



Virginia State School

2021 Annual Implementation Plan

Improvement Priority 1. Implement an explicit improvement agenda

Targets

Sharp, narrow Improvement Agenda collaboratively developed, communicated and monitored

Strategy: Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all staff and communicate with all staff.

Actions	Timeline	Responsible Officer(s)
Leadership Team to review and widely communicate 'Roles and Responsibilities' document, ensuring it reflects operational and strategic/improvement responsibilities	Term 1	Leanne Stewart

Strategy: Collaboratively develop a sharp, narrow, data based improvement agenda for VSS and communicate widely with school community

Actions	Timeline	Responsible Officer(s)
VSS to engage reflectively with EIB Review Feb 2021	Term 1	Leanne Stewart
Collaborate with Data Team, Leadership team and staff to develop and monitor student achievement targets reflecting the EIA	Ongoing	Leanne Stewart
Leadership Team use EIB Scoping Tool to create VSS Action Plan 2021	Term 1	Leanne Stewart
Leadership Team engage in professional reading and capability development activities relevant to EIA	Ongoing	Leanne Stewart

Improvement Priority 2. Analysis and discussion of data

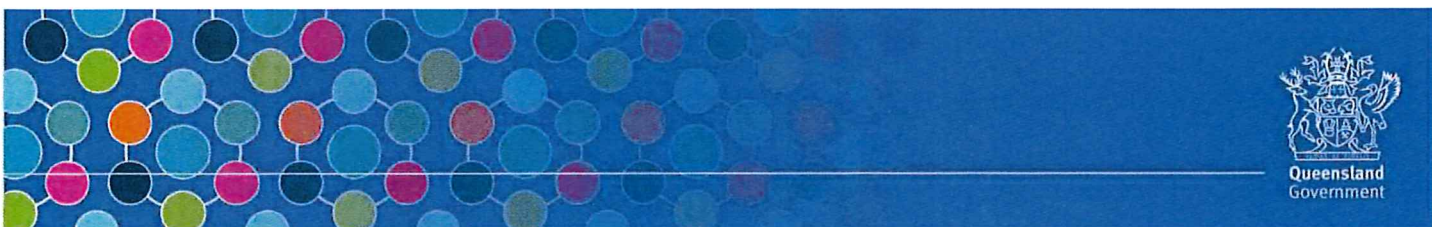
Targets

VSS data processes inform teaching practice and allocation of school resources

Achievement Targets developed: - 20% students P-6 'A' in English - 90% students P-6 'C' or above in English - 85% students P-2 achieve Regional Reading benchmarks - 43% students Yr5 U2B Writing

Strategy: Implement quarterly Case Management processes; teachers and leaders collaboratively identify and monitor target students; monitor class/year level and whole school data relating to English C and above/English A, Reading benchmarks P-2, Writing U2B Yr 5

Actions	Timeline	Responsible Officer(s)
Leadership Team refine 2020 VSS Case Management Process	Term 1	Rebecca Campbell
Principal and Deputy engage in Case Management meetings to identify and monitor target students and class achievement in English (Term 1 and 3)	Ongoing	Rebecca Campbell
Year level teams analyse cohort data relating to English 'A' achievement, 'C' and above achievement, Reading benchmarks (P-2) and Receptive achievement in English (Yr 4-6) - Term 2 and 4	Ongoing	Rebecca Campbell





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Improvement Priority 3. A school culture that promotes learning

Targets

VSS Student Code of Conduct - embedded consistently in all classrooms
School Opinion Survey - staff morale improvement

Strategy: Collaboratively develop, implement and monitor strategies to continually enhance the professional culture of the school and promote well-being.

Actions	Timeline	Responsible Officer(s)
Wellbeing Sub-committee to be developed from the Wellbeing Professional Learning Team, with a clear charter to promote staff wellbeing, a sense of belonging and positive team culture at VSS	Ongoing	Jodie Bird, Elizabeth Davis, Clare Palmer, Kate Young

Strategy: Continue to develop classroom cultures that promote student engagement, wellbeing and high expectations.

Actions	Timeline	Responsible Officer(s)
Embed new VSS Student Code of Conduct - PD in January, provision of consistent signage and resources for each room, ongoing collaboration regarding consistency and support for Tier 1,2,3 students	Ongoing	Rebecca Campbell

Improvement Priority 5. An expert teaching team

Targets

High level engagement with Curriculum Planning and moderation cycles
VSS Collegial Engagement Framework developed and enacted
All staff to engage in VSS APDP process with line manager - P,DP or BM
VSS Professional Learning Plan to reflect needs identified through APDPs and school EIA

Strategy: Continue to provide opportunities for all teachers to be involved in formalised, regular and timetabled planning and mentoring processes with the school to promote teacher clarity.

