

# 2021 Annual Implementation Plan

## for improving student outcomes

Newcomb Primary School (5444)



Submitted for review by Jackie Haines (School Principal) on 18 December, 2020 at 02:38 PM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 04 January, 2021 at 11:11 AM  
Endorsed by Gary Winbolt (School Council President) on 05 January, 2021 at 08:42 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	<p>The appointment of a Learning Specialist to consolidate DSSI work from 2019 has had a huge impact on developing consistent practice across the school in teaching and learning; specifically in terms of excellence in teaching and learning and in professional leadership (instructional leadership and building teams). LDAP and ongoing professional learning has been instrumental in further embedding teacher understanding of and confidence in implementing the 6+1 traits of writing.</p> <p>SWPBS initial steps in pace to further develop the positive climate for learning. Student Voice PD cancelled until 2021. Our parents and community are active in the school with scope for more involvement so that we are not relying on the same helpers at community events. 2020 forged strong relationship with some families due to regular contact during remote learning.</p>
<b>Considerations for 2021</b>	<p>A year of embedding and consolidation, particular with writing and using PLCs to drive this work. We have been accepted into the Primary Maths and Science Specialist initiative in 2021/22. We are thrilled to have two teachers take up this opportunity.</p>

	<p>One teacher to take up the tutoring in 2021 who has a great passion for literacy.          Opportunity has opened up for two new grads to be employed with us for 12 months.          Student voice and agency and continued focus on SWPBS also to be a feature although not in the AiP.          Community engagement and focus will also be timely with building works to be complete, a new school name proposed and new uniform. We look forward to these celebrations in semester 2, 2021.          There will be a new community room which will hopefully target more families to the school.          A very excited year of growth for NPPS in 2021- our enrolments are up and our outlook is solid.</p>
<p><b>Documents that support this plan</b></p>	

## 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> Building practice excellence	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Setting expectations and promoting inclusion	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Connected schools priority
<b>Goal 2</b>	no goal
<b>Target 2.1</b>	<p>NAPLAN targets</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading to maintain the percentage of students in top 2 bands at or above 25% [31% in 2018]</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading to increase the percentage of students in top 2 bands from 0% to 25%</li> <li>• Relative growth – to make medium to high growth from 60% - 70%</li> </ul> <p>Each student to make a minimum of one level of growth against Victorian Curriculum standards, in each year of the School Strategic Plan in Reading, Writing and Number</p>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed an agreed Instructional Model for curriculum planning, instruction and assessment that supports twelve months growth for twelve months teaching and learning for every child with a focus on Reading
<b>Goal 3</b>	To improve the growth and achievement of every student using explicit instruction and processes for Writing.
<b>Target 3.1</b>	<p>NAPLAN targets</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Writing to increase the percentage of students in the top 2 bands from 23% to 25%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Writing to increase the percentage of students in top 2 bands from 0% to 25%</li> </ul> <p>Each student to make a minimum of one level of growth against Victorian Curriculum standards, in each year of the School Strategic Plan in Reading, Writing and Number</p>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Develop teacher capacity to connect student assessment with learning behaviour of writing and to evaluate and modify their teaching practice using a reflective cycle of planning, teaching and assessment using evidence-based strategies.
<b>Goal 4</b>	To empower students in their learning through A School Wide Positive Behaviour System with a strong correlation in using and embedding student voice and agency.
<b>Target 4.1</b>	<p>Attitudes to School Student Opinion Survey</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 73% to 80%</li> </ul>

	<ul style="list-style-type: none"> <li>• Sense of Confidence from 45% to 65%</li> <li>• Managing Bullying from 60% to 70%</li> </ul> <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Collective efficacy – from 65% to 75%</li> <li>• Academic Emphasis – from 68% to 75%</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Empowering students and building school pride</p>	<p>Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.</p>

## 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>For every student to make a minimum one year's growth against the Vic Curriculum with particular focus on Writing and Number</p> <p>Number of Yr 5 students in the top two bands in writing from 0% to 15%.</p> <p>Number of Yr 5 students in the top two bands for maths from 14% to 20%.</p> <p>Parent Opinion overall positive endorsement from 87-95%</p> <p>Student Attitude to School Survey overall positive endorsement from 83-90%</p> <p>Staff Opinion Survey positive Collective Efficacy from 56-70% and Academic Emphasis from 61-70% and trust in students/parents from 41-60%</p>
no goal	No	<p>NAPLAN targets</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading to maintain the percentage of students in top 2 bands at or above 25% [31% in 2018]</li> </ul> <p>Year 5</p>	



