2021 Annual Implementation Plan

for improving student outcomes

Coburg North Primary School (4543)

Submitted for review by Monika Gruss (School Principal) on 25 February, 2021 at 06:37 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 25 February, 2021 at 01:58 PM
Endorsed by Nicola Andrews (School Council President) on 25 February, 2021 at 03:13 PM

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
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	2020 posed a few issues with the CNPS continuing our journey with Professional Learning Communities and 21st Century Learning. During the year, we were able to focus on leveraging digital literacy as part of 21st century learning using various interactive platforms to communicate with students during lockdown periods. Teachers unskilled themselves with google classroom and various video conferencing tools, such as Google Meet and WebEx. The shut down of the school continued to impact on the community. Traditional events that brought the community together in the past were expected to come back in 2020 as Capital Works no longer posed as a difficulty in making this happen. With COVID-19 leaving parents outside of the school gates, it continued to cause issues with a connected community.
Considerations for 2021	CNPS will continue our Professional Learning Community journey focusing on data literacy and providing the right resources to enable specific teaching, based on student needs. Various technology resources will be utilised in 2021 to bring the community together through the work of our students. Seesaw will be used to allow parents to stay connected with the school and their child's learning.

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
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids
Key Improvement Strategy 1.c Building communities	Connected schools

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	**KIS 1a** All students to achieve a minimum of 1 year's growth in reading and mathematics. The percentage of students achieving the minimum reading level appropriate for each year level will increase by 15% from 2020 - 2021. The percentage of students achieving the minimum Mathematics Online Interview benchmarks, to increase their percentage by 10% (counting, place value, addition and subtraction, multiplication and division). **KIS 1b** Improve the positive responses in the PIVOT survey results for the statements: 'In this class, the students are well behaved: from 2.9 to 3.4' (Q17) 'This teacher cares about student's point of view' from 4.1 to 4.2 (Q2) 'I feel comfortable asking this teacher for individual help about the things we are

			learning' from 4.0 to 4.1

Improve the positive responses in the AToSS survey (percentile):

To increase the percentage of students in the AToSS survey responding positively to questions in the 'Effective teaching practice for cognitive engagement' (Effective Classroom Behavior) from 74% to 80%; 'Learner characteristics and disposition (Resilience), from 74% to 80%.

KIS 1c
To improve the Essential Elements in 'Community Engagement in Learning' in the FISO Continua of Practice:

Develop the two 'Parents and Carers as Partners' (Community engagement in learning) essential elements of FISO so that the school will have clear evidence of progress from Embedding to Excelling by the end of 2021.

To increase the percentage of parents in the Parent Opinion Survey responding positively to questions in the Parent Community Engagement section, 'Parent participation and involvement' average from 60% to 80%. |

Goal 1	2021 Priorities Goal
12 Month Target 1.1	**KIS 1a** All students to achieve a minimum of 1 year's growth in reading and mathematics. The percentage of students achieving the minimum reading level appropriate for each year level will increase by 15% from 2020 - 2021. The percentage of students achieving the minimum Mathematics Online Interview benchmarks, to increase their percentage by 10% (counting, place value, addition and subtraction, multiplication and division). **KIS 1b** Improve the positive responses in the PIVOT survey results for the statements: 'In this class, the students are well behaved: from 2.9 to 3.4' (Q17) 'This teacher cares about student's point of view' from 4.1 to 4.2 (Q2) 'I feel comfortable asking this teacher for individual help about the things we are learning' from 4.0 to 4.1 Improve the positive responses in the AToSS survey (percentile): To increase the percentage of students in the AToSS survey responding positively to questions in the 'Effective teaching practice for cognitive engagement' (Effective Classroom Behavior) from 74% to 80%; 'Learner characteristics and disposition (Resilience), from 74% to 80%. **KIS 1c** To improve the Essential Elements in 'Community Engagement in Learning' in the FISO Continua of Practice: Develop the two 'Parents and Carers as Partners' (Community engagement in learning) essential elements of FISO so that the school will have clear evidence of progress from Embedding to Excelling by the end of 2021. To increase the percentage of parents in the Parent Opinion Survey responding positively to questions in the Parent Community Engagement section, 'Parent participation and involvement' average from 60% to 80%.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids	Yes
KIS 3 Building communities	Connected schools	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.	DET priority goal.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	**KIS 1a** All students to achieve a minimum of 1 year's growth in reading and mathematics. The percentage of students achieving the minimum reading level appropriate for each year level will increase by 15% from 2020 - 2021. The percentage of students achieving the minimum Mathematics Online Interview benchmarks, to increase their percentage by 10% (counting, place value, addition and subtraction, multiplication and division). **KIS 1b** Improve the positive responses in the PIVOT survey results for the statements: 'In this class, the students are well behaved: from 2.9 to 3.4' (Q17) 'This teacher cares about student's point of view' from 4.1 to 4.2 (Q2) 'I feel comfortable asking this teacher for individual help about the things we are learning' from 4.0 to 4.1 Improve the positive responses in the AToSS survey (percentile): To increase the percentage of students in the AToSS survey responding positively to questions in the 'Effective teaching practice for cognitive engagement' (Effective Classroom Behavior) from 74% to 80%; 'Learner characteristics and disposition (Resilience), from 74% to 80%. **KIS 1c** To improve the Essential Elements in 'Community Engagement in Learning' in the FISO Continua of Practice: Develop the two 'Parents and Carers as Partners' (Community engagement in learning) essential elements of FISO so that the school will have clear evidence of progress from Embedding to Excelling by the end of 2021. To increase the percentage of parents in the Parent Opinion Survey responding positively to questions in the Parent Community Engagement section, 'Parent participation and involvement' average from 60% to 80%.

