

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

Kerang Primary School (1410)



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Define Actions, Outcomes and Activities

Goal 1	Improve learning growth in Literacy and Numeracy for all students
12 Month Target 1.1	<p>NAPLAN—bottom two bands</p> <ul style="list-style-type: none"> •The proportion of student results in the bottom two bands in Year 5 to reduce: •Year 5 Numeracy: from 20% in 2018 to below 16% in 2020 •Year 5 Reading: from 18.2% in 2018 to below 14% in 2020 •Year 5 Writing: from 9.1% in 2018 to below 7% in 2020 •Year 5 Spelling: from 9.1% in 2018 to below 7% in 2020
12 Month Target 1.2	<p>NAPLAN—bottom two bands</p> <ul style="list-style-type: none"> •The proportion of student results in the bottom two bands in Year 5 to reduce: •Year 5 Numeracy: from 20% in 2018 to below 16% in 2020 •Year 5 Reading: from 18.2% in 2018 to below 14% in 2020 •Year 5 Writing: from 9.1% in 2018 to below 7% in 2020 •Year 5 Spelling: from 9.1% in 2018 to below 7% in 2020
12 Month Target 1.3	<p>NAPLAN—relative growth</p> <ul style="list-style-type: none"> •High relative growth 3–5 to be: •Numeracy: from average 11% 2016–18 to above 14.5% in 2020 •Reading: from average 10% 2016–18 to above 14.5% in 2020 •Writing: from average 16% 2016–18 to above 18.5% in 2020 <ul style="list-style-type: none"> •Low relative growth 3–5 to be: •Numeracy: from average 2016–18 of 47.2% to 40% or lower in 2022 •Reading: from average 2016–18 of 48.3% to 40% or lower in 2020 •Writing: from average 2016–18 of 28.8% to 27% or lower in 2020

12 Month Target 1.4	That individual student tracking show a measured one year growth or more in the one year
KIS 1 Evidence-based high-impact teaching strategies	Embed an agreed instructional model, incorporating HITS, consistently across the school
Actions	Embed a whole-school consistent approach to curriculum planning & delivery, classroom practice and assessment.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> experience a rich, open and challenging curriculum particularly with Literacy and Numeracy. participate actively in their learning complete work at their point of need <p>All students will complete assessments in line with the schools assessment schedule</p> <p>Staff will:</p> <ul style="list-style-type: none"> plan and share a comprehensive Literacy and Numeracy curriculum based on the Vic Curriculum. develop through Professional Learning meetings a deeper, practical understanding of the Victorian Curriculum reflect regularly on their teaching practice and opportunity provided for constructive feedback utilize Peer Observation sessions to gain critical feedback on their performance in delivering curriculum, their classroom practice and how they use assessment to guide student learning follow the schools 2020 Staff Expectations Criteria use data to inform teaching and participate in regular Curriculum Meetings attend Professional Learning sessions in line with P & D processes be involved in collaborative planning undertake moderation on student work samples in Literacy and Numeracy <p>Leadership will:</p> <ul style="list-style-type: none"> ensure students are exposed to all learning areas and capabilities in Literacy and Numeracy facilitate Professional Learning sessions to benefit all staff monitor staff performance and provide appropriate feedback facilitate peer observation sessions assist in collaborative practices for staff run regular curriculum data meetings with staff create, conduct and reflect on a sequential curriculum across all areas of learning within the school

Success Indicators	Classroom planning, following the school guidelines, will be collected and feedback given on planning. Examples of the Teaching and Learning model to be evident in planning documents and classroom teaching. NAPLAN results for Grade 3 and 5 students. Student opinion results from students across the school. Curriculum/Data meeting and Professional Learning sessions minutes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of Victorian Curriculum scope and sequence and agreed planning model across the school.	<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
Provide staff with Professional Learning in line with embedding a consistent approach to curriculum, class practice and assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Refinement and monitoring of the Teaching and Learning model with regular timetabled explicit conversations on practical uses with staff.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,718.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build a team culture in which teachers work collaboratively (using strategies such as coaching and peer observations) on consistent approaches to pedagogy, planning, intervention and support for students			
Actions	Continue developing teacher knowledge and capacity to plan for and implement regular peer observations.reflecting the instructional model.			
Outcomes	Students will: Be active contributors to their learning through formative assessment and feedback strategies.			

	<p>Refer to learning intentions and success criteria to guide and monitor their learning progress.</p> <p>Teachers will: Incorporate student feedback and formative assessments into lessons. Model high expectations Actively contribute to the development of the instructional model by providing feedback Plan as a whole school incorporating elements of the instructional model</p> <p>The principal will: Support the knowledge and capacity of staff to implement elements of the instructional model</p>			
Success Indicators	<p>Classroom planning, following the school guidelines, will be collected and feedback given on planning. Examples of the Teaching and Learning model to be evident in planning documents and classroom teaching. Minutes of feedback meetings and peer observation process. Data meeting and Professional Learning sessions minutes.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All peer observations will focus on elements of the Instructional Framework.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning activities	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve the wellbeing, engagement and motivation of all students			
12 Month Target 2.1	Student Attitudes			

	Variables in the AToSS to reflect the following percentage of positive student responses: <ul style="list-style-type: none"> •Effort: from 70% in 2018 to 72.5% in 2020 •Motivation and interest: from 73% in 2018 to 75% in 2020 •Connectedness: from 69% in 2018 to 80% in 2020 			
12 Month Target 2.2	Absences <ul style="list-style-type: none"> •Absence days: from average 21 (2016–18) to below 17 in 2020 •Students with 20 or more absence days: from average 37% (2016–18) to below 32.5% in 2020 			
KIS 1 Intellectual engagement and self-awareness	Implement a whole–school approach to positive behaviour and wellbeing			
Actions	<ul style="list-style-type: none"> * Improve Teacher Capacity to contribute to student wellbeing. * Embed the CoN program. 			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> * Be engagement * Attend school * Complete learning tasks. * Feel safer at school <p>Teachers will</p> <ul style="list-style-type: none"> * Develop Individual Behaviour Plans for students at risk. * Follow the agreed whole school behaviour plan. <p>Leadership will:</p> <ul style="list-style-type: none"> * Provide necessary resources to implement strong wellbeing programs within the school. 			
Success Indicators	Documented Individual Behaviour/Management Plans for students at risk. Incident and suspension records on student files and Sentral Wellbeing System. Attendance records.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Intervention/wellbeing support with an ES staff member for students at risk academically and socially.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,433.00 <input checked="" type="checkbox"/> Equity funding will be used
Close monitoring of student attendance and meeting with families of students with poor attendance.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,175.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff participate in Professional Conversations and Feedback sessions with Wellbeing Staff and Curriculum Leaders.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,067.00 <input checked="" type="checkbox"/> Equity funding will be used