

2021 Annual Implementation Plan

for improving student outcomes

Tanjil South Primary School (2840)



Submitted for review by Robert Tinker (School Principal) on 19 October, 2020 at 02:49 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 19 October, 2020 at 05:29 PM
Endorsed by Gary Gobbett (School Council President) on 20 October, 2020 at 03:36 PM

Self-evaluation Summary - 2021

Tanjil South Primary School (2840)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Evolving	Classroom observation, explicit teaching time devoted to Science, teacher upskilling on adaptive online programs for English and Mathematics. development of an whole school Science curriculum plan.
	Curriculum planning and assessment	Emerging	
	Evidence-based high-impact teaching strategies	Emerging	
	Evaluating impact on learning	Emerging moving towards Evolving	

Professional leadership	Building leadership teams	Emerging	
	Instructional and shared leadership	Emerging moving towards Evolving	
	Strategic resource management	Evolving	
	Vision, values and culture	Emerging moving towards 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	Emerging	
	Global citizenship	Emerging moving towards Evolving	
	Networks with schools, services and agencies	Emerging	
	Parents and carers as partners	Evolving	

Enter your reflective comments	<p>The main focus for our AIP this year was developing a science curriculum plan for an whole school setting. This was assisted greatly by participation in the Primary Maths and Science Specialist program offered by the Department over a two-year period. Within that structure there was a lot of pressure to adopt the Five Es model for Science teaching and Learning and units dealing with assessment. In a small school setting, with the range of students spreading from pre-prep to post Grade 6 involved in every lesson, the learning goals and assessment processes did not match what might occur in larger schools with more generic cohorts. With a plan that covers over 80 separate concepts over more than a two-year cycle, the focus at Tanjil South was more about instilling an excitement and drive to learn more about science than formally assessing what individuals might know. With one session each week on one of the score of concepts, there isn't an opportunity to go into great depth as may happen in schools that can spread these concepts over a seven-year period. On the whole, all students are enthusiastic to come in and participate fully in science lessons, so in this we have achieved our goal.</p>
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<p>Considerations for 2021</p>	<p>Next year the current grade 6 cohort will have moved on to Year 7. Two of these students are well advanced. Those remaining in the senior grade are either at or below expectations for reasons previously stated, and they will be joined by the more capable students coming into grade 3. The end result will be a junior class, but the senior students will all be operating at a middle school level. Maintaining the differentiated pathways through the online programs will be the most beneficial way to accommodate their learning needs and so funding the annual hosting of these programs will be required. The science curriculum plan has been designed in a way that any teacher can pick it up and provide a reasonable lesson for each concept. each concept has a Bill Nye The Science Guy episode for teachers to upskill their own knowledge and also to use within lessons as required. All activities, videos and the actual curriculum plans are in digital form on the Network and can be added to as the program evolves.</p>
<p>Documents that support this plan</p>	<p>Sample of digital resources Biological Science.jpg (0.09 MB) Sample Reading Plus Assessment Record.jpg (0.18 MB)</p>

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 maximize learning outcomes for all students with a focus on Numeracy
Target 2.1	<p>Increase the percentage of students achieving high relative growth in all assessments. Common assessment tasks reached at 80% or above</p> <p>Increase the number of students achieving medium to high growth in NAPLAN.</p> <p>Embed individual student goal setting into the school curriculum and assessment with the use of ILP's for every student</p> <p>Increase the percentage (90%+) of students achieving a C or above in the Vic curriculum assessments</p>
Key Improvement Strategy 2.a	- Develop and document an agreed instructional model to be used across all schools within the Moe Small Schools Cluster.

Building practice excellence	
Key Improvement Strategy 2.b Curriculum planning and assessment	- Develop Pre and Post assessments for Numeracy within TSPS as well as CATs at a cluster level.
Goal 3	To empower students to take greater responsibility for their learning
Target 3.1	- Vic curriculum meeting C or above in Number - Enter the Moe smalls school cluster to build teacher capacity and engagement
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	- Develop a strategy to promote increased levels of student voice and leadership utilizing goal setting and student feedback
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	- Introduction of the Fisher and Frey Gradual release instructional model, that enables cognitive work from students, to shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.
Goal 4	Develop School vision and values to ensure students access a safe, happy and stimulating learning environment.
Target 4.1	- Improve Students levels of resilience with the selected survey (Pivot for example). - By 2018 our core vision and values are supported by the community.

