

# 2021 Annual Implementation Plan

## for improving student outcomes

Cavendish Primary School (0116)



Submitted for review by Anthony Hill (School Principal) on 24 November, 2020 at 03:13 PM  
Endorsed by Joanna Day (Senior Education Improvement Leader) on 08 December, 2020 at 10:05 AM  
Endorsed by Michael Todd (School Council President) on 17 December, 2020 at 08:58 AM

## 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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	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	Embedding moving towards Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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

<b>Enter your reflective comments</b>	<p>This year has been difficult to achieve any deep or accurate self-analysis of the FISO dimensions. There simply hasn't been the opportunity for parents, school council, or even all staff, to be on-site for sufficient days during 2020 to complete this work in the face of other, more pressing, priorities. Some aspects of 'Building Communities' has been strengthened during the period of remote learning, but other areas have declined owing to limitation of personal contacts. 'Parents and Carers as Partners' has certainly shown itself to be a school strength. The relationships and co-operation between home and school during the extended phases of remote learning showed high degrees of trust and support for the school's teaching/learning aspirations. Significant sections of 'The Health and Well-being' section have been achieved through the strength of character and reliability of the staff throughout the year. The measures and impacts on individual children and families hasn't been as easy to assess.</p>
<b>Considerations for 2021</b>	<p>As 2021 is the final year of our current Strategic Plan, the altered emphasis following the Covid-19 affected 2020 will mean some adjustments from our original intentions. However, some of the 'new' work is still in line with the overall direction and goals. The learning catch-up and extension priority certainly allows our continued emphasis on improving student learning</p>

	and teaching skills. We need to be mindful to not overreach ourselves and endeavour to tackle too much in order to 'tick off' Strategic Plan initiatives prior to the review at the expense of working on the DET's three set priorities for 2021.
<b>Documents that support this plan</b>	

## 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> Evidence-based high-impact teaching strategies	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 maximise learning growth in all areas.																																		
<b>Target 2.1</b>	<p>90% of students to achieve medium or high growth - NAPLAN relative growth data.</p> <p>To maintain or increase the percentage of students in the top two NAPLAN bands, compared to 2017 data.</p> <p><b><u>Cavendish PS 2017 NAPLAN GROWTH DATA</u></b></p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="3">Percentage of students</th> <th colspan="3">No. of students</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>44.4%</td> <td>33.3%</td> <td>22.2%</td> <td>4</td> <td>3</td> <td>2</td> </tr> <tr> <td>Grammar &amp; punctuation</td> <td>44.4%</td> <td>55.6%</td> <td>0</td> <td>4</td> <td>5</td> <td>0</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> <td>55.6%</td> <td>11.1%</td> <td>3</td> <td>5</td> <td>1</td> </tr> </tbody> </table>	Domain	Percentage of students			No. of students			Low	Medium	High	Low	Medium	High	Writing	44.4%	33.3%	22.2%	4	3	2	Grammar & punctuation	44.4%	55.6%	0	4	5	0	Numeracy	33.3%	55.6%	11.1%	3	5	1
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<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	<p>Build teacher knowledge of assessment practices and effective use of data to inform teaching to the point of need.</p> <ul style="list-style-type: none"> <li>o Review assessment schedule.</li> <li>o Implement a tracking tool to manage and analyse student data (ClearTrack).</li> <li>o Use data to inform curriculum design and teaching practice.</li> </ul>
<b>Goal 3</b>	To create a culture of high expectations and maximise student engagement in learning.
<b>Target 3.1</b>	<p>To keep Student Attitudes to School Survey percentiles in the fourth quartile for:</p> <ul style="list-style-type: none"> <li>o Effective Teacher practice for Cognitive Engagement (2017 baseline)</li> <li>o Teacher Student Relations</li> <li>o Learner Characteristics and Disposition (2017 baseline)</li> <li>o Social Engagement (2017 baseline)To maintain all measures in the Staff Opinion Survey (School Climate components) in the fourth quartile.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	<p>Refine and update school's goal-setting and feedback processes for students.</p> <p>Extend the school's Blitz, Respectful Relationships, YCDI and other well-being processes.</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	To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2020.																																																
To maximise learning growth in all areas.	No	<p>90% of students to achieve medium or high growth - NAPLAN relative growth data.</p> <p>To maintain or increase the percentage of students in the top two NAPLAN bands, compared to 2017 data.</p> <p><b><u>Cavendish PS 2017 NAPLAN GROWTH DATA</u></b></p> <table border="1" data-bbox="745 906 1576 1289"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="3">Percentage of students</th> <th colspan="3">No. of students</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>44.4%</td> <td>33.3%</td> <td>22.2%</td> <td>4</td> <td>3</td> <td>2</td> </tr> <tr> <td>Grammar &amp; punctuation</td> <td>44.4%</td> <td>55.6%</td> <td>0</td> <td>4</td> <td>5</td> <td>0</td> </tr> <tr> <td>Numeracy</td> <td>33.3%</td> <td>55.6%</td> <td>11.1%</td> <td>3</td> <td>5</td> <td>1</td> </tr> <tr> <td>Reading</td> <td>33.3%</td> <td>44.4%</td> <td>22.2%</td> <td>3</td> <td>4</td> <td>2</td> </tr> <tr> <td>Spelling</td> <td>33.3%</td> <td>66.7%</td> <td>0</td> <td>3</td> <td>6</td> <td>0</td> </tr> </tbody> </table>	Domain	Percentage of students			No. of students			Low	Medium	High	Low	Medium	High	Writing	44.4%	33.3%	22.2%	4	3	2	Grammar & punctuation	44.4%	55.6%	0	4	5	0	Numeracy	33.3%	55.6%	11.1%	3	5	1	Reading	33.3%	44.4%	22.2%	3	4	2	Spelling	33.3%	66.7%	0	3	6	0	
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To create a culture of high expectations and maximise student engagement in learning.	No	<p>To keep Student Attitudes to School Survey percentiles in the fourth quartile for:</p> <ul style="list-style-type: none"> <li>○ Effective Teacher practice for Cognitive Engagement (2017 baseline)</li> <li>○ Teacher Student Relations</li> <li>○ Learner Characteristics and Disposition (2017 baseline)</li> <li>○ Social Engagement (2017 baseline)To maintain all measures in the Staff Opinion Survey (School Climate components) in the fourth quartile.</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal		
<b>12 Month Target 1.1</b>	To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2020.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	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>	To maximise learning, physical and emotional growth following a Covid-disrupted year of schooling in 2020.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority			
<b>Actions</b>	<b>FEEDBACK / DIFFERENTIATED LEARNING</b> Investigate effective feedback processes: <ul style="list-style-type: none"> <li>- to enhance teacher to student feedback</li> <li>- to develop student to teacher feedback</li> <li>- PLC work - emphasis on feedback and differentiated learning.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- To establish consistent and effective feedback processes across the school (agreed guidelines).</li> <li>- To have a whole-school collection of feedback response materials (stored centrally).</li> <li>- For staff and students to use feedback to communicate their learning and learning effectiveness (observable through termly classroom observations and analysis on agreed template on self-recorded lessons, and student survey data taken termly).</li> <li>- Maintain or improve Attitudes to School survey data (using 2019 as a baseline), with emphasis on areas showing links between student/teacher relationships, differentiated learning/challenging learning, and the provision of feedback. [2019 AtSS DATA = Student Voice &amp; Agency (92%), High expectations for Success (87.8%), Differentiated Learning Challenges (95.9%), Motivation and Interest (86.7%), and Stimulating Learning (93.9%)].</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation on feedback in classrooms at Cavendish Primary School.</li> <li>- Lesson observation checklists showing clear usage of feedback processes in all classrooms.</li> <li>- Student Attitudes to School and other survey data (as per baseline 2019 data above).</li> <li>- Survey data shows improvement in students' ability to articulate on feedback and awareness of themselves as learners.</li> <li>- Weekly planning shows evidence of differentiation and clear alignment with whole-school planners. Catering for high achievers evident in planning. Tutoring scheme included in planning.</li> <li>- PLC minutes and shared data.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Research and trial effective feedback processes: - to enhance teacher to student feedback - to develop student to teacher feedback		<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
To establish consistent and effective feedback processes across the school (agreed guidelines).		<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
To develop collection of feedback response materials (stored centrally).		<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Classroom observations to occur (using agreed protocols).		<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish and conduct termly student surveys to gauge understanding of feedback and awareness of themselves as learners. These will occur at the same time as classroom observations.		<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>	STRENGTHEN STUDENT VOICE AND ENGAGEMENT: Develop students' skills/language to better express their sense as a learner, well-being and connectedness to school.				

