

2021 Annual Implementation Plan

for improving student outcomes

Tawonga Primary School (2282)



Submitted for review by Kim Franzke (School Principal) on 19 February, 2021 at 12:59 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 26 February, 2021 at 09:10 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	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	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	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	Despite COVID student learning growth remains positive. Little variation can be made due to the interrupted year.
Considerations for 2021	2021 will see two new teachers to the school who do not know the cohort or school structures. Term 1 will be an important time for establishing expectations and taking the time for professional learning including observations and feedback in literacy and numeracy.
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	To improve learning growth for every student in literacy and numeracy.
Target 2.1	<p>To maintain/increase the percentage of students who are achieving above expected levels on Teacher Judgements in Literacy and Numeracy (Number and Algebra). Reading 47.7%, Speaking and Listening 24.4%, Writing 22.5 & and Numeracy (Number and Algebra) 37.2%.</p> <p>To reduce the percentage of students who are achieving below expected levels on Teacher Judgements in Literacy and Numeracy. Reading 11.4%, Speaking and Listening 2.4%, Writing 22.5 & and Numeracy (Number and Algebra) 11.6%.</p> <p>To reduce to zero the number of students achieving low relative growth in NAPLAN.</p> <p>Maintain or increase the percentage of students in the Top 2 Band in NAPLAN to be at or above 25% for all Domains (note small cohorts) Year 3: Reading 71%, Writing 25%, Grammar and Punctuation 57%, Spelling 14% and Numeracy 75%. Year 5: Reading 0%, Writing 0%, Grammar and Punctuation 75%, Spelling 25% and Numeracy 50%.</p> <p>Improve positive endorsement on the School Staff Survey for the following domains</p> <ol style="list-style-type: none"> 1. Teaching and Learning – all modules from 42.5 % in 2017 to at or above 80%. 2. Professional Learning from No data in 2017 to at or above 80%. 3. School Climate from 56.1% in 2017 to at or above 80%.

Key Improvement Strategy 2.a Building practice excellence	<ul style="list-style-type: none"> Foster consistency in instructional practice through shared and ongoing professional learning
Key Improvement Strategy 2.b Building practice excellence	<ul style="list-style-type: none"> Develop and implement a whole school, agreed instructional model that ensures high engagement and expectations for learners.
Goal 3	Increase student agency and ownership for learning.
Target 3.1	<p>Maintain or improve positive endorsement on the Student Attitudes to School for the following domains Learning Characteristics and Disposition (all factors at or above 85% in 2017, aim to above 95%) Effective Teaching Practice for Cognitive Engagement (all factors at or above in 2017, aim to be above 95%)</p> <p>Improve positive endorsement on the School Staff Survey for the following domains Teaching and Learning – Evaluation – Use student feedback to improve practice (2017 – 25%, aim to be above 80%)</p> <p>Improve positive endorsement on the Parent Opinion Survey for the following domains Student Cognitive Engagement (all factors range from 45% to 82% in 2017, aim to be all above 80%)</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<ul style="list-style-type: none"> Develop teaching and learning practices that increase student agency in taking ownership for learning.
Goal 4	Develop a school improvement culture through instructional and shared leadership.
Target 4.1	<p>Improve positive endorsement on the School Staff Survey for the following domains School Leadership from No data in 2017 to at or above 80% Professional Learning from No data in 2017 to at or above 80%</p> <p>Increase the participation rate in the Parent Opinion Survey from 27.5% to 60%</p> <p>Improve positive endorsement on the Parent Opinion Survey for the domains of Parent Community Engagement and School Ethos and Environment to be at or above 80%.</p> <p>2017 Benchmarks :</p> <ul style="list-style-type: none"> Parent Participation and Involvement 73% School Support 64% Teacher Communication 50% School Improvement 50%

	<ul style="list-style-type: none"> • School Pride and Confidence 60%
Key Improvement Strategy 4.a Building leadership teams	<ul style="list-style-type: none"> • Build a school improvement culture with effective communication and transparent practices that empowers and develops staff to improve educational outcomes for students
Key Improvement Strategy 4.b Building leadership teams	<ul style="list-style-type: none"> • Develop collaborative parental involvement, with clear expectations and effective communications to building the school community and support student learning across the whole community.