Key Improvement Strategy 4.a Health and wellbeing	Inclusion of timetabled provision of the Respectful Relationships program for the whole school.
Goal 5	Create a sustainable school, develop communities confidence and pride.
Target 5.1	- Build student numbers in the school from 13 (2017) to 22+ (2020)
Key Improvement Strategy 5.a Networks with schools, services and agencies	Increase exposure of special school activities through media outlets and invite pre-schools with feeder potential to school incursions.
Goal 6	To develop a two-year curriculum plan for Science that caters for composite classes and most likely whole-school curriculum delivery.
Target 6.1	Develop a two-year cycle roadmap of Science/STEM provision. Investigate and trial PAT Science testing as a form of benchmarking achievement in Science. Begin to develop reusable resources over time that apply to tasks required within the curriculum plan.
Key Improvement Strategy 6.a Building practice excellence	Participation in the Primary Maths Science Specialist program.

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>Each individual student's learning pathway will show at least one year or expected growth. Student survey developed by the school shows increased levels of engagement over the course of the year. Increase enrolments through promotion strategies in the wider community.</p>
To maximize learning outcomes for all students with a focus on Numeracy	No	<p>Increase the percentage of students achieving high relative growth in all assessments. Common assessment tasks reached at 80% or above</p> <p>Increase the number of students achieving medium to high growth in NAPLAN.</p> <p>Embed individual student goal setting into the school curriculum and assessment with the use of ILP's for every student</p> <p>Increase the percentage (90%+) of students achieving a C or above in the Vic curriculum assessments</p>	

To empower students to take greater responsibility for their learning	No	<ul style="list-style-type: none"> - Vic curriculum meeting C or above in Number - Enter the Moe smalls school cluster to build teacher capacity and engagement 	
Develop School vision and values to ensure students access a safe, happy and stimulating learning environment.	No	<ul style="list-style-type: none"> - Improve Students levels of resilience with the selected survey (Pivot for example). - By 2018 our core vision and values are supported by the community. 	
Create a sustainable school, develop communities confidence and pride.	No	<ul style="list-style-type: none"> - Build student numbers in the school from 13 (2017) to 22+ (2020) 	
To develop a two-year curriculum plan for Science that caters for composite classes and most likely whole-school curriculum delivery.	No	<ul style="list-style-type: none"> Develop a two-year cycle roadmap of Science/STEM provision. Investigate and trial PAT Science testing as a form of benchmarking achievement in Science. Begin to develop reusable resources over time that apply to tasks required within the curriculum plan. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Each individual student's learning pathway will show at least one year or expected growth. Student survey developed by the school shows increased levels of engagement over the course of the year. Increase enrolments through promotion strategies in the wider community.	
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	Each individual student's learning pathway will show at least one year or expected growth. Student survey developed by the school shows increased levels of engagement over the course of the year. Increase enrolments through promotion strategies in the wider community.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Continue to utilise current online adaptive programs in Maths and English. Investigate other adaptive digital programs as they arise and evaluate against current status. All student to have an individualised pathway of learning which is regularly monitored by teachers. Use catch-up learning funding for acceleration of remedial and advanced students.			
Outcomes	Improve student motivation by providing opportunities for success as benchmarked against their own abilities. All students will register acceptable growth along their learning pathway throughout the course of the year. Teachers to involve students in individual and group goal setting targets.			
Success Indicators	Benchmark data for English and Maths. Digital reports from online programs. Teacher judgements.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Renew online program hosting fees.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Map individualised learning pathways for each student.	<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
Search for new or advanced digital adaptive tools for English and Maths to ensure the most up to date programs are in use.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Develop a repeatable student survey based on DET resources. Administer survey once per term. Involve students in analysis of the data, strengths and areas for improvement. Establish a Junior School Council as an opportunity for Student Voice.			
Outcomes	Students felt empowered to share their thoughts about what things are working or not working within the school. Teachers use student feedback to plan for improvements in school operations and in teaching and learning. Junior School Council reports to the general school council about projects or data analysis from survey results.			
Success Indicators	Growth in school survey results. maintained strong outcomes in the Student Attitude to School Survey.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a repeatable student survey about happy active and healthy kids priority.	<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

Establish a Junior school council that has representation on the general school council each meeting.	<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
KIS 3 Building communities	Connected schools priority			
Actions	Develop a marketing and promotional strategy to increase community awareness of the school. Implement the strategy with the support of parents.			
Outcomes	Increased community awareness of the school's presence and the concept of an alternative setting.			
Success Indicators	Increased enrolments for 2022 above 20.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop marketing promotions strategies such as; newspaper exposure, radio, pamphlet drops etc.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" 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	\$7,000.00	\$7,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$7,000.00	\$7,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Renew online program hosting fees.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00
Search for new or advanced digital adaptive tools for English and Maths to ensure the most up to date programs are in use.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Develop marketing promotions strategies such as; newspaper exposure, radio, pamphlet drops etc.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Other Promotional materials, advertising fees etc.	\$2,000.00	\$2,000.00
Totals			\$7,000.00	\$7,000.00

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
Search for new or advanced digital adaptive tools for English and Maths to ensure the most up to date programs are in use.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site