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	**1. PLC** (Professional Learning Communities) - Develop data literacy of teachers and education support staff through the PLC process to inform understanding of student needs and progress, and identify students requiring additional support. **2. Tutoring** - Implement weekly tutoring sessions run by every classroom teacher to provide targeted support for students who have fallen behind (less than 1 year's growth).
Outcomes	• Increased knowledge of data literacy for all teaching staff. • Increased knowledge and practice of formative assessment (ongoing records on seen texts) to inform grouping. • Increased knowledge of differentiation for reading and mathematics using student data from F&P and MOI. • Frequent monitoring of student evidence (data) to drive teaching in reading and mathematics. • Understanding of the IEP process for consistency across the school (1 year behind Teacher Judgements and 2 years ahead). • Confidently and accurately identify learning needs of students in grade and cohort using the learning continuum in reading and number based on student data. • Consistently and explicitly implement targeted reading group sessions (language experience/guided reading/reciprocal reading/literature circles) in every reading session, based student's levelled reading behaviors. • Students to be able to identify their learning goals and work towards achieving them with ongoing support and feedback.
Success Indicators	**Teachers**: • Documented consistent formative assessment practices (e.g. running records, pre and post-tests). • Electronic data walls clearly indicating student progress. • Moderation to more effectively align teacher judgement. • Reflections of practice through coaching. • PLC minutes that document discussions, reflections, planning and moderation activities. • Planners and work programs identifying student's working within their ZPD, ZAD displaying differentiated learning opportunities. **Leaders**: • Professional Learning expanding knowledge in reading practices (running records, guided reading, etc.). • Improved digital data system - e.g. Expert writer. • Timetables - Learning Specialists to coach and mentor, Peer Observation within and across schools. • Redefined, consistent IEP process, plans and procedures. • Resource Room installed with all reading and mathematics resources in one location.

	Students:
	• Students can articulate articulate their learning goals and next steps in their learning (what their current skill is, what they are working towards, and what will come next).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan whole school professional learning on reading and number needed for the year (e.g. running records, guided reading, reciprocal teaching, problem solving);	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used
Curriculum Day (day 1): Outline the tutoring process for staff using the CNPS PLC inquiry model.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Data using Google Sheets: demonstrate how to use the new google sheets for use during the PLC cycle. Inform where the data sheets are kept and how to manage them.	☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Create criteria and processes for Individual Education Plans (IEP) and provide professional development for staff in order to successfully create and implement IEPs for students at risk/extension	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide an additional specialist lesson (50 minutes) each week (STEM) for teachers to use to implement tutoring.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$109,144.00

				to: Term 4	☐ Equity funding will be used
Establish a tutoring process based around the CNPS PLC inquiry model for teachers.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Construct a new Resource Room for the school's literacy and mathematic resources and develop a new system	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Relocate all literacy and mathematic resources to the new Resource Room and make an audit of what is needed to fill gaps in resources required for students (Term 1 - Term 3)	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 3	$15,000.00 ☐ Equity funding will be used
Teaching staff to present their student data in reading and number to all of staff (AIP Presentations).	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Coaching in classrooms to develop reading practice for all teachers.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority

Actions	1. **SWPB**: Embed the School Wide Positive Behaviour Matrix (SWPM) across the school to establish a positive classroom environment. 2. **Respectful Relationships**: Implement respectful relationships across the school. 3. **Wellbeing**: Increase wellbeing supports and intervention across the school.
Outcomes	• Increased understanding of setting up a positive classroom through using the SWPB framework. • Staff ability to monitor, track, evaluate and report on student behaviour using chronicles on Compass. • Improved understanding and skills in acquiring a positive classroom through coaching and other professional learning experiences. • Students identify which value their actions/behaviors display. • Year 6 students developing leadership and mediation skills through the Peer Mediation program.
Success Indicators	**Teachers**: • SWPB matrix and student action wheel displayed in all classrooms at student eye level. • SWPB Matrix displayed in outdoor spaces. • Quiet spaces in classrooms. • Reflections of practice through coaching. **Leaders**: • Behaviour Flow Chart explained and distributed to all teachers and displayed in the teaching office for easy referral. • Term report using Compass Chronicles identifying behaviors needing attention (hot spots). • Established documents and systems for implementing respectful relationships across the school (embedded within the global goals). • Peer Mediation training for all Year 6 students. **Students**: • Year 6 Mediators dealing with low level incidents (decrease in yard chronicles on Compass) .

