

2019 Annual Implementation Plan

for improving student outcomes

Taylors Lakes Primary School (5258)



Submitted for review by Helen Ioannou (School Principal) on 07 November, 2018 at 02:07 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 02 December, 2018 at 08:36 AM
Endorsed by Shane Huntington (School Council President) on 06 February, 2019 at 07:10 AM

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards 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	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	<p>Excellence in Teaching and Learning Recent focus on FISO and the Victorian Curriculum has led to strength in our planning documents and understanding of the curriculum by staff. We have built a good professional learning program with a focus on differentiation and ILPs to support and extend students. Collegiality and shared knowledge has improved. Our plan moving forward is to increase focus on understanding and implementation of the HITS. We have a strong program of teacher coaching and modelling in maths and english and will look to implementing a similar program for reading.</p> <p>Professional Leadership We are focussed on teacher professional learning to improve student engagement outcomes. We have strong collegiality and sharing between professional learning teams which can strengthen engagement and outcomes. Teachers are given opportunities to develop their career through external professional learning. The principal and leadership team ensures that the goals of the SSP and AIP priorities are achieved through embedding relevant actions and goals.</p> <p>Positive Climate for Learning</p>
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	<p>In the FISO priority of Positive Climate for Learning we placed our school as Emerging moving towards Evolving on the Continua. Throughout the self-evaluation process we found that in order to move along the Continua to Evolving our school needs to develop programs which will focus on empowering students through student voice and agency and feedback. A range of opportunities needs to be developed in order for students to contribute to their learning. We will continue to develop the school's health, wellbeing, inclusion and engagement programs and policies.</p> <p>Community Engagement in Learning In the FISO priority of Community Engagement in Learning we placed our school as Evolving on the Continua. Areas such as global citizenship, networks with other services and agencies and parents and carers as partners continue to be a focus for our school.</p>
<p>Considerations for 2019</p>	<p>Consideration for next steps:</p> <ul style="list-style-type: none"> - increase the percentage of students in the top bands of achievement in Literacy and Numeracy - increase the percentage of students achieving medium and high growth in Literacy and Numeracy - increase student involvement in learning goals, learning activities and behaviour expectations - increase presence of student voice and agency - increase parent connectedness with the school - induction program for new members of the school community - increase student attendance - increase opportunities for teachers to reflect, set goals and give and receive feedback
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve the achievement and learning growth of every student in English and Mathematics.
Target 1.1	NAPLAN - On average, all students F-6 will have achieved 12 months of growth in Reading, Writing and Numeracy each year 25% or greater of students to achieve a high relative growth in Reading and Writing (2017 Reading and Writing 21%) 35% or greater of students to achieve a high relative growth in Numeracy (2017 Numeracy 31%) 25% or less of students to achieve a low relative growth in Reading (2017 Reading 27%) 15% or less of students to achieve a low relative growth in Writing (2017 Writing 19%) 18% or less of students to achieve a low relative growth in Numeracy (2017 Numeracy 22%)
Target 1.2	Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.
Target 1.3	Improve English and Mathematics through all other key learning areas with a focus on STEM and Digital Technologies.
Key Improvement Strategy 1.a Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.
Key Improvement Strategy 1.b Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.
Goal 2	To empower students to be engaged, motivated and collaborative in their learning.

Target 2.1	Whole school absence data to be at or below state each year of the strategic plan. To reduce unapproved absences from 3.63 (2016) to zero.
Target 2.2	Attitude to School Survey - positive response -School Connectedness to achieve 90% or above -Motivation and Interest to achieve 90% or above -Attitudes to Attendance to achieve 90% or above -Student Voice and Agency Year 4 to achieve to achieve 90% or above -Student Voice and Agency Year 5 to achieve to achieve 90% or above -Student Voice and Agency Year 6 to achieve to achieve 90% or above -Self Regulation and Goal Setting to achieve 90% or above.
Target 2.3	Parent Opinion Survey -School Connectedness at or above 90%.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the achievement and learning growth of every student in English and Mathematics.	Yes	<p>NAPLAN - On average, all students F-6 will have achieved 12 months of growth in Reading, Writing and Numeracy each year 25% or greater of students to achieve a high relative growth in Reading and Writing (2017 Reading and Writing 21%) 35% or greater of students to achieve a high relative growth in Numeracy (2017 Numeracy 31%) 25% or less of students to achieve a low relative growth in Reading (2017 Reading 27%) 15% or less of students to achieve a low relative growth in Writing (2017 Writing 19%) 18% or less of students to achieve a low relative growth in Numeracy (2017 Numeracy 22%)</p>	<p>NAPLAN RELATIVE GROWTH Maintain the average percentage of students achieving high growth: Reading 20% (2018) Writing 24% (2018) Numeracy 32% (2018)</p> <p>Maintain the average percentage of students achieving low growth Reading 28% (2018) Writing 19% (2018) Numeracy 20% (2018)</p>
		<p>Teacher Judgements -To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum.</p>	<p>To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum</p>
		<p>Improve English and Mathematics through all other key learning areas with a focus on STEM and Digital Technologies.</p>	<p>The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and increase challenging engagement which supports learning across the curriculum.</p>

