2021 Annual Implementation Plan

for improving student outcomes

Portland Bay School (5282)

Submitted for review by Steve Crossley (School Principal) on 09 February, 2021 at 03:40 PM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 09 February, 2021 at 03:51 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	There is a collective focus on the team to collaborate to achieve our school improvement goals. School goals are articulated through the Annual Improvement Plan which is consistent with professional learning plans, performance processes and collaboration strategies. The school has started PLC training which will continue through term 1 and 2 in 2021 and will act as a catalyst to extend collaborative practices and the inquiry approach to improvement.
Considerations for 2021	Dedicating a little more time to leadership in 2021 with the Assistant Principal coming out of the classroom 3-days per week. I think this will help our school improvement journey a lot as we distribute responsibility and approaches to accountability. The Mental Health practitioner program is exciting for the school as we can build up our expertise and deliver supports that cater for our students' needs. The Tutor program is an exciting program which we will value add to. We will use a leading teacher to deliver the program as a sort of mentoring/team teaching program in the classroom [By adding a teaching tutor to classrooms for 2 x 1hr

	sessions per week the class teacher:student ratio goes to 1:5 or lower during these sessions so all the students will effectively benefit from the program].
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.
Target 2.1	All students to show progress against their individual learning goals over a 12-month period. All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.
Key Improvement Strategy 2.a Curriculum planning and assessment	The school will develop personalised learning and support plans based around the Victorian Curriculum and the Victorian Certificate of Applied Learning. Professional learning, staff performance plans and investment in ITC will be a focus for school improvement.
Key Improvement Strategy 2.b Curriculum planning and assessment	A personalised approach to learning through collaboration between students, parents and staff to create goals and strategies linked to student needs and assessed to measure progress will support excellence in teaching.
Key Improvement Strategy 2.c	The school will develop capacity to use digital technologies to engage students and parents in learning and progress.

Building practice excellence	
Goal 3	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.
Target 3.1	The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).
Key Improvement Strategy 3.a Building leadership teams	Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways. Build collaboration and collective efficacy to explore innovative instructional practice of staff resulting in improved student outcomes.
Goal 4	To improve student engagement and well-being.
Target 4.1	100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS. Using Drummond's Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365). Using Drummond's Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975). The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Continued implementation and extension of the School Wide Positive Behaviour Support program will deliver student engagement, high expectations, inclusion and empowerment. Build student voice in the school community through opportunities for leadership, decision-making, self-determination, feedback and responsibility.

Goal 5	To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.
Target 5.1	Successfully move into the new school facilities in 2018. The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff. All secondary aged students involved in a school enterprise program. Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.
Key Improvement Strategy 5.a Building communities	New school planning with DET, architect, Portland PS and school community including transition to the new site and maximising resources available at the new site. Share the facilities with the community to support student outcomes.
Key Improvement Strategy 5.b Building communities	Develop entrepreneurial enterprise education projects that compliment academic programs and student need. Cooperate with other education organisations around the Henty St Education community Work to make and extend partnerships and connections between the school and community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	All students make progress in achieving their literacy, numeracy and personal learning goals in their 2021 ILPs.
Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.	No	All students to show progress against their individual learning goals over a 12-month period. All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.	
Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.	No	The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).	
To improve student engagement and well-being.	No	100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS.	

		Using Drummond's Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365). Using Drummond's Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975). The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).	
To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.	No	Successfully move into the new school facilities in 2018. The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff. All secondary aged students involved in a school enterprise program. Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	All students make progress in achieving their literacy, numeracy and personal learning goals in their 2021 ILPs.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2	Happy, active and healthy kids priority	Yes

Health and wellbeing		
KIS 3 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

Goal 1	2021 Priorities Goal
12 Month Target 1.1	All students make progress in achieving their literacy, numeracy and personal learning goals in their 2021 ILPs.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Implement the tutoring support program. 2. Embed structures to support staff collaboration to build the capacity of teaching and learning. Complete PLC professional learning program (commenced in Nov, 2020). 3. Implement the Mental Health practitioners in specialist schools program.
Outcomes	1. Students in need of targeted support will be identified and supported. 2. School leaders complete PLC professional learning program in semester 1, 2021. 3. Staff will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons [including PLTs / Area teams / Class teams].
Success Indicators	Data used to identify student need. Progress against ILP's. School completes the PLC training and embeds collaborative practice and assessment processes. School implements the mental health practitioners program.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Tutor support program is established and implemented: - timetable - student selection and criteria for selection - collaboration with classroom teachers	☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$40,541.00 ☐ Equity funding will be used

