

2020 Annual Implementation Plan

for improving student outcomes

Vermont Primary School (1022)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>2019 was the completion of the 2016 to 2019 VPS Strategic Plan. The school took part in a thorough review process to celebrate its achievements and identify goals for the 2020 to 2023 Strategic Plan. SSP Goal 1:</p> <p>The 2016–19 School Strategic Plan for Vermont Primary School set a goal to optimise the learning growth of every student in core curriculum within a culture of high expectations. The Panel found that the school partially met this goal, with two of three targets partially met and one target, not met. The second goal was to build a rich and challenging learning environment that promoted consistently high levels of student engagement. The Panel found the school partially met this goal, with one of three targets met, one partially met and one target, not met. The school's third goal was to strengthen relationships across the school community. The Panel found the school partially met this goal, with one of two targets met and the other target, partially met. The final goal for the 2016–19 School Strategic Plan was to clearly align, allocate and utilise all available school resources to maximise the learning outcomes of all students. The Panel found the school met this goal with each of the two targets met.</p> <p>Terms of Reference Focus Question 1: To what extent does student data inform and influence the work of teams to ensure point of need teaching for all students?</p> <p>The Panel found that teachers collected and used data to form differentiated groups within their teams but not specifically to</p>
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	<p>teach to individual point of need.</p> <p>Terms of Reference Focus Question 2: To what extent do student voice and agency opportunities support student learning? The Panel found a varied understanding among teaching staff of student voice and agency. At the time of the review there were a variety of opportunities to promote student voice but students and teachers were unable to provide evidence of students having the power to direct and take responsibility for their learning.</p>
<p>Considerations for 2020</p>	<ul style="list-style-type: none"> * Extending the PLC structure beyond a focus of Writing. Support required - modify timetable and make staffing changes to free 2 sessions for the PLC structure. Creating new Roles and Responsibilities to include PLC Leaders at each year level. Expanding Data walls to subject areas beyond Writing. * Consolidating and embedding what has been covered into practice - marrying all the PD that has been completed in 2019 to make it work for our students and meet the specific needs of the students at point of learning. Support required: Leadership and experts collaborating with staff on the best way to do this. * How to enhance student agency and voice. Maximising the use of digital technologies leased as of 2020 and how this can positively impact student agency and connection with the school. Support required: PD to focus on this area, Curriculum Days allocated for this. Mentors, experts and critical friends to support Leadership in this improvement area. Budget allocation. * PMSS - now that the grant money is to cease, allocating a budget to continue the access to high quality PD, mentoring and coaching of teachers to continue this priority area. <p>After completing School Review this year, the future focus of Student Voice and Agency was identified. This area is also linked to Wellbeing as the school will work to enhance the teacher's capacity to support the students to become self-directed learners and enhance their connection to each other, the school and the community.</p> <ul style="list-style-type: none"> - To develop a common understanding of what 'Student Agency' is, what this looks like in the classroom and begin to collectively enhance our teaching practice to promote student agency. This will impact direct student involvement in forming student goals, success criteria, exploring SOLO Taxonomy as well as the teachers ability to create and use developmental rubrics with the students. - To ensure all staff are enrolled in the Online Inclusion Training and Cultural Understanding and Safety Training
<p>Documents that support this plan</p>	<p>Vermont FINAL REPORT.docx (0.21 MB)</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student outcomes in literacy	Yes	By 2023, reduce NAPLAN low growth in Reading from 19 per cent (2018) to 15 per cent	Reduce NAPLAN low growth in Reading from 26 percent to (2019) to 21 per cent
		Improve high growth in NAPLAN Writing from 28 per cent (2018) to 40 per cent by 2023	Improve high growth in NAPLAN Writing from 28 per cent (2018), 30 per cent (2019) to 32 per cent in 2020.
		Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading, from 30 per cent (2018) to 15 per cent and Writing from 47 per cent (2018) to 20 per cent by 2023	Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading 25 per cent in 2020 and Year 3 Writing 40 per cent in 2020.
Empower students to become self-regulated learners	Yes	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 59 per cent (2018) to 72 per cent	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 63 per cent in 2020.

