

# 2021 Annual Implementation Plan

## for improving student outcomes

Fairfield Primary School (2711)



## 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 moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	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	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

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

<b>Enter your reflective comments</b>	<p>The impact of COVID-19 and the transition to remote learning, resulted in a shift within our 2020 priorities. Some of these adjustments included:</p> <ul style="list-style-type: none"> <li>- Limitations on the opportunities for the Learning Specialists to perform their role.</li> <li>- The PLC, PDP and peer observation processes were put on hold.</li> <li>- NAPLAN and ATOSS not implemented.</li> <li>- School Improvement Teams did not meet beyond term one.</li> </ul> <p>Delivery of remote learning aligned with our instructional model where possible, thus HITS were evident within planning and lesson delivery. As remote learning progressed, there was an increase in teaching small groups at their point of need, based on data.</p> <p>COMMUNITY ENGAGEMENT IN LEARNING - In our self-evaluation we recognised that we have made progress in this area during 2020. Our partnerships with parents strengthened, with high levels of parents involvement and support during</p>
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	<p>remote learning. Our focus on student wellbeing involved providing parent information sessions to meet the health needs of families.</p>
<p><b>Considerations for 2021</b></p>	<p>2020 was a year that presented numerous challenges, precluding us from implementing the 2020 AIP Actions. The data is showing that despite these challenges, the vast majority of students made the expected growth. As evident through our 2020 AIP's Monitoring and Assessment, much of our planned professional learning was put on hold as we shifted our focus to the delivery of remote learning and supporting the wellbeing of staff and students.</p> <p>Teachers are collecting student evidence to provide accurate assessments during term four, to ensure that teachers in 2021 have the necessary data to personalise and tailor the learning.</p> <p>We are confident that we can continue our excellent models in 2021 as we refocus on delivering learning in the classroom. The pace of this professional development will need to be managed to ensure that we are providing the best learning opportunities for our students and supporting staff. This professional learning will continue to be anchored by FISO, supported through the Practice Principles the School Improvement Model of Inquiry and HITS.</p> <p>Our School Strategic Plan's focus on writing will continue, however the appointment of a Numeracy Learning Specialist allows for professional development in this area.</p> <p>All of our work will be delivered through the lens of student and staff wellbeing. Explicit programs such as Respectful Relationships and Bouncebacks will be delivered, supported through Zones of Regulation and Restorative Practice. The Personal and Social Capability will be evident in all Inquiry planners.</p> <p>There is an opportunity to build upon the school's intercultural understanding, led by one of our School Improvement Teams.</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> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To Improve literacy outcomes for all students
<b>Target 2.1</b>	By 2022 70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.
<b>Target 2.2</b>	By 2022 the percentage of students in Years 3 to 5 achieving low relative growth in Reading be reduced to 20 per cent.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy (CPA).
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build the capacity of all staff to consistently use evidence-based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community (BPE).

<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy (CPA).
<b>Goal 3</b>	To Improve student health, wellbeing and engagement.
<b>Target 3.1</b>	By 2022, improve AToSS data on classroom behaviour on students at this school treat teachers respect across all Year levels to 65 per cent and students treat each other with respect to 55 per cent across all year levels.
<b>Target 3.2</b>	By 2022, evidence of whole-school documented learning programs in health, wellbeing and engagement that are developmental and scaffolded to meet students' needs.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Staff develop and implement consistent health, wellbeing and engagement practices across the school.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	The school collaborates with parents/carers and families to develop students' social and emotional skills and capacity to self manage their behaviour.
<b>Goal 4</b>	To improve students' voice, agency and leadership.
<b>Target 4.1</b>	By 2022, improve Fairfield PS's position on the FISO continua Professional Leadership, Vision, Values and Culture dimension from embedding to excelling.

