

# **2019 Annual Implementation Plan**

## **for improving student outcomes**

Kerang Primary School (1410)



Submitted for review by Brenton Taylor (School Principal) on 28 February, 2019 at 12:43 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 01 March, 2019 at 08:09 AM  
Endorsed by Gerard Hastie (School Council President) on 12 April, 2019 at 12:45 PM

## Self-evaluation Summary - 2019

	<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	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	<p>Kerang Primary School has made steady gains in student learning, improved community involvement and increased data in student wellbeing.</p> <p>Student growth has been 80% of students have made more than 12 months growth in the past year,</p> <p>Student suspensions have only been one this past year.</p> <p>Parent satisfaction and student safety have increased.</p> <p>Enhancing teacher capacity to embed change and HITS into every day practices as part of school culture has ben a key focus of 2018.</p> <p>Change has occurred and is reflective in data but now it needs to effective across all of the school and embedded as a part of school culture.</p>
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	<p>Whole school agreed planning and documentation is a strategy evolving at KPS.</p> <p>Focussing on high student achievement through high impact teaching strategies is a clear goal of KPS community.</p> <p>Peer observations, school visits and reflective feedback has been a productive learning tool for the school during 2018.</p>
<p><b>Considerations for 2019</b></p>	<p>Considerations for 2019 is to consolidate and build upon curriculum learning and teacher capacity initiated in 2018.</p> <p>2019 key focus will be upon agreed whole school planning documentation and establishment of agreed set planning documentation.</p> <p>Policy updates and analysis of data will be a priority for the school review.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve individual student learning outcomes in writing and mathematics.
<b>Target 1.1</b>	<p><b><i>Victorian Curriculum – Teacher Judgement.</i></b>          Increase the % of students at or above expected level in Writing and Number by 2020.</p> <p>By 2019 at least 75% of students F-6 will be at or above the expected level (score C, B or A) in Writing. 2014 – 62.8%.</p> <p>By 2019 at least 70% of students F-6 will be at or above the expected level (score C, B or A) in Number. 2014 – 51.7%.</p> <p><b><i>NAPLAN</i></b></p> <p>Grade 3: By 2019, 85% of students to be at or above NMS in Writing and 80% of students above NMS in Number. (2015: Writing: 83.3%. Number: 66.7%)</p> <p>Grade 5: By 2019, 80% of students to be at or above above NMS in Writing and 75% of students above NMS in Numeracy. (2015: Writing: 40%. Number: 33.3%)</p> <p>Growth from year 3 – 5 to be “At or Above” State Benchmark growth.</p> <p><b><i>Aim on Demand</i></b></p> <p>That individual student tracking show a measured one year growth or more in the one year.</p> <p>Student growth grades 3-5 over the life of the strategic plan. Documented evidence to show One year growth for one year of learning as indicated through triangulated student data.</p>

<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	* Build capacity of staff to improve student learning outcomes in Writing.												
<b>Goal 2</b>	To enhance a culture that fosters positive relationships, connectedness and wellbeing.												
<b>Target 2.1</b>	<p>*By 2019 there will be 10 percent improvement in the student’s Attitude to Schools survey to classroom behaviour, student distress and student morale.</p> <table border="1" data-bbox="327 727 851 927"> <thead> <tr> <th></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>65.6</td> <td>76</td> </tr> <tr> <td>Student Distress</td> <td>68.5</td> <td>80</td> </tr> <tr> <td>Student Morale</td> <td>71.2</td> <td>82</td> </tr> </tbody> </table> <p>*By 2019 the Parent Opinion Survey will be at State Benchmark of 5.50 for Student Safety. (2015 – 5.04)</p>		2015	2019	Classroom Behaviour	65.6	76	Student Distress	68.5	80	Student Morale	71.2	82
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<b>Key Improvement Strategy 2.a</b> Health and wellbeing	* Embed learning and wellbeing intervention support and programs.												

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
To improve individual student learning outcomes in writing and mathematics.	Yes	<p><b><i>Victorian Curriculum – Teacher Judgement.</i></b>            Increase the % of students at or above expected level in Writing and Number by 2020.</p> <p>By 2019 at least 75% of students F-6 will be at or above the expected level (score C, B or A) in Writing. 2014 – 62.8%.</p> <p>By 2019 at least 70% of students F-6 will be at or above the expected level (score C, B or A) in Number. 2014 – 51.7%.</p> <p><b><i>NAPLAN</i></b></p> <p>Grade 3: By 2019, 85% of students to be at or above NMS in Writing and 80% of students above NMS in Number. (2015: Writing: 83.3%. Number: 66.7%)</p> <p>Grade 5: By 2019, 80% of students to be at or above above NMS in Writing and 75% of students above NMS in Numeracy. (2015: Writing: 40%. Number: 33.3%)</p> <p>Growth from year 3 – 5 to be “At or Above” State Benchmark growth.</p>