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders/Teachers will prioritise time to build student voice capabilities and opportunities in the school.</li> <li>- Teachers and students will develop and use shared and common language (feedback) to clearly and regularly express their positions as learners and individuals in the school setting.</li> <li>- Teachers will provide explicit modelling of student voice in feedback situations, and timetable regular opportunities for practice.</li> <li>- Students will be provided with instruction and opportunities to develop their skills in articulating their learning progress and well-being and connectedness to school.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documentation on shared and common language for staff and students to use to express themselves as learners.</li> <li>- Student Attitudes to School and other survey data (as per baseline 2019 data - see KIS 1a).</li> <li>- Termly survey data to show improvement in students' ability to articulate on feedback and awareness of themselves as learners.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff training on student voice.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Development of a shared and common language for use across the school in feedback sessions.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Explicit instruction on the process and language of feedback, and to regularly timetable opportunities to practice.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Establish and conduct termly student surveys to gauge understanding of feedback and awareness of themselves as learners (as part of KIS 1a)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
'I can' statements implemented across the school.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	REFLECTION: To reconnect with the school community and create opportunities for engagement and reflection prior to the school review.			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders / School Council to complete pre-review readings and/or professional learning opportunities.</li> <li>- Leaders will plan and prioritise time and resources for staff, students and families to reflect on Cavendish PS's Covid-19 response, as well as review the 2018-2021 Strategic Plan period.</li> <li>- Teachers, students and the wider community will be provided with opportunities to engage in the reflection and review processes.</li> <li>- School events will occur to welcome families and the wider community back into school life.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Cavendish PS's response to Covid-19 / remote learning is reviewed.</li> <li>- Documentary evidence of all meetings, surveys and engagements to be maintained.</li> <li>- All pre-review self-evaluation work completed by due date(s). Documentation and review participation will demonstrate prior opportunities for the whole school community to engage.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish a timetable to mark dates for reflection and review opportunities.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

				<input type="checkbox"/> Equity funding will be used
Pre-review professional reading and training.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00  <input type="checkbox"/> Equity funding will be used
Complete reflection and review surveys/meetings for staff, students and families.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete all pre-review self-assessment tasks by the required date(s).	<input checked="" type="checkbox"/> School Improvement Team	<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	\$1,500.00	\$1,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$1,500.00</b>	<b>\$1,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Classroom observations to occur (using agreed protocols).	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,500.00	\$1,000.00
<b>Totals</b>			<b>\$1,500.00</b>	<b>\$1,000.00</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
To establish consistent and effective feedback processes across the school (agreed guidelines).	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Classroom observations to occur (using agreed protocols).	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish and conduct termly student surveys to gauge understanding of feedback and awareness of themselves as learners. These will occur at the same time as classroom observations.	<input checked="" type="checkbox"/> All Staff	from: Term 2 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site