		<ul style="list-style-type: none"> <li>• Reading to increase the percentage of students in top 2 bands from 0% to 25%</li> <li>• Relative growth – to make medium to high growth from 60% - 70%</li> </ul> <p>Each student to make a minimum of one level of growth against Victorian Curriculum standards, in each year of the School Strategic Plan in Reading, Writing and Number</p>	
To improve the growth and achievement of every student using explicit instruction and processes for Writing.	No	<p>NAPLAN targets</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Writing to increase the percentage of students in the top 2 bands from 23% to 25%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Writing to increase the percentage of students in top 2 bands from 0% to 25%</li> </ul> <p>Each student to make a minimum of one level of growth against Victorian Curriculum standards, in each year of the School Strategic Plan in Reading, Writing and Number</p>	
To empower students in their learning through A School Wide Positive Behaviour System with a strong correlation in using and embedding	No	<p>Attitudes to School Student Opinion Survey</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 73% to 80%</li> </ul>	

student voice and agency.		<ul style="list-style-type: none"> <li>• Sense of Confidence from 45% to 65%</li> <li>• Managing Bullying from 60% to 70%</li> </ul> <p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Collective efficacy – from 65% to 75%</li> <li>• Academic Emphasis – from 68% to 75%</li> </ul>	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>For every student to make a minimum one year's growth against the Vic Curriculum with particular focus on Writing and Number</p> <p>Number of Yr 5 students in the top two bands in writing from 0% to 15%.</p> <p>Number of Yr 5 students in the top two bands for maths from 14% to 20%.</p> <p>Parent Opinion overall positive endorsement from 87-95%</p> <p>Student Attitude to School Survey overall positive endorsement from 83-90%</p> <p>Staff Opinion Survey positive Collective Efficacy from 56-70% and Academic Emphasis from 61-70% and trust in students/parents from 41-60%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	Happy, active and healthy kids priority	Yes

<p><b>KIS 3</b> Empowering students and building school pride</p>	<p>Connected schools priority</p>	<p>Yes</p>
<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	For every student to make a minimum one year's growth against the Vic Curriculum with particular focus on Writing and Number Number of Yr 5 students in the top two bands in writing from 0% to 15%. Number of Yr 5 students in the top two bands for maths from 14% to 20%. Parent Opinion overall positive endorsement from 87-95% Student Attitude to School Survey overall positive endorsement from 83-90% Staff Opinion Survey positive Collective Efficacy from 56-70% and Academic Emphasis from 61-70% and trust in students/parents from 41-60%
<b>KIS 1</b> Building practice excellence	Learning, catch-up and extension priority
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Whole of school focus on embedding the 6+1 Writing Traits and Instructional Writers Workshop Model.</li> <li>- Teaching staff ongoing professional learning through PLCs to improve teacher use of evidence to inform practice and improve student outcomes particularly in writing and mathematics.</li> <li>- Develop whole of school approach to teaching of Mathematics with particular focus on Number and developing an Instructional Model.</li> <li>- On-going professional development in mathematics</li> <li>- Develop effective tutor program for identified students using DET assigned Tutor funding initiative for 2021</li> <li>- Develop leadership capacity of Learning Specialist and Maths Specialist</li> <li>- Professional development for classroom ES in writing and maths</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Staff will consistently implement the Writers Workshop Instruction model and use the 6+1 writing traits as the base for teaching writing.</li> <li>- New teaching staff (2x new grad) will be supported by mentor teachers to use the Instructional Model for writing.</li> <li>- Weekly PLCs focusing on writing for semester 1, mathematics for semester 2: using evidence of student work, robust discussions to set specific writing trait goals, teachers develop and plan for improvements in writing. This will be an iterative process. Resulting in consistent teacher practice, greater use of HITS, increased student agency and improved student outcomes.</li> <li>- Students in need of targeted support (primarily in literacy in the Early Years) will be identified and work with the Learning Tutor.</li> <li>- Staff engage with PMSS (maths) initiative with two staff as specialists</li> <li>- Leadership development for the Learning Specialist and Maths specialist roles</li> </ul>