		By 2023, the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys will improve from 74 per cent (2018) to 84 per cent	By 2023, improve the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys from 74 per cent to 76 per cent in 2020.
		By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 81.5 per cent (2018) to 90 per cent	By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 83 per cent in 2020.
Improve student wellbeing	No	By 2023, improve the percentage endorsement of Resilience in the AToS from 78 per cent (2018) to 86 per cent	
		By 2023, improve the percentage of positive endorsement in the School Staff Survey for the following components by 10 per cent, using 2019 as baseline data <ul style="list-style-type: none"> • Build Resilience and a Resilient Supportive Environment • Staff Safety and Wellbeing Consultation and Participation 	
		By 2023, improve the percentage endorsement in the Parent Opinion Survey, in the component of Managing Bullying "My Child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours" from 80 per cent (2018) to 88 per cent	

Goal 1	Improve student outcomes in literacy	
12 Month Target 1.1	Reduce NAPLAN low growth in Reading from 26 percent to (2019) to 21 per cent	
12 Month Target 1.2	Improve high growth in NAPLAN Writing from 28 per cent (2018), 30 per cent (2019) to 32 per cent in 2020.	
12 Month Target 1.3	Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading 25 per cent in 2020 and Year 3 Writing 40 per cent in 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Build middle leadership capacity to implement a Professional Learning Community approach	Yes
KIS 2 Building practice excellence	Implement a Professional Learning Community approach to build teacher practice and collaboration in Reading and Writing.	No
KIS 3 Evaluating impact on learning	Build teacher capacity to interpret and use student data to teach at point of need	No
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>In 2019, VPS introduced PLCs with a focus on Writing. The PLCs were identified as having a positive impact on improving student outcomes during the 2016-2019 School Review with the school achieving a 37% growth in students achieving above the standard. To further enhance this impact, the PLC model will expand to focus on Writing, Reading and Mathematics in 2019.</p> <p>To achieve this, the school will select PLC Leaders at each Year Level and provide these leaders with professional learning in leading a PLC. The PLCs will focus on using student data to drive teaching and learning, they will be allocated additional time release to provide collaboration time and they will use a Data Wall in all 3 subject areas to focus and support conversations.</p> <p>In 2019, 26% of students achieved low growth in reading from Years 3 to 6. The school has focused Reading PL for the last few years on a phonics based program from F-2 which has achieved excellent results in student outcomes. Moving forward, the school will now focus on the instructional model for reading 2-6 to maintain these results and growth and reduce the amount of students in the low growth category. Writing will continue to remain a focus in 2020 as teachers embed the improvements made in 2019 to address the students learning needs.</p>	

Goal 2	Empower students to become self-regulated learners	
12 Month Target 2.1	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 63 per cent in 2020.	
12 Month Target 2.2	By 2023, improve the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys from 74 per cent to 76 per cent in 2020.	
12 Month Target 2.3	By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 83 per cent in 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom	Yes
KIS 2 Intellectual engagement and self-awareness	Co-design opportunities for students to exercise authentic agency in their learning	No
KIS 3 Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future	No
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>Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom will be the key improvement strategy for 2020. This KIS has been selected as we will be in our first year of the 2020 to 2023 Strategic Plan. Student voice and agency is an area that was highlighted during the 2019 School Review process as requiring focus and the self-evaluation has identified a need to define the concept of agency and to collectively understand what that looks, sounds and acts like at Vermont Primary School. The Panel found a varied understanding among teaching staff of student voice and agency. At the time of the review there were a variety of opportunities to promote student voice but students and teachers were unable to provide evidence of students having the power to direct and take responsibility for their learning.</p> <p>VPS has been working with the University Of Melbourne Network Of Schools 2018/19/20 to improve student outcomes in the area of Writing. The PL the leadership team has attended through UMNOS has also assisted the school to identify methods of</p>	

enhancing student voice and agency in the classroom with the use of SOLO Taxonomy and Developmental Rubrics.

