

# **2021 Annual Implementation Plan**

## **for improving student outcomes**

Tallarook Primary School (1488)



Submitted for review by Lynette Robbets (School Principal) on 28 January, 2021 at 01:14 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 28 January, 2021 at 04:57 PM  
Awaiting endorsement by School Council President

## 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
<b>Professional leadership</b>	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

<b>Enter your reflective comments</b>	Leaders and teachers consistently use school's instructional model and high impact teaching strategies in response to students' needs. Audit of the curriculum plan completed to cater for student contribution in term planning.
<b>Considerations for 2021</b>	Leader to continue monitoring the impact the high-impact teaching strategies are having in improving student learning while also promoting and encouraging staff participation in COP to share practice and learn from other schools (Top Ten Mathematics). Teachers to make time to engage in reciprocal observation, discussing feedback and identifying future development priorities to refine practice and share expertise. Students to provide feedback to teachers on the effectiveness of teaching and learning strategies and teachers to adapt their practice accordingly.
<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> 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 maximise the learning growth for every student in numeracy
<b>Target 2.1</b>	<p>By 2023:</p> <ul style="list-style-type: none"> <li>• All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards.</li> <li>• All students in Years 5 to be at or above NAPLAN benchmark growth.</li> <li>• Maintaining the same number of students in the top two bands from Year 3 to 5.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Document and embed a sequential curriculum in numeracy, linked to assessment practices
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based pedagogy

<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capability to use High Impact Teaching Strategies
<b>Key Improvement Strategy 2.d</b> Evaluating impact on learning	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress
<b>Goal 3</b>	To maximise the learning growth of all students in literacy
<b>Target 3.1</b>	By 2023: <ul style="list-style-type: none"> <li>• All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards.</li> <li>• All students in Years 5 to be at or above NAPLAN benchmark growth.</li> <li>• Maintaining the same number of students in the top two bands from Year 3 to 5.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Document and embed a sequential curriculum in literacy, linked to assessment practices
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based pedagogy
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Build teacher capability to use High Impact Teaching Strategies
<b>Key Improvement Strategy 3.d</b> Evaluating impact on learning	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress

<b>Goal 4</b>	To strengthen student engagement in learning
<b>Target 4.1</b>	<p>By 2023:</p> <p>Improve the positive percentage endorsement in the ATOSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Attitudes to attendance from 74% (2018) to 80% (2023)</i></li> <li>• Student voice and agency from 52% (2018) to 70% (2023)</li> <li>• Stimulated learning from 54% (2018) to 70% (2023)</li> <li>• Motivation and interest from 69% (2018) to 75% (2023)</li> <li>• Sense of connectedness from 55% (2018) to 70% (2023).</li> </ul>
<b>Target 4.2</b>	<p>By 2023:</p> <p>Improve the positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Student voice &amp; agency from 90% (2018) to 95% (2023)</i></li> <li>• Stimulating learning from 80% (2018) to 85% (2023).</li> </ul>
<b>Target 4.3</b>	<p>By 2023:</p> <ul style="list-style-type: none"> <li>• Reduce the percentage of students with more than 20 + days absence from 42% (2018) to 25% (2023).</li> </ul>
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered
<b>Key Improvement Strategy 4.b</b>	Embed regular staff, student and parent feedback processes utilising goal setting to build student engagement

Setting expectations and promoting inclusion

## 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	All students to achieve at least 12 months growth in English and Mathematics
To maximise the learning growth for every student in numeracy	No	By 2023: <ul style="list-style-type: none"> <li>• All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards.</li> <li>• All students in Years 5 to be at or above NAPLAN benchmark growth.</li> <li>• Maintaining the same number of students in the top two bands from Year 3 to 5.</li> </ul>	
To maximise the learning growth of all students in literacy	No	By 2023: <ul style="list-style-type: none"> <li>• All students will achieve at least 12 months growth in 12 months measured by teacher judgements against the Victorian Curriculum standards.</li> <li>• All students in Years 5 to be at or above NAPLAN benchmark growth.</li> <li>• Maintaining the same number of students in the top two bands from Year 3 to 5.</li> </ul>	

To strengthen student engagement in learning	No	<p>By 2023:</p> <p>Improve the positive percentage endorsement in the ATOSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Attitudes to attendance from 74% (2018) to 80% (2023)</i></li> <li>• Student voice and agency from 52% (2018) to 70% (2023)</li> <li>• Stimulated learning from 54% (2018) to 70% (2023)</li> <li>• Motivation and interest from 69% (2018) to 75% (2023)</li> <li>• Sense of connectedness from 55% (2018) to 70% (2023).</li> </ul>	
		<p>By 2023:</p> <p>Improve the positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Student voice &amp; agency from 90% (2018) to 95% (2023)</i></li> <li>• Stimulating learning from 80% (2018) to 85% (2023).</li> </ul>	
		<p>By 2023:</p> <ul style="list-style-type: none"> <li>• Reduce the percentage of students with more than 20 + days absence from 42% (2018) to 25% (2023).</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	All students to achieve at least 12 months growth in English and Mathematics	
<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>	All students to achieve at least 12 months growth in English and Mathematics
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement an effective assessment plan that monitors and tracks student growth</li> <li>2. Utilise TLI to implement an effective intervention/extension program</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss their learning strengths and their next point of learning Collect relevant evidence to demonstrate progress towards achieving their goals Actively engage in tasks at their point of need as a result of assessment data and/or intervention/extension strategies Discuss their growth over time using personal goals and assessment outcomes</li> <li>2. Have opportunities to participate in intervention/extension programs in English and Mathematics Be challenged at individual point of need Experience success and celebrate achievement of learning goals</li> </ol> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Implement the school wide assessment plan with fidelity Match students to the Victorian Curriculum to identify strengths and next point of learning Confer with students to set goals based on assessment data Regularly update data walls Use data to plan for explicit teaching Co-create IEPs with students, parents and Tutor</li> <li>2. Identify students in need of targeted intervention/extension</li> </ol>

