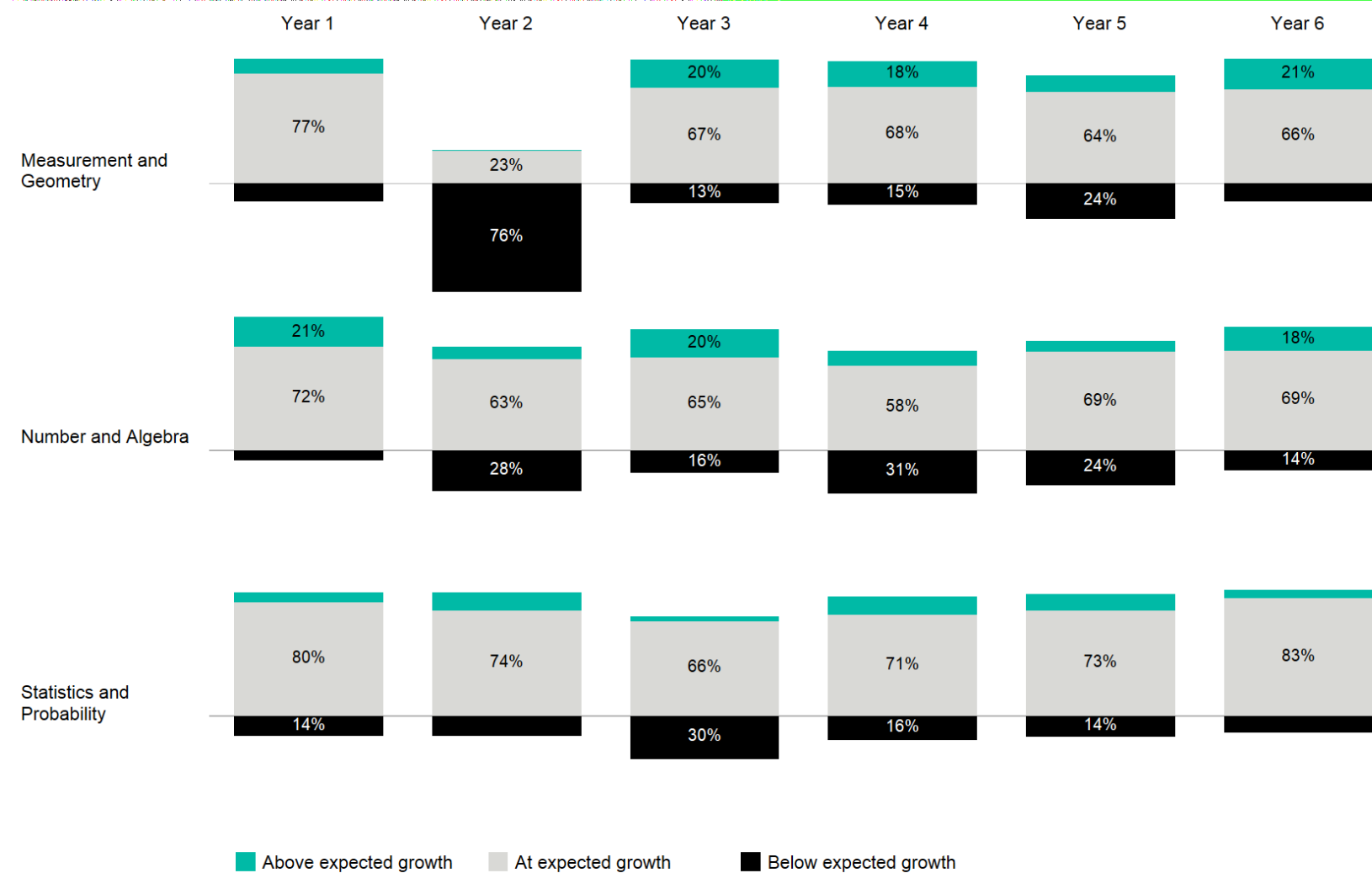
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Start year / semester  
2018 - Semester 1

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Students attitudes to School – increase the per cent positive endorsement for the following measures:

- Sense of confidence from 78 per cent in 2019 to 90 per cent by 2023

No

Students Attitudes to School survey – increase per cent positive endorsement for the following factor measures:

Improve student agency, engagement and connectedness	<ul style="list-style-type: none"> <li>• Stimulated learning from 70 per cent in 2019 to 85 per cent by 2023</li> <li>• Differentiated learning challenge from 80 per cent in 2019 to 90 per cent by 2023</li> <li>• Motivation and interest from 75 per cent in 2019 to 85 per cent by 2023</li> <li>• Student voice and agency from 62 per cent in 2019 to 75 per cent by 2023.</li> </ul> <p>Internal surveys and student forums will be conducted to collect qualitative data which will drive new strategies and directions. This data will be collected annually. The school is also investigating the use of PIVOT to support this work.</p>	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Students who are identified as performing at	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	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> 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>	Students who are identified as performing at			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	<p>Visibility of benchmark data in Reading and Mathematics for identified students</p> <p>Appointment of staff to implement the Tutor Program (EFT 1.6)</p> <p>Appropriate resource allocation to support the program</p> <p>Timetabled allocation of Tutor to classes - identified students, blocks of 5 weeks per cycle</p> <p>Instructional Model to be used for the program implementation.</p> <p>Develop differentiated and targeted ILP for each student on the program.</p> <p>Differentiated curriculum planning reflecting the range of learning needs in the classroom</p> <p>Strengthen whole school Peer Observation program across P-6</p>			
<b>Outcomes</b>	<p>We expect that students identified as needing additional catch -up assistance will be seen at least three times per week by the tutor.</p> <p>We will be looking for growth in 6 months - this will be measured using essential Assessment or Fountas and Pinnell assessment we will track the progress made by each student.</p> <p>PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons, confidently and accurately identify student learning needs of their students</p> <p>Teachers will use HITS to plan lessons and units</p> <p>Teachers will consistently and explicitly implement the school's instructional model</p> <p>Teachers and support staff will have a consistent understanding of core-curriculum priority areas</p> <p>Full participation in the Peer Observation program across Prep-6 PLCs</p> <p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will know what their next steps are to progress their learning</p>			
<b>Success Indicators</b>	<p>Learning program records</p> <p>Initial benchmark assessment and periodic summative assessment (after a 5 week cycle)</p> <p>Teachers will believe in the value of investing in PLCs and in the Peer Observation program as critical Professional Learning</p> <p>Data walls indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of the student learning program being targeted at different levels and with diverse needs of learner in mind.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole school Professional Learning and Practice meetings to focus on - Peer observation processes, Diversity and Differentiation,	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$107,000.00  <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>	<p>Further embed the school within a school structures at WPS, utilising houses, year level meetings, sub schools and homegroups.</p> <p>Build capacity of staff to utilize the Positive Education approach and strategies within the classroom learning environment.</p> <p>Continue to embed Respectful Relationships within the learning program, specifically the Willy Kids program.</p> <p>Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts</p> <p>Revitalized CLUBS program.</p> <p>Focus on Buddies (peer to peer) and Mentors (staff to student)</p> <p>Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them.</p>			

	Continue to provide Expressive Therapies program for students who are identified as being at-risk Ensure a strong program of monitoring attendance is in place with those students who are absent being followed up by classroom and PLT leaders where possible.			
<b>Outcomes</b>	Students will feel supported and engaged in homegroups and contribute to a strong classroom culture Students will have strong relationships with peers Students with acute needs (PSD, OOHC, Koorie kids) will receive individualized support with regular monitoring and student support group meetings (with parents) most terms. Student will develop a broad range of personalized tools to support their mental health and wellbeing.			
<b>Success Indicators</b>	SATTs data and PIVOT survey data - Data of counselling services accessed by students and families Students engagement in wellbeing programs (feedback, participation, classroom observations)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Ensure the benefits of digital learning continue to be available to every student so that all students will be connected to resources and learning opportunities Routinely prioritise time in staff meetings to review engagement data and identify students and parents/ carers who are at risk of disengagement Plan for school facilities and grounds works that will mean that our school is a great place to learn Continue to adapt and monitor the school-wide approach to digital learning and policies regarding digital access and devices raise awareness of diversity within our community. Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week			
<b>Outcomes</b>	Students and parents/carers/kin will feel as though they belong and are seen Teachers will have strong relationships with students and parents/carers/kin Students will feel connected to their school and have positive attitudes to attendance School grounds, with identified and diverse areas of play, will be inviting for every student at breaktimes			
<b>Success Indicators</b>	Positive student survey data (internal surveys, AToSS) Frequency of communications with parents/carers Student perception and survey data Parent/ carer surveys and interviews Community attendance at events and digital engagement including social media and website traffic data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Digital Learning -education for Families Pos Institute of education - information evening for families	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$8,000.00  <input type="checkbox"/> Equity funding will be used



## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$107,000.00	0.00
Additional Equity funding	\$15,000.00	\$15,000.00
<b>Grand Total</b>	<b>\$122,000.00</b>	<b>\$15,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Whole school Professional Learning and Practice meetings to focus on - Peer observation processes, Diversity and Differentiation,	from: Term 1 to: Term 2		\$107,000.00	
<b>Totals</b>			<b>\$107,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Synthetic Structured Literacy Intervention program will continue to be implemented across the school as needed	from: Term 1 to: Term 4		\$15,000.00	\$15,000.00
<b>Totals</b>			<b>\$15,000.00</b>	<b>\$15,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school Professional Learning and Practice meetings to focus on - Peer observation processes, Diversity and Differentiation,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
XXXXXXXXXXXXXXXXXXXXXXXXXXXX	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site