<b>Target 4.2</b>	By 2022, improve AToSS data on student voice, and agency on the items: 'I have a say in the things I learn', 'My teacher likes my ideas', and 'I am encouraged to share my ideas', to 70 per cent across Year levels 4, 5 and 6 for female and male students.
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Develop teachers' shared understanding of and capacity to implement student voice, agency and leadership.
<b>Key Improvement Strategy 4.b</b> Vision, values and culture	Redevelop and implement Fairfield PS's vision collaboratively with all stakeholders.
<b>Key Improvement Strategy 4.c</b> Empowering students and building school pride	Leaders, staff and students co-design short and long term goals for each Annual Implementation Plan (AIP) across 2019–22, aligned to the vision, and values of the school
<b>Key Improvement Strategy 4.d</b> Intellectual engagement and self-awareness	Develop opportunities for students to be actively involved in regular conversations about what they are learning, why and their learning progression.

## 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>Extension and Catch-Up: Identified students who work in the Tutoring Program, to make a minimum of 6 months growth in Reading, Writing and Maths within 6 months. All identifies students to have learning goals, constructed with the teacher and tutor for Reading, Writing or Maths.</p> <p>70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.</p> <p>Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.</p> <p>Happy, Healthy Kids: 60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.</p> <p>Connected Students: The school will increase its use of digital technologies to remain connected with the school community, focusing this work on our new</p>

			Wingrove St campus.
To Improve literacy outcomes for all students	No	By 2022 70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.	
		By 2022 the percentage of students in Years 3 to 5 achieving low relative growth in Reading be reduced to 20 per cent.	
To Improve student health, wellbeing and engagement.	No	By 2022, improve AToSS data on classroom behaviour on students at this school treat teachers respect across all Year levels to 65 per cent and students treat each other with respect to 55 per cent across all year levels.	
		By 2022, evidence of whole-school documented learning programs in health, wellbeing and engagement that are developmental and scaffolded to meet students' needs.	
To improve students' voice, agency and leadership.	No	By 2022, improve Fairfield PS's position on the FISO continua Professional Leadership, Vision, Values and Culture dimension from embedding to excelling.	
		By 2022, improve AToSS data on student voice, and agency on the items: 'I have a say in the things I learn', 'My teacher likes my	

		ideas', and 'I am encouraged to share my ideas', to 70 per cent across Year levels 4, 5 and 6 for female and male students.	
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<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>Extension and Catch-Up: Identified students who work in the Tutoring Program, to make a minimum of 6 months growth in Reading, Writing and Maths within 6 months. All identifies students to have learning goals, constructed with the teacher and tutor for Reading, Writing or Maths.</p> <p>70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.</p> <p>Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.</p> <p>Happy, Healthy Kids: 60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.</p> <p>Connected Students: The school will increase its use of digital technologies to remain connected with the school community, focusing this work on our new Wingrove St campus.</p>	
<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>	<p>Extension and Catch-Up: Identified students who work in the Tutoring Program, to make a minimum of 6 months growth in Reading, Writing and Maths within 6 months. All identifies students to have learning goals, constructed with the teacher and tutor for Reading, Writing or Maths.</p> <p>70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.</p> <p>Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.</p> <p>Happy, Healthy Kids: 60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.</p> <p>Connected Students: The school will increase its use of digital technologies to remain connected with the school community, focusing this work on our new Wingrove St campus.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Reestablish/embed PLC structures to support teacher collaboration and reflection of strengthen teaching practice</p> <p>Revisit and strengthen the use of HITS in classrooms</p> <p>Reestablish peer observations using agreed protocols.</p> <p>Implement an aligned PDP process with a focus on writing.</p> <p>Implement Tutoring program for identified students.</p> <p>Implement Student Excellence Program.</p> <p>Implement ILPs for students 12 months or more / two years or more expected level in Literacy and Numeracy</p> <p>Learning Specialists to support staff with planning and delivery of agreed instructional model.</p> <p>Establish agreed assessment schedule.</p> <p>Review assessment data within team planning and at whole school level. This data will be used to monitor the effectiveness of our learning programs.</p> <p>Review of spelling at FPS - where are we at, what are we doing. LS and area leaders to review Spelling Approach document.</p>