As a result, this KIS has been selected as we begin the journey of improving agency in students and ultimately improving student outcomes in most learning areas as they become more autonomous in their motivation and learning.

Define Actions, Outcomes and Activities

Goal 1	Improve student outcomes in literacy
12 Month Target 1.1	Reduce NAPLAN low growth in Reading from 26 percent to (2019) to 21 per cent
12 Month Target 1.2	Improve high growth in NAPLAN Writing from 28 per cent (2018), 30 per cent (2019) to 32 per cent in 2020.
12 Month Target 1.3	Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading 25 per cent in 2020 and Year 3 Writing 40 per cent in 2020.
KIS 1 Building leadership teams	Build middle leadership capacity to implement a Professional Learning Community approach
Actions	<ol style="list-style-type: none"> 1. Enhance the current PLC structure to include Reading and Viewing, Writing and Mathematics. <ol style="list-style-type: none"> a. Timetable changes to allocate 1 additional APT to the PLC structure to extend the PLC meeting time from 40m a week to 70 minutes. b. Employ additional staff to deliver the PLC Timetable. 2. Weekly PLC meetings to take place with a rotated focus of Reading, Writing and Mathematics. 3. Teachers to use data analysed at PLC to inform teaching practice. 4. Allocate PLC Leadership roles to the Roles and Responsibilities. 5. PL for PLC Leaders throughout the year with a focus on collaboration. 6. EAL Specialist to support staff to use the updated EAL continuum to assess student performance and target student learning needs. 7. Peer Improvement Teams peer observations to focus on Writing and Reading 8. Participation in the final year of the University of Melbourne Network of Schools program working with critical friends and experts in the fields of Writing. 9. Investigate successful models of middle school teaching of reading and viewing. 10. Continue to embed current Writing Instructional Model introduced in 2019.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Be engaged and motivated in their learning. Articulate their learning Goals in Reading and Writing. Give feedback to teachers on their teaching and learning. Be able to explain their learning goal and identify what their next goal of learning will be.