		<p><b><i>Aim on Demand</i></b></p> <p>That individual student tracking show a measured one year growth or more in the one year.</p> <p>Student growth grades 3-5 over the life of the strategic plan. Documented evidence to show One year growth for one year of learning as indicated through triangulated student data.</p>												
<p>To enhance a culture that fosters positive relationships, connectedness and wellbeing.</p>	<p>Yes</p>	<p>*By 2019 there will be 10 percent improvement in the student’s Attitude to Schools survey to classroom behaviour, student distress and student morale.</p> <table border="1" data-bbox="465 762 987 962"> <thead> <tr> <th></th> <th>2015</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>65.6</td> <td>76</td> </tr> <tr> <td>Student Distress</td> <td>68.5</td> <td>80</td> </tr> <tr> <td>Student Morale</td> <td>71.2</td> <td>82</td> </tr> </tbody> </table> <p>*By 2019 the Parent Opinion Survey will be at State Benchmark of 5.50 for Student Safety. (2015 – 5.04)</p>		2015	2019	Classroom Behaviour	65.6	76	Student Distress	68.5	80	Student Morale	71.2	82
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<b>Goal 1</b>	To improve individual student learning outcomes in writing and mathematics.	
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* Students to demonstrate one year's growth for one year's learning in Number, Reading, Writing and Spelling.</li> <li>* Relative Growth as measured by NAPLAN to be at or above state mean.</li> <li>* Students demonstrate at least one year's growth for one year's learning as indicated by a triangulation of Data.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	* Build capacity of staff to improve student learning outcomes in Writing.	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.	<p>NAPLAN data identified Writing as an area of needed improvement across the whole school. This was consistent with the previous Review Recommendations and became a key focus area of the Strategic Plan.</p> <p>Analysis of the data indicated the need for an agreed whole school approach to planning and an agreed whole school instructional model. There was also a demonstrated need to continue building teacher capacity to analyse student achievement data against the Victorian Curriculum and plan for effective teaching through the use of HITS. In developing an effective whole school instructional model in Writing that model could then be transferred to other subject areas. It is deemed that with continued focus as a school we should embed a consistent approach to curriculum planning, classroom practice and assessment analysis which drives the teaching.</p>	
<b>Goal 2</b>	To enhance a culture that fosters positive relationships, connectedness and wellbeing.	
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>* By 2019 Kerang primary School Data will be at 5.5 in Student Safety in the Parent Opinion Survey.</li> <li>* The Attitudes to School survey will be at or above 76% in Classroom Behaviour, 80% in Student Distress and 82% in Student Morale.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	* Embed learning and wellbeing intervention support and programs.	Yes

Health and wellbeing		
<p>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.</p>	<p>Through the use of the Continuum of Need program and engagement of SSS programs/support, students identified with wellbeing and serious learning needs were identified and actions were implemented to support those students in improving their learning outcomes and wellbeing needs. It takes a whole village to raise a child and Kerang Primary has started on a journey of whole school focus on further enhancing a culture of building positive relationships, connectedness and wellbeing. This will be further enhanced by the school's involvement with the CASEA Program, Respectful Relationships program and the continuation of student mapping with the Continuum of Need program. This journey of improving student wellbeing and engagement needs to continue in 2019 to maintain steady growth that can be measured on Opinion Survey data.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve individual student learning outcomes in writing and mathematics.			
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>* Students to demonstrate one year's growth for one year's learning in Number, Reading, Writing and Spelling.</li> <li>* Relative Growth as measured by NAPLAN to be at or above state mean.</li> <li>* Students demonstrate at least one year's growth for one year's learning as indicated by a triangulation of Data.</li> </ul>			
<b>KIS 1</b> Curriculum planning and assessment	* Build capacity of staff to improve student learning outcomes in Writing.			
<b>Actions</b>	Improve teacher understanding of 10 evidence-based instructional practices and how they link to the school's adopted instructional model.			
<b>Outcomes</b>	<p>Students will be able to articulate the learning intention and success criteria of each lesson.</p> <p>Students will be able to use a variety of writing strategies to improve their learning outcomes in writing.</p> <p>Teachers will write meaningful learning intentions and success criteria for lessons and articulate these to students.</p> <p>Teachers will provide students with meaningful feedback which is directly linked to learning intentions and success criteria.</p> <p>Teachers will build their capacity to use HITS in the classroom.</p> <p>Teachers will assess student work against prior achievements to determine growth and areas of improvement.</p> <p>Leadership will allocate time and resources to support improved teaching and learning practices.</p> <p>leadership will ensure the practice is evident in teacher's P&amp;D plans.</p> <p>Leadership will provide professional learning opportunities to improve understanding of HITS.</p>			
<b>Success Indicators</b>	<p>Data wall to demonstrate measured growth in writing.</p> <p>Classroom weekly planners follow the agreed instructional model.</p> <p>Planning documents show an agreed whole school approach to the teaching of writing driven by the analysis of student data.</p> <p>HITS professional Learning timetabled on weekly staff meetings.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Planning documentation shows an agreed whole school approach to the teaching of Writing driven by the analysis of student data.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Intervention Programs in place for Literacy supported by an ES staff member.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff participate in Professional learning on Writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Moderation and reflective time at regular timetabled Curriculum planning and data analysis meetings.	<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
School Improvement Partnership (SIP) goals will be created with a focus on further developing the teaching of writing.	<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
Develop a whole school planning format to the teaching of literacy that demonstrates differentiation of the curriculum.	<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