- individual goals in ILPs - meet DET expectations for the tutor program				
PLC leadership team will complete training and complete an inquiry.	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used
The Mental Health Practitioners program will be implemented - staff roles established - implementation strategies in place - school leadership and governance of the project established - DET briefing and professional learning undertaken as needed	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Plan and deliver the respectful relationships program. 2. Update RR Action plan 3. Re-establish the RR team with clear roles 4. Reboot lead school activities 5. Reboot active and health programs that were affected by covid lockdowns in 2020 including: horse riding, swimming, inter-school sport and camps.
Outcomes	Implement a respectful relationships curriculum throughout the school. Develop - Working Towards RR Foundation Learning materials. Establish sequenced learning materials for Junior, Middle and Senior schools; Including differentiated strategies at each level. Implement a professional learning program to support the above outcomes. All students participate in healthy and active curriculum options. Programs available include sailing, surfing, horse riding and equine therapy, bike riding and education, swimming, fundamental motor skills, occupational therapy, gardening, inter-school sport, school camps, art, hospitality, vocational education and community access programs.

Success Indicators	- Professional learning for all new leaders in RR and all new teaching staff - Termly RR news. - All partner schools have an RR action plan. - Respectful Rlshps Staff Survey (School Data Snapshot) - All items above the state average in 2021-22 survey. - All students participate in at least one healthy and active program each term [e.g. swimming, inter-school sport, sailing etc]. This is reported to parents/carers through at least one of see-saw, facebook, newsletter, SSG or student reports.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Establish new RR team Update RR Action plan Establish team roles Engage with partner schools Establish communication processes for within the school and with partners Develop an RR professional learning plan Develop Working towards RR Foundation Learning materials Implement differentiated program across the school area Activities for White Ribbon Day, IDAHOBIT, Wear It Purple Day, 16-days of Activism		☑ Leadership Team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority				
Actions	Student Voice - Student Choice Empower students to have a greater say in how they interact with their education. This is not a program in itself but rather a way of considering how we implement all programs in the school to consider the student voice and the student choice. Connect student voice-student choice with the school community through see-saw.				
Outcomes	Build the capacity of staff to understand the importance of empowering students through student voice, agency and leadership. Student voice and choice could be a focus of the school review in term 2, 2021. This could be an improvement strategy for the next strategic plan.				

	Student voice - student choice is visible to the school community.
Success Indicators	Student goals are visible to students. Middle and senior school students have opportunity for input to their learning. Staff collaborate to develop strategies to deliver empowerment to students. Other programs include student voice - student choice elements including respectful relationships, tutoring and the mental health program. At least 3-examples of student voice - student choice are visible to the student's carers through see-saw.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School Review - as part of our review we will focus on student voice as we think this could be a valuable strategy for our next strategic plan	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$161,722.27	$161,722.27
Grand Total	$161,722.27	$161,722.27

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Allied health professionals	from: Term 1 to: Term 4	☑ School-based staffing	$100,000.00	$100,000.00
Social safety/Well-being/Positive relationships	from: Term 1 to: Term 4	☑ School-based staffing	$31,722.27	$31,722.27
Authentic learning program	from: Term 1	☑ School-based staffing	$30,000.00	$30,000.00

	to: Term 4			
Totals			$161,722.27	$161,722.27

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC leadership team will complete training and complete an inquiry.	☑ PLC Leaders	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish new RR team Update RR Action plan Establish team roles Engage with partner schools Establish communication processes for within the school and with partners Develop an RR professional learning plan Develop Working towards RR Foundation Learning materials Implement differentiated program across the school area Activities for White Ribbon Day, IDAHOBIT, Wear It Purple Day, 16-days of Activism	☑ Leadership Team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Leadership partners ☑ School improvement partnerships	☑ On-site