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>To reduce the number of students performing below the expected VELS levels on teacher judgements from Dec 2020 to Dec 2021 and increase the number of students performing 12 months or more above the expected level across the Reading, Writing and Maths (Number) domains using matched cohort data.</p> <p>Current students 31 (Preps to start At expected level)</p> <p>Reading 2020 below (4 students = 13%), 12+ above (15 students = 48%)</p> <p>Writing 2020 below (7 students = 23%), 12+ above (8 students - 26%)</p> <p>Maths number 2020 below (--%0, 12+ above (--%)+</p>
To improve learning growth for every student in literacy and numeracy.	No	<p>To maintain/increase the percentage of students who are achieving above expected levels on Teacher Judgements in Literacy and Numeracy (Number and Algebra). Reading 47.7%, Speaking and Listening 24.4%, Writing 22.5 & and Numeracy (Number and Algebra) 37.2%.</p> <p>To reduce the percentage of students who are achieving below expected levels on Teacher Judgements in Literacy and Numeracy. Reading 11.4%, Speaking and Listening 2.4%, Writing 22.5 & and Numeracy (Number and Algebra) 11.6%.</p>	

		<p>To reduce to zero the number of students achieving low relative growth in NAPLAN. Maintain or increase the percentage of students in the Top 2 Band in NAPLAN to be at or above 25% for all Domains (note small cohorts)</p> <p>Year 3: Reading 71%, Writing 25%, Grammar and Punctuation 57%, Spelling 14% and Numeracy 75%.</p> <p>Year 5: Reading 0%, Writing 0%, Grammar and Punctuation 75%, Spelling 25% and Numeracy 50%.</p> <p>Improve positive endorsement on the School Staff Survey for the following domains</p> <ol style="list-style-type: none"> 1. Teaching and Learning – all modules from 42.5 % in 2017 to at or above 80%. 2. Professional Learning from No data in 2017 to at or above 80%. 3. School Climate from 56.1% in 2017 to at or above 80%. 	
Increase student agency and ownership for learning.	No	<p>Maintain or improve positive endorsement on the Student Attitudes to School for the following domains</p> <p>Learning Characteristics and Disposition (all factors at or above 85% in 2017, aim to above 95%))</p> <p>Effective Teaching Practice for Cognitive Engagement (all factors at or above in 2017, aim to be above 95%)</p> <p>Improve positive endorsement on the School Staff Survey for the following domains</p> <p>Teaching and Learning – Evaluation – Use student feedback to improve practice (2017 – 25%, aim to be above 80%)</p> <p>Improve positive endorsement on the Parent Opinion Survey for the following domains</p> <p>Student Cognitive Engagement (all factors range from 45% to 82% in 2017, aim to be all above 80%)</p>	
Develop a school improvement culture through instructional and shared leadership.	No	<p>Improve positive endorsement on the School Staff Survey for the following domains</p> <p>School Leadership from No data in 2017 to at or above 80%</p> <p>Professional Learning from No data in 2017 to at or above 80%</p> <p>Increase the participation rate in the Parent Opinion Survey from 27.5% to 60%</p> <p>Improve positive endorsement on the Parent Opinion Survey for the domains of Parent Community Engagement and School Ethos and Environment to be at or above 80%.</p> <p>2017 Benchmarks :</p> <ul style="list-style-type: none"> ● Parent Participation and Involvement 73% ● School Support 64% ● Teacher Communication 50% ● School Improvement 50% ● School Pride and Confidence 60 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>To reduce the number of students performing below the expected VELS levels on teacher judgements from Dec 2020 to Dec 2021 and increase the number of students performing 12 months or more above the expected level across the Reading, Writing and Maths (Number) domains using matched cohort data.</p> <p>Current students 31 (Preps to start At expected level)</p> <p>Reading 2020 below (4 students = 13%), 12+ above (15 students = 48%)</p> <p>Writing 2020 below (7 students = 23%), 12+ above (8 students - 26%)</p> <p>Maths number 2020 below (0 students = 0%), 12+ above (31 students = 100%)</p> <p>School connectedness</p>	
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 Health and wellbeing	Happy, active and healthy kids priority	Yes
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	<p>To reduce the number of students performing below the expected VELS levels on teacher judgements from Dec 2020 to Dec 2021 and increase the number of students performing 12 months or more above the expected level across the Reading, Writing and Maths (Number) domains using matched cohort data.</p> <p>Current students 31 (Preps to start At expected level)</p> <p>Reading 2020 below (4 students = 13%), 12+ above (15 students = 48%)</p> <p>Writing 2020 below (7 students = 23%), 12+ above (8 students - 26%)</p> <p>Maths number 2020 below (--%0, 12+ above (--%)+</p> <p>School connectedness</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> * Plan whole school professional learning to support new staff to embed school instructional model. * Develop data literacy of whole staff to inform understanding of student needs and progress, and identify students requiring additional support. * Use existing Data Walls to set high expectation goals for all students. * Establish PLC structure to support teacher collaboration and reflection. * Establish a 1:1 targeted support program for identified students. * Priorities time for Case Management Meetings. * Identify and implement evidence based assessment tools.
Outcomes	<ul style="list-style-type: none"> * Teachers will know their students well and be able to accurately identify student learning needs. * Teacher will complete PLC training and have meet with SIP group to develop a plan moving forward. * Teachers and ES will consistency and explicitly implement the school's instructional model. * Data Walls will be updated each term for reading, writing and Maths. * The targeted 1;1 support program will be review twice a term. * New staff will feel confident using instructional model.