To empower students to be engaged, motivated and collaborative in their learning.	Yes	Whole school absence data to be at or below state each year of the strategic plan. To reduce unapproved absences from 3.63 (2016) to zero.	To achieve whole school absence data equal to or below state. To achieve unapproved absences of 43% or below.
		Attitude to School Survey - positive response -School Connectedness to achieve 90% or above -Motivation and Interest to achieve 90% or above -Attitudes to Attendance to achieve 90% or above -Student Voice and Agency Year 4 to achieve 90% or above -Student Voice and Agency Year 5 to achieve 90% or above -Student Voice and Agency Year 6 to achieve 90% or above -Self Regulation and Goal Setting to achieve 90% or above.	In Attitude to School Survey, to achieve 90% positive response to: School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting.
		Parent Opinion Survey -School Connectedness at or above 90%.	To achieve a 90% or above response to School Connectedness inn the Parent Opinion Survey.

Goal 1	To improve the achievement and learning growth of every student in English and Mathematics.
12 Month Target 1.1	<p>NAPLAN RELATIVE GROWTH Maintain the average percentage of students achieving high growth: Reading 20% (2018) Writing 24% (2018) Numeracy 32% (2018)</p> <p>Maintain the average percentage of students achieving low growth Reading 28% (2018)</p>

	Writing 19% (2018) Numeracy 20% (2018)	
12 Month Target 1.2	To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum	
12 Month Target 1.3	The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and increase challenging engagement which supports learning across the curriculum.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.	Yes
KIS 2 Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.	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.	By embedding the HITS (metacognitive strategies, goal setting, differentiation, feedback) learning outcomes will be improved thus building on student self-efficacy. This will also support our other AIP goal of to empower student to be engaged, motivated and collaborative in their learning. Areas requiring attention: - Analysis of data matched to continuums - Individual Learning Plans - Goal setting and feedback - Student Conferences and anecdotal observations	
Goal 2	To empower students to be engaged, motivated and collaborative in their learning.	
12 Month Target 2.1	To achieve whole school absence data equal to or below state. To achieve unapproved absences of 43% or below.	
12 Month Target 2.2	In Attitude to School Survey, to achieve 90% positive response to: School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting.	

12 Month Target 2.3	To achieve a 90% or above response to School Connectedness in the Parent Opinion Survey.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.	Yes
KIS 2 Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.	Yes
KIS 3 Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.	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.	Continued focus on the value of attendance at school is imperative as our attendance data continues to be below state. Parents are a valued resource at our school and we continue to encourage participation and support. A priority in 2019 is to develop student voice and agency to further empower and engage students.	

Define Actions, Outcomes and Activities

Goal 1	To improve the achievement and learning growth of every student in English and Mathematics.
12 Month Target 1.1	<p>NAPLAN RELATIVE GROWTH</p> <p>Maintain the average percentage of students achieving high growth: Reading 20% (2018) Writing 24% (2018) Numeracy 32% (2018)</p> <p>Maintain the average percentage of students achieving low growth Reading 28% (2018) Writing 19% (2018) Numeracy 20% (2018)</p>
12 Month Target 1.2	To increase the percentage of students achieving at or above state level in English and Mathematics against the Victorian Curriculum
12 Month Target 1.3	The Digital Technologies Scope and Sequence will continue to develop student knowledge of digital technologies and increase challenging engagement which supports learning across the curriculum.
KIS 1 Building practice excellence	Build teachers' capacity to differentiate teaching and learning to ensure challenge and growth for every student through an instructional coaching model.
Actions	<p>Literacy Improvement Strategies:</p> <ul style="list-style-type: none"> - Continuation of Literacy Support and Extension Programs - Whole school PL in Reading - Peer observations in Reading - Differentiation to cater for individual learning needs - Using formative assessment to improve Reading - Individual Learning Plans - Intervention support person in Foundation - Cued Articulation PL - Proficiency scales in Reading and Writing - Literacy Portal - HITS and pedagogical model embedded