<b>Outcomes</b>	<p>Teachers will confidently and accurately identify student learning needs of their students          PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons          Teachers will use HITS to plan lessons and units          Teachers will consistently and explicitly implement the school's instructional model          Students in need of targeted academic support or intervention will be identified and supported</p>			
<b>Success Indicators</b>	<p>Teachers' formative assessment data and teacher judgement data. This includes termly review of whole school reading and writing data, supported through termly writing moderation.          A documented assessment schedule.          NAPLAN data to show achievement of target 2.1 and 2.2:           70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing           12 Month Target 2.2           Less than 20 per cent of students to achieve low relative growth in NAPLAN Writing.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Weekly Area Leader meetings have a standing item of Learning, catch-up and extension priority. The above Actions to be discussed at this meeting and discussed at staff meetings.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Twice termly Learning Specialist meetings to discuss effectiveness of their role and measure their impact.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Professional staff development for the delivery of the PLC model of Inquiry. PLC meetings to occur fortnightly from Term 2 onwards.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implementation of Peer Coaching, from Term 2 onwards.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	The Wellbeing School Improvement Team - Wellbeing will work towards achieving goals set in 2019 Action Plan. Staff Professional Development around Zones of Regulation and Restorative Practices. The School Improvement Team - Wellbeing will source and develop resources for the RRRR program at each level			
<b>Outcomes</b>	Staff will use Zones of Regulation effectively when supporting students Staff will use Restorative Practice principles consistently across the school when dealing with student behavioural issues or incidents Students will understand what it means to treat each other with respect and will be able to recognise when others are doing so around the school			
<b>Success Indicators</b>	ATOSS data will show that we have met target 3.1 - 60% of students agree that students treat teachers with respect. 55% of students agree that students treat each other with respect.  A documented sequenced approach to the teaching of Respectful Relationships which is aligned to Restorative Practices and Zones of Regulation Meeting Schedules will show whole staff Professional Learning relating to target 2.2			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

School Improvement Team - Wellbeing to develop an Action Plan during SIT meeting time (as listed in the meeting schedule), based on an audit of wellbeing needs and priorities.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff will participate in Professional Development on Zones of Regulation and Restorative Practices	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	2021 will see the opening of a new second campus and significant upgrades to our existing site. We will be monitoring and reviewing our effectiveness in using our new spaces, giving consideration to strengthening relationships with and between students, staff and families. Families to be invited to visit new spaces. In-person professional staff development which will enable staff to learn from those outside of their teams. Crossover of year levels to different campuses Lunch groups and parent information sessions held at Wingrove St campus			
<b>Outcomes</b>	With a new campus and transformed learning spaces, we expect staff to reflect upon their practice in a new environment. This includes greater opportunities for team teaching and collaborative learning.			
<b>Success Indicators</b>	Observations and discussions demonstrate adapted teaching practices to make best use of new learning spaces (indoor and outdoor). Positive Student Attitude Survey results. Positive Parent Opinion Survey results. All community members recognise the Wingrove St campus as part of their school community (not just Year 5/6 students who will be occupying this building).			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

The use of new spaces and the impact on student and community engagement to be monitored and reviewed termly.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Community events to be successfully held in the Wingrove St campus.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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	\$6,000.00	\$6,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$6,000.00</b>	<b>\$6,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff will participate in Professional Development on Zones of Regulation and Restorative Practices	from: Term 2 to: Term 3		\$3,000.00	\$3,000.00
The use of new spaces and the impact on student and community engagement to be monitored and reviewed termly.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00
<b>Totals</b>			<b>\$6,000.00</b>	<b>\$6,000.00</b>

### Additional Equity spend

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Weekly Area Leader meetings have a standing item of Learning, catch-up and extension priority. The above Actions to be discussed at this meeting and discussed at staff meetings.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Twice termly Learning Specialist meetings to discuss effectiveness of their role and measure their impact.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional staff development for the delivery of the PLC model of Inquiry. PLC meetings to occur fortnightly from Term 2 onwards.	<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"/> 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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of Peer Coaching, from Term 2 onwards.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Peer Observation materials	<input checked="" type="checkbox"/> On-site

School Improvement Team - Wellbeing to develop an Action Plan during SIT meeting time (as listed in the meeting schedule), based on an audit of wellbeing needs and priorities.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The use of new spaces and the impact on student and community engagement to be monitored and reviewed termly.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Community events to be successfully held in the Wingrove St campus.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site