

# Annual Implementation Plan - 2019

## Select Annual Goals and KIS

Tallarook Primary School (1488)



Submitted for review by Lynette Robberts (School Principal) on 25 February, 2019 at 06:55 AM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 27 February, 2019 at 07:54 PM

Endorsed by Sharon Dwyer (School Council President) on 25 March, 2019 at 10:43 PM

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve outcomes in Numeracy and Literacy all students.	Yes	<p><i>To increase the percentage of Prep-Grade 6 students performing above the expected Victorian Curriculum Standards level in English and Mathematics.</i></p> <p><i>To increase annually the percentage of students in the top three bands in NAPLAN.</i></p> <p><i>Reduce annually the percentage of students achieving low growth on NAPLAN relative growth reports.</i></p> <p><i>Teacher judgement data will indicate that every student will achieve at least 12 month growth in literacy and numeracy.</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of Prep-Grade 6 students performing above the expected VIC Curriculum level in English and Mathematics.</p> <p>To increase annually the percentage of students in the top two bands in NAPLAN:            Reading Y5 - 66.7% in 2018 to 33.3% in 2019            Writing Y5 - 33.3% in 2018 to 33.3% in 2019            Numeracy Y5 - 33.3% in 2018 to 33.3% in 2019            Reading Y3 - 14.3% in 2018 to 0% in 2019            Writing Y3 - 0% in 2018 to 0% in 2019            Numeracy Y3 - 0% in 2018 to 100% in 2019</p> <p>To reduce annually the percentage of students in the bottom two bands in NAPLAN:            Reading Y5 - 0% in 2018 to 33.3% in 2019            Writing Y5 - 0% in 2018 to 33.3% in 2019            Numeracy Y5 - 0% in 2018 to 33.3% in 2019</p>

			<p>2019</p> <p>Reading Y3 - 14.3% in 2018 to 0% in 2019</p> <p>Writing Y3 - 28.6% in 2018 to 0% in 2019</p> <p>Numeracy Y3 - 14.3% in 2018 to 0% in 2019</p> <p>Increase annually the percentage of students achieving high or medium gains (Years 3 to 5) on NAPLAN relative growth reports:</p> <p>Reading Y5 - 100% in 2018 to 33.3% in 2019</p> <p>Writing Y5 - 100% in 2018 to 33.3% in 2019</p> <p>Numeracy Y5 - 33.3% in 2018 to 33.3% in 2019</p> <p>Staff Opinion Survey to show an increase in percent endorsement in:</p> <p>Professional Learning from 84.7% in 2018 to 88% in 2019</p> <p>Academic Emphasis from 34.4% in 2018 to 70% in 2019</p> <p>Collective Efficacy from 51.7% in 2018 to 70% in 2019</p>
Ensure students feel like active learners engaged in stimulating learning	Yes	<p><b><i>Attitudes to School Survey to show an increase in: Classroom Behaviour, Learning Confidence, Stimulated Learning, Teacher Effectiveness and School Connectedness</i></b></p> <p>Parent Opinion Survey to show an increase in: Stimulating Learning, Student Motivation and Classroom Behaviour</p>	<p>Parent Opinion Survey to show an increase in positive responses to:</p> <p>Confidence and Resiliency Skills from 85.9% in 2018 to 88% in 2019</p> <p>Stimulating Learning Environment from 31.9% in 2018 to 50% in 2019</p> <p>Effective Teaching from 36.7% in 2018 to 50% in 2019</p>