Success Indicators	<ul style="list-style-type: none"> * Classroom observations and learning walks to observe take up of professional learning. * Data Walls clear show student progress in learning gains. * Documentation and data from formative assessments. * Differentiated resources used in tailored support program. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal and teacher to complete PLC training with SIP team and develop a plan for continued PLC work	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Schedule time for Principal to model MSL and use of Multisensory Maths Manipulatives	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct regular Case Management Meetings to identify and target student support goals	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Update DATA Walls each term setting high expectation goals for each term and end of year	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a plan for students who will receive additional targeted support (RTI model)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Classroom observations and feedback session around instructional model eg MSL	<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
Assessment schedule is reviewed to ensure evidence based tools are being used	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish a whole school approach to social-emotional learning, belonging and engagement. Plan whole school professional learning to support the understanding and needs of the current and future cohort. Strengthen student relationships through peer and group learning activities. Develop a pastoral care approach through the Chaplaincy Program funding.			
Outcomes	School community will share a common understanding of the whole school approach to wellbeing. Teachers will integrate social-emotional learning into school practice, policies and programs. At-risk students will be identified and receive targeted support in a timely manner. Students will experience greater connectedness to peers, and school.			
Success Indicators	Shared professional learning goals documented in staff PDPs. Staff professional learning and shared reading is documented. IEP goals are being meet for identified students. Documentation of support services and communication processes regarding monitoring and escalating wellbeing concerns.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and/or develop school's wellbeing policies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan whole school professional learning for staff with wellbeing focus eg respectful relationships, ASD, hearing impairment, dyslexia, trauma etc.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Establish a wellbeing team with Chaplain and develop a plan with key priority actions.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
IEPs are developed for identified at risk students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish regular check-ins with families of at risk students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for PSD reviews (new students, current students and 6-7 review students). Develop a plan for successful transition support.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Plan for school facilities and ground works that will mean that the school is an engaging and safe place to be. Strengthen and embed digital learning in all classes. Strengthen relationships with parents/carers and conduct regular family events. Ensure a high level of opportunities for off-site learning for students.			
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/cares. Students and families will feel as though they belong and are seen/heard. Teachers will have strong relationships with students and families.			
Success Indicators	WHole school surveys (SSS, AToSS). Positive students survey data (internal surveys). Regular checks with families eg P/T meetings.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Review communication modes for effectiveness eg Facebook, Compass, newsletter etc.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Increase broader school connections through positive interactions eg Open Days, events, special guests.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Allocate time for termly Parent/Teacher meetings.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Routinely prioritise time to review engagement data and identify students and families at risk of disengagement.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review school buildings and grounds improvement plan and plan for existing and future works. Also finalise existing works eg Inclusive sandpit area, new car park, flag poles and garden planting.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop and implement a plan for students who will receive additional targeted support (RTI model)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Principal and teacher to complete PLC training with SIP team and develop a plan for continued PLC work	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Schedule time for Principal to model MSL and use of Multisensory Maths Manipulatives	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Plan whole school professional learning for staff with wellbeing focus eg respectful relationships, ASD, hearing impairment, dyslexia, trauma etc.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site