	<p>Numeracy Improvement Strategies:</p> <ul style="list-style-type: none"> - Numeracy Support and Extension Programs including modelling - Numeracy Learning Progressions - Anecdotal observations/goal setting - Metal Computation Strategy Posters - Implement Place Value and Addition Strategy Continuums - HITS and instructional teaching model embedded - external PD - Peer Observations - Further explore the Department's Numeracy Portal 			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - improve NAPLAN data growth from years 3 to 5 - continue to maintain percentage of students achieving high and low growth <p>Teachers:</p> <ul style="list-style-type: none"> - instructional practices embedded in all programs - Individual Learning Plans evident in all planning - Differentiate learning programs to meet the needs of all students (the Pedagogical Model) <p>Leaders:</p> <ul style="list-style-type: none"> - Strong presence of Leaders to ensure teaching and learning programs are robust 			
Success Indicators	<ul style="list-style-type: none"> - Planners - Individual Learning Plans - Student data - NAPLAN, Accelerus, PAT - Student engagement - Modelling and coaching programs and planners - Peer observations 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching and Mentoring Support	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$220,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Peer Observation	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Improve students' ability to articulate their learning and develop metacognition.			
Actions	<p>Literacy Improvement Strategies:</p> <ul style="list-style-type: none"> - Continuation of Literacy Support and Extension Programs - Whole school PL in Reading - Peer observations in Reading - Differentiation to cater for individual learning needs - Using formative assessment to improve Reading - Individual Learning Plans - Cued Articulation PL - Proficiency scales in Reading and Writing - Literacy Portal - HITS and pedagogical model embedded <p>Numeracy Improvement Strategies:</p> <ul style="list-style-type: none"> - Numeracy Support and Extension Programs including modelling - Numeracy Learning Progressions - Anecdotal observations/goal setting - Metal Computation Strategy Posters - Implement Place Value and Addition Strategy Continuums - HITS and instructional teaching model embedded - external PD - Peer Observations - Further explore the Department's Numeracy Portal 			

Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - articulate learning goals, strategies and future learning - different forms of feedback eg. peer feedback, teacher feedback, self reflections - co-construction of learning intentions and success criteria - improve NAPLAN data growth from years 3 to 5 - continue to maintain percentage of students achieving high and low growth <p>Teachers:</p> <ul style="list-style-type: none"> - co-construction of child friendly learning intentions and success criteria - providing opportunity for greater student reflection and agency - instructional practices embedded in all programs - Individual Learning Plans evident in all planning - Differentiate learning programs to meet the needs of all students (the Pedagogical Model) <p>Leaders:</p> <ul style="list-style-type: none"> - Modelling and coaching to ensure metacognitive practices - Strong presence of Leaders to ensure teaching and learning programs are robust 			
Success Indicators	<ul style="list-style-type: none"> - Planners - Individual Learning Plans - Student data - NAPLAN, Accelerus, PAT - Student engagement - Modelling and coaching programs and planners - Peer observations - Student Learning Reflections/Journals - Anecdotal Observations/conferencing notes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coaching and Mentoring Support	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Child in Focus/Data Analysis	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To empower students to be engaged, motivated and collaborative in their learning.			
12 Month Target 2.1	To achieve whole school absence data equal to or below state. To achieve unapproved absences of 43% or below.			
12 Month Target 2.2	In Attitude to School Survey, to achieve 90% positive response to: School Connectedness, Motivation and Interest, Attitudes to Attendance, Student Voice and Agency and Self Regulation and Goal Setting.			
12 Month Target 2.3	To achieve a 90% or above response to School Connectedness inn the Parent Opinion Survey.			
KIS 1 Setting expectations and promoting inclusion	To improve parent and student understanding of the importance and value of attendance at school.			
Actions	Develop teacher understanding of the use of absence data. Improve parent understanding of impact of absence from school (newsletter, reports, parent teacher interviews, etc.) Improve student understanding of impact of absence from school (support teachers to emphasise this).			
Outcomes	Reduction of absences. Improvement in punctuality. Improvement in accuracy of attendance data.			
Success Indicators	Absence data. Level of punctuality.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Newsletter & Flexibuzz communication to parents re attendance	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	To increase student voice and agency throughout the school.			
Actions	Develop teacher understanding of student voice and agency. Improve level of agency in existing student leadership system. Develop Student Voice Teams throughout the school.			
Outcomes	Students will have more voice and agency in their own learning and how it is assessed.			
Success Indicators	Student Voice Teams. Improved Student Leadership System. Evidence of Student Voice in the classroom.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Student Voice Teams throughout the school.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Develop and implement a parent engagement strategy to support student learning.			
Actions	Engage parents in student learning through consistent teacher use of Seesaw app and Flexibuzz. Develop a 'Welcome Pack' for new parents. Engage parents to connect with the school through activities which increase parent involvement.			

Outcomes	Parent involvement in student learning and other opportunities at the school.			
Success Indicators	Parent participation and involvement in school activities.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Welcome Pack developed for new students	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$220,000.00	\$220,000.00
Additional Equity funding	\$380,000.00	\$380,000.00
Grand Total	\$600,000.00	\$600,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Coaching and Mentoring Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$220,000.00	\$220,000.00
Totals			\$220,000.00	\$220,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional Support Services: Technician Numeracy Intervention	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$350,000.00	\$350,000.00

Literacy Intervention Foundation Intervention Speech Pathologist	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services		
ASD coach to develop teacher capacity and strategies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00
Totals			\$380,000.00	\$380,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Coaching and Mentoring Support	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Peer Observation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Coaching and Mentoring Support	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Child in Focus/Data Analysis	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
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