Success Indicators	PLC rolling agenda, minutes and whole school data stored in NPPS google drive Improved capacity of staff to collect evidence of learning, set goals, actions and monitor for success- increased data literacy. All classrooms using consistent instructional models in literacy and maths. All teachers and ES complete all Professional Development with evidence of impact in classrooms. Data collection and evidence of student growth in Tutor program			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Specialist to drive the work of the PLC, support consistent practice across the school and work with teachers to improve whole school instructions.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$114,484.00  <input checked="" type="checkbox"/> Equity funding will be used
Appoint a Tutor for the 2021 tutor program at 0.6 for the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,000.00  <input type="checkbox"/> Equity funding will be used
Support with mentor teachers for two New Graduate teachers	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Appoint two Math Specialists for PMSS with time and capacity to attend all PD	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional development in writing and maths for teachers and ES	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Happy, active and healthy kids priority			
<b>Actions</b>	Provide supports and structures to promote staff wellbeing. Continue to embed SWPBS across the whole school with consistent implementation for Tier 1. Explore trauma informed approaches to wellbeing and inclusive practices including positive perceptions around neurodiversity to augment our current school approaches. Explore the use of Bluearth at the school for cooperative and active physical education. Engage with student voice professional learning and implement learnings across the school.			
<b>Outcomes</b>	Teachers will feel supported, valued and energized when working at NPPS. All staff to promote, model and be consistent in using our school values of Respect, Responsibility and Resilience. Students have a positive self opinion and strategies are used to promote their mental health and wellbeing. Teaching staff use the Bluearth manual and approach when planning for PE. At risk students/families identified and supported through targeted and regular contact			
<b>Success Indicators</b>	Staff opinion survey increasing in positive outcomes. SWPBS visuals, tokens used across the school. Wellbeing worker explores and introduces a number of positive mental health initiatives into the school			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Wellbeing worker trained up from current ES staffing and new recruitment for their replacement	<input checked="" type="checkbox"/> Education Support <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
SWPBS subcommittee meets twice a term to implement tier one work with engagement of regional coach twice across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$38,240.00

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
principal and teacher continue Student Voice network professional learning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
explore capacity for Bluearth coach or at least 2 in-house professional learning session	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$300.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Empowering students and building school pride	Connected schools priority			
<b>Actions</b>	Continue with plans for the major building works with a September completion date. School branding subcommittee continue work towards a DET endorsement of a new school name and design of a new school uniform. Build upon and prioritise positive family connections with the school Engage families more proactively with the SSG/ILP process.			
<b>Outcomes</b>	parents taking an active role with student learning. Staff maintaining regular and positive contact with families over the phone and on class dojo. School building project complete and marked with a major community celebration New name and uniforms selected for the start of term 3			
<b>Success Indicators</b>	Parents engaged in school community- regular contact with school. Continued positive relationship between the school and architects, VSBA and builders. Clear and best practise in place for ILPs and SSGs			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal to maintain regular contact with all stakeholders regarding the building works.	<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
Sub-committee the continue work on name change and new uniform design	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
coordinate a whole of community celebration for the new buildings, name and uniform	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
staff to develop a system to ensure regular contact with families to build positive relationships	<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



# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$153,724.00	\$153,724.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$153,724.00</b>	<b>\$153,724.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning Specialist to drive the work of the PLC, support consistent practice across the school and work with teachers to improve whole school instructions.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$114,484.00	\$114,484.00
SWPBS subcommittee meets twice a term to implement tier one work with engagement of regional coach twice across the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$38,240.00	\$38,240.00
Sub-committee the continue work on name change and new uniform design	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Assets	\$1,000.00	\$1,000.00
<b>Totals</b>			<b>\$153,724.00</b>	<b>\$153,724.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Specialist to drive the work of the PLC, support consistent practice across the school and work with teachers to improve whole school instructions.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appoint two Math Specialists for PMSS with time and capacity to attend all PD	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site PMSS both on and off site
Professional development in writing and maths for teachers and ES	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site