

2021 Annual Implementation Plan

for improving student outcomes

William Ruthven Primary School (5544)



Submitted for review by Donald Eddington (School Principal) on 01 December, 2020 at 08:23 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 17 December, 2020 at 04:19 PM

Endorsed by Christine Crosta (School Council President) on 18 December, 2020 at 12:48 PM

Self-evaluation Summary - 2021

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
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| Excellence in teaching and learning | Building practice excellence | Emerging moving towards 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 | Evolving |
| | Instructional and shared leadership | Evolving |
| | Strategic resource management | Evolving |
| | Vision, values and culture | Evolving |

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

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| 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 | Evolving moving towards Embedding |

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| Enter your reflective comments | The school's FISO self-evaluation had input from across the school. Team leaders came to a consensus for the continuum status points and provided evidence of their decisions. The self-evaluation, combined with the School Strategic Plan, identified strategies and professional learning required for the school to make improvements over the next 12 months as we endeavour to progress along the FISO continua. |
| Considerations for 2021 | The school's focus for the next 12 months: - Principal to communicate the school's visions, values and culture with wider community. - Principal to deliver professional learning for teaching mathematics. - Assistant Principal to work with parents/carers on addressing root causes for student absence. - Learning Specialists and Teaching Partners to provide mentoring, coaching and feedback for literacy and numeracy. - Key staff to work with small groups of students as part of the Tutor Program and intervention programs. - Staff to analyse achievement and wellbeing data rigorously. - Students to reflect on their learning and where to go next based on teacher feedback. |

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Statewide Priorities Goal |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | <ul style="list-style-type: none"> • Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support. • Implement pedagogical model – with links to HITS – and build on structures to support teacher collaboration in planning and reflection with Learning Specialists and Teaching Partners. • Engage in coaching, mentoring and feedback to strengthen teaching practice with Learning Specialists and Teaching Partners - with Learning Specialists' salaries allocated through equity funding. • Reflect on and evaluate lesson implementation by annotating planners (i.e., what went well, what needs strengthening next time). • Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e., Teaching mathematics PD session - Number). • Learning Specialists to provide training for Education Support staff to support in-class reading and number strategies. • Train new staff in F&P benchmarking. • With staff input, establish a targeted support program for students (i.e., Tutor program and intervention program). • Employ an additional classroom aide to support non-PSD-funded students in classrooms through equity funding. |
| Outcomes | <ul style="list-style-type: none"> • Teachers will confidently and accurately identify learning needs of their students. • Teachers will develop an understanding of curriculum essentials to ensure mastery. • Teachers will consistently and explicitly implement the school's instructional model. • Nominated or relevant teachers and leaders will establish intervention/small group tutoring. • Students in need of targeted academic support or intervention will be identified and supported. • Students will experience success and celebrate the acquisition of knowledge. |
| Success Indicators | <ul style="list-style-type: none"> • Teacher records and observations of student progress. • Differentiated curriculum documents and evidence of student learning at different levels. • Classroom observations and take up of professional learning strategies. • Appointment/staffing of programs. |

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| KIS 2 Health and wellbeing | Happy, active and healthy kids priority |
| Actions | <ul style="list-style-type: none"> • Build staff capacity to collect, analyse, monitor and respond to engagement and wellbeing data. • Implement, review and embed a revised whole-school Start Up program. • Provide access to BSEM training for new staff. • Establish, review and embed routines and prioritise time in the school day and classes to revisit these regularly. • Establish, review and embed the teaching of calm transitions in a range of situations. • Establish, review and embed the building of a supportive and respectful classroom and community culture by nurturing in-class relationships via peer and group learning that emphasises the school values. • Build student capacity to self-identify their learning readiness and promote classroom strategies so students are ready to learn. |
| Outcomes | <ul style="list-style-type: none"> • Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. • At-risk students will be identified and receive targeted support in a timely manner. • Teachers will model and are consistent in agreed routines. • Teachers and leaders will further integrate social-emotional learning into school practice, policies and programs. • Students will have stronger and more positive relationships with peers. |
| Success Indicators | <ul style="list-style-type: none"> • Data used to identify students in need of targeted support. • Teacher reports of student wellbeing concerns. • Observations of changes to classroom practices. • Students engage in wellbeing programs. |