	<p>Co-create, monitor and update IEPs for students receiving intervention/extension Work closely with Tutor to ensure effective instructional model followed</p> <p>Leaders will:</p> <p>1. Lead the development and implementation of the assessment plan Lead staff in professional learning on assessment with a focus on formative assessment Use SIT to monitor student growth and staff capacity in curriculum in order to determine differentiated support, as required</p> <p>2. Use data to monitor effectiveness of intervention/extension strategies, including Tutor Learning Initiative Monitor impact at SIT and adjust strategies, as required Monitor implementation of IEPs</p>			
<b>Success Indicators</b>	<p>Teacher judgement data on Semester 1 and 2 reports NAPLAN Assessment data as outlined in the assessment schedule Regularly updated IEPs Student reflections on goals</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Collate 2020 assessment data to determine students for intervention/extension	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Revise assessment plan and implement to ensure data is used to inform teaching and learning and goal setting	<input checked="" type="checkbox"/> All Staff <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
School timetable is designed to include support for intervention/extension (including tutor/teacher collaboration time)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,600.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Embed the use of conferencing strategies and small group teaching to provide effective feedback and support students to recognise success and identify next step of learning	<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
Review the use of formative assessment to inform practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and implement professional learning schedule to support use of data literacy and build curriculum knowledge of staff, focusing on Mathematics	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	1. Enhance the school's approach to wellbeing 2. Improve attendance practices by developing and implementing student voice and agency into curriculum planning			
<b>Outcomes</b>	Students will: 1. Feel supported and engaged in class Discuss how they are feeling and reach out for support Build resilience and strong relationships with peers Demonstrate a growth mindset			

	<p>2. Attend school regularly and punctually Articulate why it's important to be at school Participate in meetings with staff to provide feedback on interest areas in units of work Contribute to term planning</p> <p>Teachers will:</p> <p>1. Share and be able to articulate a common understanding of whole school approach to wellbeing Explicitly teach SEL while modeling those behaviors and monitoring student mental health</p> <p>2. Promote 'everyday counts' by engaging in conversations to enhance student attendance Build relationships with all students and families Create learning environments that promote, model and teach growth mindset principles and SEL Co-create systems for collection of feedback and teach students to use them Provide opportunities for student agency and voice in units of work</p> <p>Leaders will:</p> <p>1. Establish resources and practices to support the implementation of SEL Resource and monitor the effectiveness of supports provided Connect students and families to allied health and mental health services</p> <p>2. Review and enhance current attendance practices Monitor attendance and liaise with teachers around perceived attendance issues Promote attendance strategies, share attendance data and attendance successes Provide professional learning on student agency</p>
<p><b>Success Indicators</b></p>	<p>SEL lesson plans Classroom artefacts Student engagement in wellbeing programs Reduced student absence data Attitude to School Survey Data:</p>

Parent Opinion Survey Data:				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement SEL scope and sequence and plan regular SEL lessons using LifeSkills Go and Respectful Relationships resources	<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
Review processes for developing and tracking student agency and voice	<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
Review attendance processes and provide professional learning for staff on implementation	<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
Promote importance of attendance on ClassDojo and school website	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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>	<ol style="list-style-type: none"> <li>1. Strengthen and embed the school wide approaches to communication with parents</li> <li>2. Establish and strengthen links with neighboring school (Tooborac)</li> </ol>			

<p><b>Outcomes</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Invite families to school events Share learning on ClassDojo Participate in school projects with community involvement</li> <li>2. Actively engage in learning and social opportunities Build relationships with students from neighboring schools</li> </ol> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Reflect on successes of 2020 to proactively build relationships with families Co-create expectations for communication with families Consistently implement communication strategies</li> <li>2. Actively engage in professional learning for developing curriculum knowledge (mathematics) and moderation (writing) Plan at point of need as a result of ongoing monitoring of student growth Participate in reciprocal observations and feedback to improve classroom practice</li> </ol> <p>Leaders will:</p> <ol style="list-style-type: none"> <li>1. Monitor and reflect on impact of communication in 2021 Lead the development of a proactive communication strategy Monitor the impact of updated strategies Celebrate successes and future opportunities with staff and families</li> <li>2. Lead staff in professional learning to develop curriculum knowledge Lead staff in developing an instructional model for mathematics Conduct classroom observations and learning walks to observe take up of professional learning strategies</li> </ol>
<p><b>Success Indicators</b></p>	<p>Parent attendance at events Communication of expectations documentation Parent surveys Participation in combined school professional learning and moderation</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explore and promote opportunities for parents to be invited into the school to share student learning eg: ClassDojo comments, assembly, termly showcase of learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Revisit communication document in light of successes of 2020 - update and publish	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Plan whole school events such as Meet and Greet, parent forums, family events (STEM nights) and end of year celebrations	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Regular ClassDojo/website sharing to communicate what students are doing during the school day	<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
Plan for and schedule professional learning in school and with neighboring school in area of mathematics	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish clear processes and timelines for moderation of writing with neighboring school and ensure implementation thereof	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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