	<p>Teachers will:</p> <ul style="list-style-type: none"> Contribute to and collaborate in PLC meetings and reflect on practice in relation to the Pedagogical Model. Be more consistent with their teacher judgements and cross level moderation. Track student growth, cohort comparison, goal setting, formative and summative assessment in a cohesive and collective way. Have a PDP goal that links to this KIS in their PDP. Support and use the implementation of a data wall in the area of Reading and Writing. Undertake at least three moderation activities during the semester. Create assessment tools that assist in forward planning based on student needs. <p>Leaders will:</p> <ul style="list-style-type: none"> Attend and provide professional learning for teachers to enhance their practice. Complete walk through and observations, discussing the learning goals with the students and reflecting on the learning narrative. Create and use a Data Wall to drive PLCs in Reading, Writing and Numeracy Monitor evidence of Data made available when observing collaborative planning sessions for each Year Level. Provide PL to staff based on work completed with UMNOS and support a whole school approach to teaching Reading.
<p>Success Indicators</p>	<p>Data that will be used to measure growth:</p> <ul style="list-style-type: none"> • NAPLAN • Teacher Judgments Semester 2 • Teacher Observations through peer assessment • Running Record Assessments • Formal Rubric Assessments each Semester • Relevant Learning Goals and Success Criteria displayed in each classroom with Assessment tasks that link back <p>Formal moderation will take place each semester with a whole school writing task, using a Rubric based on the NAPLAN criteria as a measurement tool. In 2020, a whole school Reading moderation piece will also be introduced.</p> <p>Teacher general observations of student performance and learning behaviours will be recorded in their individual PDP. Teachers will include a goal related to building their capacity to increase student outcomes in their PDP and this reflection will be used as evidence.</p> <p>HITS LINK – Structuring Lessons, Questioning and Feedback Pedagogical Model – Evaluate Practice Principles Link –Rigorous assessment practices and feedback inform teaching and learning</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly PLC Meetings 70m during APT	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase of new ICT Laptops for all students 3-6 (1:2 ratio)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$68,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC to focus on developmental rubrics as assessment tools	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Membership in the UMNOS Program allocated critical friend in the area of writing	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Investigation of current successful Reading Programs targeting Yr 3 to 6 students.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Completion of inclusion PL offered by DET	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 2	Empower students to become self-regulated learners			
12 Month Target 2.1	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 63 per cent in 2020.			
12 Month Target 2.2	By 2023, improve the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys from 74 per cent to 76 per cent in 2020.			
12 Month Target 2.3	By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 83 per cent in 2020.			
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom			
Actions	<p>1. PL for all staff in Student Voice and Agency to create a whole school understanding/vision and common language.</p> <ul style="list-style-type: none"> • Clearly identify to staff the climate for learning programs/strategies being used and expected to be followed at VPS <p>2. School to identify areas of practice within the classroom that can increase student Agency with a focus on feedback, student directed goals, collaboration in forming learning goals and success criteria.</p> <ul style="list-style-type: none"> • Student have authentic opportunities to provide feedback to their teachers • Teachers actively use student feedback to inform teaching • Teachers design units of work that promote opportunities for student to exercise authentic agency in their learning <p>3. PL in Solotaxonomy for school leaders and teachers. Creating a plan on how Solotaxonomy can support student and teacher learning and enhance student agency at VPS.</p> <p>4. PL in forming development rubrics which will lead to increase in student capacity to understand what they know and identify what they need to know in their next chunk of learning.</p> <p>HITS LINK – Feedback, Metacognitive Strategies and Collaborative Learning</p> <p>Pedagogical Model – Engage and Explore</p> <p>Practice Principles Link – Student Voice, Agency and leadership empower students and build school pride.</p>			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Be engaged and motivated in their learning. Be able to identify where they are at in their learning and where they are going. Give feedback to teachers on their teaching and learning. Provide feedback to other students on how they can improve their work in relation to the goal. <p>Teachers will:</p> <ul style="list-style-type: none"> Be able to explain what the difference between student voice and agency is. Have a PDP goal that links to this KIS in their PDP. Enhance their practice, in relation to the “vermontised” approach to solotaxonomy, providing opportunities for students to identify their learning and increase autonomy. <p>Leaders will:</p> <ul style="list-style-type: none"> Attend and provide professional learning for teachers to enhance their practice. Lead to forming of a school vision and common language in the area of student voice and agency. Complete walk through and observations, discussing the learning goals with the students and reflecting on the learning narrative. Provide feedback to staff based on their classroom practice and how they are promoting student voice and agency in their own class. 			
Success Indicators	<p>Data that will be used to measure growth:</p> <ul style="list-style-type: none"> • Attitudes to School Survey Data in the area of Student voice and Agency • Increased percentage endorsement in the Parent Opinion Survey • Increase percentage endorsement in the Staff Opinion Survey. • Teacher feedback and curriculum documentation • Teacher Observations through PIT teams with a focus on feedback and metacognitive strategies • PLC minutes and conversations to reflect a focus on feedback and metacognitive strategies aligned with Student Voice and Agency 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice and Agency PL All staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Solotaxonomy PL All staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Developmental Rubrics – All Staff	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00 <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	\$118,000.00	0.00
Additional Equity funding	\$8,000.00	0.00
Grand Total	\$126,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Weekly PLC Meetings 70m during APT- additional staffing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	17914
Totals			\$118,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
School Chaplain works 2 days a week at the school supporting student which includes disadvantaged groups and low socioeconomics.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$8,000.00	3000
Totals			\$8,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Completion of inclusion PL offered by DET	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources Inclusion Training DET	<input checked="" type="checkbox"/> On-site
Student Voice and Agency PL All staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Solotaxonomy PL All staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants UMNOS - Cook SOLO PL Provider	<input checked="" type="checkbox"/> On-site
Developmental Rubrics – All Staff	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants UMNOS provided consultant	<input checked="" type="checkbox"/> On-site