Actions	Timeline	Responsible Officer(s)
All teachers involved in quarterly planning sessions with HOD(C);	Ongoing	Rachel Guttler
Annual performance plan development Term 1 and 3 through 1:1 meetings with line managers (P,DP and BM)	Ongoing	Rebecca Campbell, Leanne Stewart





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Improvement Priority 5. An expert teaching team

Targets

High level engagement with Curriculum Planning and moderation cycles
 VSS Collegial Engagement Framework developed and enacted
 All staff to engage in VSS APDP process with line manager - P,DP or BM
 VSS Professional Learning Plan to reflect needs identified through APDPs and school EIA

Strategy: Develop and implement a Collegial Engagement Framework, endorsed by LCC, to embed a feedback culture into planning, teaching and assessment practices.

Actions	Timeline	Responsible Officer(s)
Develop Collegial Engagement Framework, outlining agreed schedule for Observations and Feedback and Learning Walk and Talks	Term 1	Rebecca Campbell, Rachel Guttler, Leanne Stewart
LCC to refine (if needed) and endorse VSS Collegial Engagement Framework, outlining agreed schedule for Observations and Feedback and Learning Walk and Talks	Term 2	Leanne Stewart
Teacher Observation and Feedback cycles Term 2 and 4	Ongoing	Rebecca Campbell, Leanne Stewart
Peer Observation and feedback cycle Term 3	Term 3	Rebecca Campbell

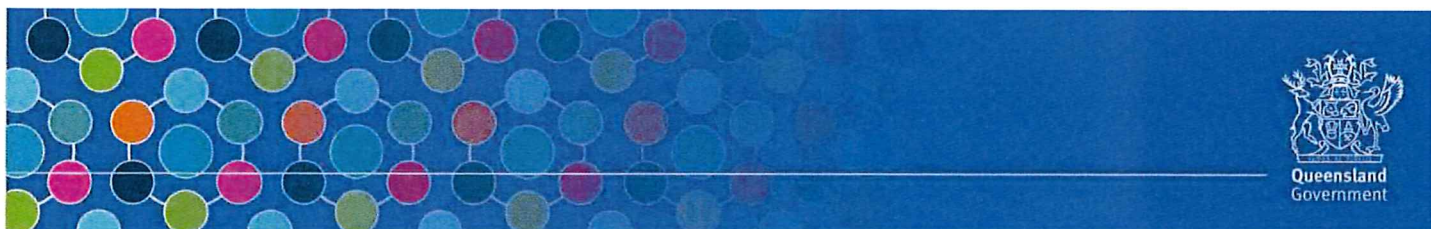
Improvement Priority 6. Systemic curriculum delivery

Targets

English Learning Area - high level confidence that intended Curriculum is enacted Curriculum

Strategy: Quality assure the school's enacted curriculum through the School Moderation Plan and planning meetings to ensure horizontal and vertical alignment of the curriculum within year levels and across years of schooling.

Actions	Timeline	Responsible Officer(s)
Quarterly curriculum planning cycles between year level teams and HOC, focussing on success criteria for 'A', 'B' and 'C' achievement levels; communicated to students through 'Bump it up' walls, etc	Ongoing	Rachel Guttler
Moderation processes enacted with integrity within and beyond VSS	Ongoing	Rachel Guttler
Data team and year level teams regularly analyse trend data for English LA	Ongoing	Rebecca Campbell, Rachel Guttler
Case Management processes focus on outcomes of intended curriculum	Ongoing	Rebecca Campbell, Leanne Stewart





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Improvement Priority 7. Differentiated teaching and learning

Targets

'Inclusion at VSS' guide developed to provide clarity around referral processes and available support
VSS support processes (including data based targeting of resources) are defined and widely communicated
Curriculum planning reflects differentiation and adjustment

Strategy:	Further embed strategies to ensure inclusive education practices at the school support an integrated approach for students with a disability and other students with diverse learning needs within the classroom setting.
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Actions	Timeline	Responsible Officer(s)
Teachers planning with support staff to develop student ICPs and PLPs;	Ongoing	Robyn Gale, Samantha McCauley, Kirsten O'Connor, Anne Richards
Inclusion PLT and Student Support Team to implement processes and key strategies for student support.	Ongoing	Robyn Gale, Samantha McCauley, Kirsten O'Connor, Anne Richards

