

2021 Annual Implementation Plan

for improving student outcomes
Goornong Primary School (1598)



Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1a) For at least 80% of students in Grades 1-6 to make at or above the expected level of growth based on the following data sources: Reading - F&P BAS; Maths Essential Assessment Number & Algebra General All assessment; Writing - Teacher Judgements in writing (Dec 2020 - Dec 2021).</p> <p>1b) To make the following percentage increases on the 2021 Student Attitudes to School Survey: Stimulated learning: from 75% (2019) to 80%. Motivation and interest: from 80% (2019) to 85%. Sense of confidence: from 73% (2019) to 78%.</p> <p>1c) To maintain the following percent endorsement on the Parent Opinion Survey: School communication: 92% (2019) to 92%. Teacher communication: 100% (2019) to 100%.</p>

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>1a.a) Implement the Tutor Learning Initiative to support students who have not made the expected learning growth in 2020.</p> <p>1a.b) Enhance teacher capacity to implement effective Teaching Practices (strategy groups) into reading lessons.</p>
Outcomes	<p>1a.a) Leaders will monitor student learning from tracking documents and update data walls.</p> <p>1a.a) Teachers will work collaboratively with the tutor in planning for and assessing students identified to participate in the small group tutoring program.</p> <p>1a.a) Teachers will establish intervention/small group tutoring programs.</p> <p>1a.a) Students will receive targeted academic support or intervention if identified for tutor support.</p> <p>1a.a) Students will know what their next steps are to progress their learning.</p> <p>1a.b) The Principal will:</p> <ul style="list-style-type: none"> *Be an active learner with the teachers. *Enhance their own capacity to lead improved instructional practice. *Establish an effective structure for staff professional development through PLTs to support teachers with this work. <p>1a.b) Teachers will:</p> <ul style="list-style-type: none"> *Have a greater knowledge and understanding of Teaching Practices as outlined in the Literacy Teaching Toolkit. *Enhance their capacity to implement these Teaching Practices into their reading lessons. *Enhance their capacity to provide specific and actionable feedback to students during strategy groups. <p>1a.b) Students will:</p>