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff professional development on establishing positive classroom environment including successful implementation of the CNPS SWPB matrix.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Follow up on classroom behaviour management approaches- redirecting, reteach.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Whole Staff PD on RRRR curriculum; Introduction and overview	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Update Student Behaviour Management Chart, and instruction staff on how to implement it.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Analyse Compass Chronicle data twice a term (mid and end) and implement positive solutions to reduce behavioural issues.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Analyse friendship groups from Class Creator and include students at risk (no friendships) in the Friendship Saver Program. Meet with classroom teachers who have students with no friendship (from	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

data) and discuss social and emotional plans for the student/s.			to: Term 4	☐ Equity funding will be used
Implement the PIVOT survey, instructing teachers who to implement it across the whole school for consistency.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used
Peer Mediation training workshop for Year 6 students.	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used
Positive Behaviours (PB) check in every Wednesday staff meeting.	☑ Assistant Principal	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used
Provide and ES member to support students at risk in the Foundation area with high numbers.	☑ Assistant Principal ☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	**1. Inquiry and Digital Learning**: Strengthen and adopt a school wide approach to digital learning and inquiry to connect families with the school. **2. Engagement**: Increase engagement through whole school events that may be held and celebrated remotely.
Outcomes	• Students use metacognition when articulating their thinking and learning.

	• Teacher's ability to provide effective feedback on student learning (feedback, feed forward and feed up).
	• Improved communication skills through using technology (SeeSaw).
	• Increased digital technology skills in implementing SeeSaw and other digital applications.
	• Increased community engagement in school activities.

Success Indicators	**Teachers**
	• 100% of teaching staff achieve Apple Teacher accreditation. Presenting student's work of inquiry through a Film Festival.
	Leaders:
	• Documentation of the continuum of expectations for using Seesaw.
	• Seesaw purchased and set up for 2021.
	• Whole school events involving the community (Art Show, Sports Day, STEM Expo, Harmony Day, Film Festival), that can be held remotely.
	Students:
	• Students uploading one literacy or numeracy task at each phase of the cycle of inquiry on SeeSaw.
	• Students respond using sentence starters/skills statements to share their key understandings on SeeSaw.
	Community:
	• Parents responding on student work.
	• Parents engaged in community events onsite or remotely (COVID Safe permitting).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Seesaw purchased and set up for 2021	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$4,620.00 ☐ Equity funding will be used

Professional Learning: Seesaw	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide teachers with App Guide and digital resources to support integration of devices across all learning areas	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop method of monitoring effect of implementation of F-4 devices for learning using Screen Time, PIVOT and Continuum of Seesaw Expectations	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Roll out of digital devices for students F-4 (replacement of outdated devices)	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$95,000.00 ☐ Equity funding will be used
Whole school engagement events: Smoking Ceremony, Harmony Evening Celebration, Jump Rope for Heart day, Film Festival, Science Expo, Mini Olympics, Athletics Carnival, Art Show, La Festa Dell'arte.	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☐ Equity funding will be used
Setting up Green Screen Boxes and tripods for the Film Festival.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 2 to: Term 2	$2,000.00 ☐ Equity funding will be used

Curriculum Day - Green Screens & Filming (Film Festival)	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Coaching in classrooms to support device integration and inquiry process implementation	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$20,000.00	$19,360.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$20,000.00**	**$19,360.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide and ES member to support students at risk in the Foundation area with high numbers.	from: Term 1 to: Term 4		$20,000.00	$19,360.00
Totals			**$20,000.00**	**$19,360.00**

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
Establish a tutoring process based around the CNPS PLC inquiry model for teachers.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole staff professional development on establishing positive classroom environment including successful implementation of the CNPS SWPB matrix.	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants DET SWPB staff	☑ On-site
Professional Learning: Seesaw	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole school engagement events: Smoking Ceremony, Harmony Evening Celebration, Jump Rope for	☑ Curriculum Co-ordinator (s)	from: Term 1	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Heart day, Film Festival, Science Expo, Mini Olympics, Athletics Carnival, Art Show, La Festa Dell'arte.		to: Term 4	☑ Student voice, including input and feedback			