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| KIS 3 Building communities | Connected schools priority |
| Actions | <ul style="list-style-type: none"> • Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach. • Continue to strengthen and embed a school-wide approach with parents/carers/kin – including phone calls home, emails, WebEx and SeeSaw. • Establish, review and embed digital channels of communication (e.g., SeeSaw) to provide regular updates on weekly student learning programs. • Provide education programs for parents/carers/kin (e.g., How to help with reading, eSmart/cyber safety, Catching On Early). • Revise the approach to follow up by working with parents/carers/kin on root causes for student absences - with salary allocation via equity funding. |
| Outcomes | <ul style="list-style-type: none"> • Teachers can regularly connect with the parents/carers/kin of all students. • Teachers will have strong relationships with students and parents/carers/kin. • Students will feel connected to their school and have positive attitudes to attendance. • Students and parents/carers/kin will feel as though they belong and are seen. |
| Success Indicators | <ul style="list-style-type: none"> • Whole school surveys (SSS, AToSS). • Daily attendance records. • Attendance in intervention/tailored support programs. |

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| Goal 2 | To improve literacy and numeracy outcomes for all students |
| 12 Month Target 2.1 | <p>In 2021, the percentage of Year 1 students for the Fountas and Pinnell level measure will be:</p> <ul style="list-style-type: none"> • 45% of Year 1 students to be Fountas and Pinnell level J. <p>In 2021, the percentage of Year 3 in the NAPLAN top two bands will be:</p> <ul style="list-style-type: none"> • 25% of Year 3 students to be in the top two bands for Reading. • 25% of Year 3 students to be in the top two bands for Numeracy. |
| 12 Month Target 2.2 | <p>In 2021, the percentage of Year 5 in the NAPLAN top two bands will be:</p> <ul style="list-style-type: none"> • 20% of Year 5 students to be in the top two bands for Reading. • 20% of Year 5 students to be in the top two bands for Numeracy. |
| 12 Month Target 2.3 | <p>In 2021, the percentage of Year 5 at or above the NAPLAN benchmark growth will be:</p> <ul style="list-style-type: none"> • 50% of Year 5 students to be at or above the two-year moving average for Reading. • 76% of Year 5 students to be at or above the two-year moving average for Numeracy. |
| 12 Month Target 2.4 | <p>In 2021, the percentage of positive endorsement in the School Staff Opinion Survey will be:</p> <ul style="list-style-type: none"> • 65% for Collective efficacy. • 85% for Collective focus. • 85% for Collective responsibility. • 65% for Guaranteed and viable curriculum. • 60% for Teacher collaboration. |

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| Goal 3 | To improve student engagement in learning |
| 12 Month Target 3.1 | In 2021, the student attendance measures will be: <ul style="list-style-type: none"> • 20 days (average) absence per student. • 33% of students to have less than 20+ day of absence. |
| 12 Month Target 3.2 | In 2021, the percentage of positive endorsement in the School Staff Opinion Survey will be: <ul style="list-style-type: none"> • 60% for Academic emphasis. • 65% for Parent and community involvement. |
| 12 Month Target 3.3 | In 2021, the percentage of positive endorsement in the Students Attitude to School survey will be: <ul style="list-style-type: none"> • 85% for Differentiated learning. • 78% for Effective classroom behavior. • 85% for Effective teaching time. • 78% for Stimulating learning. <p>In 2021, the percentage of positive endorsement in the Students Attitude to School survey will also be:</p> <ul style="list-style-type: none"> • 75% for Students treat teachers with respect (54% in 2019). • 75% for Students treat each other with respect (46% in 2019). |

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| Goal 4 | To improve the health and wellbeing of all students |
| 12 Month Target 4.1 | In 2021, the percentage of positive endorsement in the Students Attitude to School survey will be: <ul style="list-style-type: none"> • 83% for Managing bullying. • 82% for Sense of connectedness. |
| 12 Month Target 4.2 | In 2021, the percentage of positive endorsement in the Students Attitude to School survey will be: <ul style="list-style-type: none"> • 60% for Trust in students and parents. • 65% for Parent and community involvement. <p>In 2021, the student attendance measures will be:</p> <ul style="list-style-type: none"> • 33% of students to have less than 20+ day of absence. • 40% of equity-funded students to have less than 20+ day of absence. |