	<p>*Improve their Reading skills based on the F&P BAS Assessment data.</p> <p>*Increase their understanding of the routines and expectations for the different strategy groups.</p> <p>*Be able to articulate what they are learning, how they are going and what the next steps are for their learning in Reading.</p>			
Success Indicators	<p>1a.a) Teachers' evidence of data sharing between tutors and teachers eg: through IEPs, teacher notes and observations.</p> <p>1a.a) Teachers' formative assessment data and teacher judgement data will demonstrate growth for all students in the tutoring program.</p> <p>1a.a) Tutor's\ fortnightly update to the principal on the progress of each student in the tutoring program.</p> <p>1a.a) Tracking documents and data walls of student progression and growth.</p> <p>1a.a) Student work samples and assessment records that show progression and growth.</p> <p>1a.b) Teacher lesson plans show evidence of strategy groups.</p> <p>1a.b) Peer observations and learning walks show evidence of strategy groups.</p> <p>1a.b) Weekly records from EIL show evidence of coaching/modelling and progress of implementing strategy groups.</p> <p>1a.b) Video recordings of best practice for each strategy group.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1a.a) Implement a tutoring program for students identified as not making expected learning gain in 2020.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used
1a.a) Appointment of suitable staff to tutor program.	<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
1a.a) Development of a clear role statement for the teacher in the tutor role.	<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
1a.a) Develop a schedule to regularly collect and input student learning progress data, including students' data from the small group tutoring program onto classroom tracking documents and whole school data walls.	<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
1a.a) Identify students who did not make the expected learning gain in 2020 to be included in the tutor program. Use F&P, NFA, Teacher Judgements, On-Demand, Essential Assessments and Writing Moderation data to support with this.	<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
1a.a) Development of ILPs for students within the tutoring support program. These will identify the goals and strategies for these students and be developed in conjunction with parents.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
1a.a) Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<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
1a.a) Develop a timetable and structure for the tutor learning program based on two days per week for 26 weeks. Timetable small group, in-class, out-of-class, hybrid and one-to-one intervention based on the needs of the students in the tutor program.	<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
1a.b) Work with Education Improvement Leader to establish 5 week plans for the professional development and support of teachers with regards to Reading Teaching Practices (strategy groups).	<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
1a.b) Education Improvement Leader to support teachers with implementing effective Reading Teaching Practices (strategy groups) through weekly coaching.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
1a.b) Support teachers to lead staff professional learning on the Literacy Teaching Toolkit as part of PLTs.	<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
1a.b) Conduct Peer Observations each Term with a focus on strategy groups and Reading Teaching Practices.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
1a.b) Support teachers through EIL and PLTs to understand the purpose of each strategy group and how to identify the right strategy group to meet the needs of students based on assessment data.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Network Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
1a.b) Create a video resource of Goornong PS teachers conducting the strategy groups as a reference for consistency across the school.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	1b) Build opportunities that activate student voice and agency in learning.			
Outcomes	<p>1b) The Principal will: *Establish effective processes for Student Voice within the school. *Support teachers to create opportunities for students to exercise agency in their learning. *Reflect on feedback from students as part of Student Voice initiatives and monitor actions.</p> <p>1b) Teachers will: *Enhance their knowledge of strategies for students to exercise voice and agency in their learning. *Reflect on feedback from students as part of Student Voice initiatives.</p> <p>1b) Students will: *Have a greater sense of student voice (leadership and decision-making) within the school. *Will be able to identify strategies for agency in their learning.</p>			
Success Indicators	<p>1b) Evidence of student surveys related to Student Voice. 1b) Teacher P&D Plans - goals, strategies and milestones related to student voice and agency. 1b) Student Attitudes to School Survey results. 1b) Notes from SVT meetings. 1b) Artifacts and documentation from classrooms showing evidence of student agency. 1b) Observations and notes from learning walks.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1b) Incorporate Student Voice priority into staff PDPs.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
1b) Engage staff in professional reading regarding student agency and self-regulation. Use Amplify resource for support.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
1b) Establish Student Voice Teams. Timetable regular opportunities for Student Voice Teams to meet.	<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
1b) Prioritise time for Student Voice Teams to unpack the Student Attitudes to School Survey results with the principal once they become available. SVTs and principal then implement and monitor agreed actions.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

			to: Term 3	
1b) Prioritise time for Student Voice Teams to unpack school-based student surveys related to instructional priorities (eg: numeracy, HITS) and monitor agreed actions as a result of this.	<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
1b) Support teachers to implement opportunities for student agency and self-regulation into their classrooms. Use Amplify resource for support.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	1c) Strengthen the educational partnership between parents and the school, with a focus on Home Reading.			
Outcomes	<p>1c) The Principal and Teachers will: *Develop their understanding of some of the enablers and barriers for students reading at home.</p> <p>1c) Students will: *Develop a love of sharing text with their family. *Read at home on a consistent bases (aiming for 4-5 times per week).</p> <p>1c) Parents will: *Develop a love of sharing text with their child. *Establish a routine at home that supports consistent reading at home.</p>			
Success Indicators	<p>1c) Students' Home Reading Diaries are signed by parents and include communication between teachers-parents regarding the student's reading.</p> <p>1c) Home reading video exemplars are created and published on the school website.</p> <p>1c) Teacher's have created documents to support parents in listening to their child read at home.</p> <p>1c) Newsletter entries regarding Home Reading.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1c) Provide each student with a Home Reading Diary at the beginning of the year and explain to students and parents its purpose and the expectations for use.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$300.00 <input type="checkbox"/> Equity funding will be used
1c) Communicate with the school community via the newsletter and Term 1 Parent-Teacher Interview the expectations for Home Reading.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
1c) Support parents to effectively listen to their child read by providing support materials and video resources.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
1c) Recognise students who are regularly reading at home via assemblies and in the school newsletter.	<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
1c) Publish classrooms updates regarding Home reading tallies in the school newsletter to further engage students and families.	<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