		<p><i>Average student absence days across the school to be reduced annually</i></p>	<p>Percentage of students with 20 or more absence days to reduce from 42% in 2018 to 26% in 2019</p> <p>Parent Opinion Survey to show an increase in:  Student Motivation and Support from 70.6% in 2018 to 75% in 2019  Promoting Positive Behavior from 16.8% in 2018 to 50% in 2019</p>
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<b>Goal 1</b>	Improve outcomes in Numeracy and Literacy all students.
<b>12 Month Target 1.1</b>	<p>To increase the percentage of Prep-Grade 6 students performing above the expected VIC Curriculum level in English and Mathematics.</p> <p>To increase annually the percentage of students in the top two bands in NAPLAN:  Reading Y5 - 66.7% in 2018 to 33.3% in 2019  Writing Y5 - 33.3% in 2018 to 33.3% in 2019  Numeracy Y5 - 33.3% in 2018 to 33.3% in 2019  Reading Y3 - 14.3% in 2018 to 0% in 2019  Writing Y3 - 0% in 2018 to 0% in 2019  Numeracy Y3 - 0% in 2018 to 100% in 2019</p> <p>To reduce annually the percentage of students in the bottom two bands in NAPLAN:  Reading Y5 - 0% in 2018 to 33.3% in 2019  Writing Y5 - 0% in 2018 to 33.3% in 2019  Numeracy Y5 - 0% in 2018 to 33.3% in 2019  Reading Y3 - 14.3% in 2018 to 0% in 2019  Writing Y3 - 28.6% in 2018 to 0% in 2019  Numeracy Y3 - 14.3% in 2018 to 0% in 2019</p> <p>Increase annually the percentage of students achieving high or medium gains (Years 3 to 5) on NAPLAN relative growth</p>

	<p>reports:  Reading Y5 - 100% in 2018 to 33.3% in 2019  Writing Y5 - 100% in 2018 to 33.3% in 2019  Numeracy Y5 - 33.3% in 2018 to 33.3% in 2019</p> <p>Staff Opinion Survey to show an increase in percent endorsement in:  Professional Learning from 84.7% in 2018 to 88% in 2019  Academic Emphasis from 34.4% in 2018 to 70% in 2019  Collective Efficacy from 51.7% in 2018 to 70% in 2019</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity to implement the Literacy strategy and High Impact Teaching Strategies	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.	Although consistency of practice has been developed in the area of reading, due to both staff completing professional learning as a team, this needs to be embedded. A detailed instructional model, for reading, based on the workshop model was implemented in 2018 and although this is evident and supported by resources from the portal staff need to continue in this learning journey to collaboratively create a detailed instructional model for writing. The whole school peer observation model which was formalised and implemented in 2018 will be embedded with the use of the professional practice days. 2018 Year 3-5 Reading and Writing growth data was positive however allowing time for staff to embed and practice the professional learning from 2018 will ensure that impact and student growth can be measured and sustained.	
<b>Goal 2</b>	Ensure students feel like active learners engaged in stimulating learning	
<b>12 Month Target 2.1</b>	<p>Parent Opinion Survey to show an increase in positive responses to:  Confidence and Resiliency Skills from 85.9% in 2018 to 88% in 2019  Stimulating Learning Environment from 31.9% in 2018 to 50% in 2019  Effective Teaching from 36.7% in 2018 to 50% in 2019</p> <p>Percentage of students with 20 or more absence days to reduce from 42% in 2018 to 26% in 2019</p> <p>Parent Opinion Survey to show an increase in:  Student Motivation and Support from 70.6% in 2018 to 75% in 2019</p>	

	Promoting Positive Behavior from 16.8% in 2018 to 50% in 2019	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Moderate assessments of students' learning to ensure they are based on consistent professional judgments and evaluate the impact on student learning	Yes
<b>KIS 2</b> Empowering students and building school pride	Implement systems and approaches that give students a say in the decisions that affect their learning and their lives at school	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.	In 2018 staff continued refining and formalising the peer observation and the feedback process, including feedback from students. In 2019 teachers to be provided with professional learning in goal setting for students as well as teachers using moderation, formative assessment and data analysis to plan differentiated tasks and help students set relevant goals. Stimulating Learning Environment and Effective Teaching were not positively endorsed by parents or students so staff wish to give students agency and voice to ensure students are actively involved in the learning processes.	