15 minute HITS PL focus an agenda item at weekly staff meetings.	<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
Regular data analysis and whole school shared approach to improvement of data through student engagement, motivation and wellbeing.	<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
Documented HITS goal in staff professional development plans.	<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
<b>Goal 2</b>	To enhance a culture that fosters positive relationships, connectedness and wellbeing.			
<b>12 Month Target 2.1</b>	* By 2019 Kerang primary School Data will be at 5.5 in Student Safety in the Parent Opinion Survey. * The Attitudes to School survey will be at or above 76% in Classroom Behaviour, 80% in Student Distress and 82% in Student Morale.			
<b>KIS 1</b> Health and wellbeing	* Embed learning and wellbeing intervention support and programs.			
<b>Actions</b>	Improve teacher capacity to contribute to student wellbeing and support programs. Embed the Continuum of Need and Respectful Relationships programs as part of school culture.			
<b>Outcomes</b>	Students will demonstrate an increase in * Engagement * Attendance * Student motivation * Student Safety Teachers will			

	<ul style="list-style-type: none"> <li>* Develop individual Behaviour/Management Plans for students at risk</li> <li>* Follow the whole school student engagement and wellbeing model.</li> </ul> <p>Leadership will</p> <ul style="list-style-type: none"> <li>* Provide the necessary resources to implement strong wellbeing programs within the school.</li> </ul>			
<b>Success Indicators</b>	<p>Increase in Parent Opinion and Attitudes to School Survey.  Increase in student attendance data.  50% of grades 1-3 families will engage in the CASEA sessions.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Intervention/wellbeing support for students at risk academically and socially.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Focus groups with students, parents and staff utilised to identify the hopes and dreams of graduating students of Kerang Primary School. Collaboratively developing the key values, characteristics and skills that all stakeholders believe are important to our school over the life of our next Strategic Plan.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Engage Bendigo Health CAHNS and school's early action (CASEA) to run a program that supports wellbeing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement Respectful Relationships program within the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Embed the Continuum of Need and Respectful Relationships programs as part of school culture.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed the Continuum of Need and Respectful Relationships programs as part of school culture.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" 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	\$143,900.00	\$143,900.00
Additional Equity funding	\$17,100.00	\$17,100.00
<b>Grand Total</b>	<b>\$161,000.00</b>	<b>\$161,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Planning documentation shows an agreed whole school approach to the teaching of Writing driven by the analysis of student data.	from: Term 1 to: Term 4		\$33,200.00	\$33,200.00
Intervention Programs in place for Literacy supported by an ES staff member.	from: Term 1 to: Term 4		\$60,500.00	\$60,500.00
Staff participate in Professional learning on Writing	from: Term 1 to: Term 2		\$2,000.00	\$2,000.00
Intervention/wellbeing support for students at risk academically and socially.	from: Term 1 to: Term 4		\$24,000.00	\$24,000.00

Embed the Continuum of Need and Respectful Relationships programs as part of school culture.	from: Term 1 to: Term 4		\$24,200.00	\$24,200.00
<b>Totals</b>			\$143,900.00	\$143,900.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The remaining Equity Funding allocation will be to further enhance teacher capacity through participation in Professional Learning programs facilitated by CRT coverage. These programs are for staff learning growth outside of the scope of the targeted AIP terms of reference.	from: Term 1 to: Term 4	<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"/> CRT	\$17,100.00	\$17,100.00
<b>Totals</b>			\$17,100.00	\$17,100.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Planning documentation shows an agreed whole school approach to the teaching of Writing driven by the analysis of student data.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants VCOP presenters	<input checked="" type="checkbox"/> Off-site VCOP PD Jolly Phonics Jolly Grammar
Staff participate in Professional learning on Writing	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants VCOP Big Wwrite	<input checked="" type="checkbox"/> Off-site VCOP Jolly Grammar Jolly Phonics Big talk for pre-writers.
Implement Respectful Relationships program within the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Respectful Relationships Coordinators.	<input checked="" type="checkbox"/> On-site
Embed the Continuum of Need and Respectful Relationships programs as part of school culture.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Team.	<input checked="" type="checkbox"/> On-site