Strategy:	Support classroom teachers in planning differentiated learning experiences using a school-wide consistent approach to ensure students are appropriately engaged, challenged and extended in their classroom learning.
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Actions	Timeline	Responsible Officer(s)
Planning for differentiation as part of regular planning process with HOC	Ongoing	Rachel Guttler
Learning Support and Special Education Program Teachers to support planning process for students with specific needs	Ongoing	Robyn Gale, Samantha McCauley, Kirsten O'Connor, Anne Richards
Classroom teachers to case manage students with specific needs in their class.	Ongoing	Rebecca Campbell, Leanne Stewart
Inclusion PLT to finalise 'Inclusion at VSS' guide, to articulate referral and support processes at VSS	Ongoing	Rachel Guttler

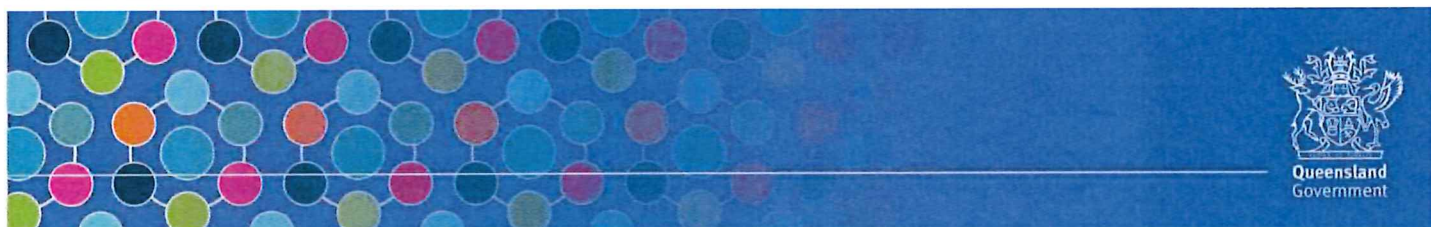
Improvement Priority 8. Effective pedagogical practices

Targets

Consistent VSS Pedagogical expectations for teaching of Reading and Writing are developed and implemented

Strategy:	Further refine and continue to implement the school's pedagogical approaches across the school.
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Actions	Timeline	Responsible Officer(s)
Teaching & Learning PLT to develop agreed VSS Pedagogical expectations for the teaching of English, based on High Impact Strategies/Visible Learning principles	Ongoing	Lynne Steele, Leanne Stewart





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Improvement Priority 8. Effective pedagogical practices

Targets		
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Consistent VSS Pedagogical expectations for teaching of Reading and Writing are developed and implemented

Strategy:	Engage with Metro Region's 'Writing Project' (led by HOC; identified teachers from Yr 4-6)
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Actions	Timeline	Responsible Officer(s)
Build on 2020 Writing Project - engagement with Metro Region initiative led by E Bullock/Bev Derewianka and HOC - identify and share best practice pedagogy for the teaching of writing across LAs	Ongoing	Rachel Guttler

Improvement Priority 10. Wellbeing

Targets		
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Positive feedback from School Opinion Survey.
Development of wellbeing framework
VSS Student Wellbeing Program developed

Strategy:	Develop and implement Staff Wellbeing Framework.
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Actions	Timeline	Responsible Officer(s)
Wellbeing PLT to continue to review current work in the wellbeing space for staff;	Ongoing	Helen Holleran
Develop Staff Wellbeing Framework;	Ongoing	Helen Holleran
Develop a Wellbeing Sub-committee from Wellbeing PLT to action and monitor the Staff Wellbeing Framework;	Ongoing	Leanne Stewart

Strategy:	Encourage positive and productive relationships with the parent community.
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Actions	Timeline	Responsible Officer(s)
Review current communication processes and recording of relevant information on OneSchool;	Ongoing	Principal, Deputy Principal
Share feedback for learning processes with parents during parent/teacher interviews to highlight student gains.	Ongoing	Principal, Deputy Principal
Inform parent group of changes within the Student Code of Conduct	Ongoing	Principal, Deputy Principal

Strategy:	Wellbeing PLT collaboratively to develop and trial VSS student wellbeing program, upscaling from 2020 Year 4 trial and other school wellbeing data sets
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Actions	Timeline	Responsible Officer(s)
Wellbeing PLT to finalise VSS Wellbeing Program, based on the trial in Yr 4 2020	Ongoing	Rebecca Campbell, Helen Holleran





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Endorsement

This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

2-3-2021.