

Annual Implementation Plan - 2020

Select Annual Goals and KIS

Parkwood Green Primary School (5480)



Submitted for review by David Allibon (School Principal) on 22 November, 2019 at 10:18 AM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 23 December, 2019 at 11:28 AM

Endorsed by Jocelyn Brabin (School Council President) on 23 December, 2019 at 02:52 PM

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 student learning outcomes in Reading and Writing	Yes	<p>NAPLAN Reading data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Reading from 30 per cent in 2018 to 50 per cent by 2023 • Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 80 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 19 per cent in 2018 to 10 per cent by 2023 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 5 students in the top two bands in Reading from 31 per cent in 2019 to 35per cent by the end of 2020 Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 79 per cent in 2019 to 85 per cent by the end of 2020. Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 13 per cent in 2018 to 10 per cent by the end of 2020</p>
		<p>NAPLAN Writing data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Writing from 9 per cent in 2018 to 25 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 72 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2018 to 10 per cent by 2023 	<p>Increase the percentage of Year 5 students in the top two bands in Writing from 16 per cent in 2019to 20 per cent by the end of 2020 Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 78 per cent in 2019 to 80 per cent by the end of 2020 Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2019 to 15 per cent by the end of 2020.</p>

		<p>Teacher Judgements</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by 2023 	Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by the end of 2020
To improve student learning outcomes in Numeracy	Yes	<p>NAPLAN Numeracy data</p> <ul style="list-style-type: none"> • Increase the percentage of Year 5 students in the top two bands in Numeracy from 18 per cent in 2018 to 35 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 73 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 15 per cent in 2018 to 7.5 per cent by 2023. 	<p>Increase the percentage of Year 5 students in the top two bands in Numeracy from 21 per cent in 2019 to 25 per cent by the end of 2020</p> <p>Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 70 per cent in 2019 to 75 per cent by 2020</p> <p>Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 22 per cent in 2019 to 15 per cent by 2020.</p>
		<p>Teacher Judgements</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 30 per cent by 2023 • Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2023 	<p>Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 25 per cent by 2020</p> <p>Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2020</p>
	Yes	Staff Opinion Survey (whole school)	Improve the positive endorsement of Cultural leadership from 64 per cent in

To improve student learning outcomes through a whole school culture of excellence	<ul style="list-style-type: none"> • Improve the positive endorsement of Cultural leadership from 64 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Collective efficacy from 59 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Academic emphasis from 51 per cent in 2018 to 75 per cent by 2023 	<p>2019 to 65 per cent by 2020</p> <p>Improve the positive endorsement for Collective efficacy from 51 per cent in 2019 to 60 per cent by 2020</p> <p>Improve the positive endorsement for Academic emphasis from 47 per cent in 2019 to 55 per cent by 2020</p>
	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Improve the positive endorsement for High expectations for success from 75 per cent in 2018 to 81 per cent by 2023 	<p>Improve the positive endorsement for High expectations for success from 75 per cent in 2019 to 81 per cent by 2020</p>
	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> • Improve the positive endorsement for Student motivation and support from 71 per cent in 2018 to 80 per cent by 2023 • Improve the positive endorsement for Student voice and agency from 72 per cent in 2018 to 80 per cent by 2023 	<p>Improve the positive endorsement for Student motivation and support from 68 per cent in 2019 to 75 per cent by 2020</p> <p>Improve the positive endorsement for Student voice and agency from 59 per cent in 2019 to 65 per cent by 2020</p>

Goal 1	To improve student learning outcomes in Reading and Writing
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12 Month Target 1.1	<p>Increase the percentage of Year 5 students in the top two bands in Reading from 31 per cent in 2019 to 35per cent by the end of 2020</p> <p>Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 79 per cent in 2019 to 85 per cent by the end of 2020.</p> <p>Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 13 per cent in 2018 to 10 per cent by the end of 2020</p>	
12 Month Target 1.2	<p>Increase the percentage of Year 5 students in the top two bands in Writing from 16 per cent in 2019to 20 per cent by the end of 2020</p> <p>Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 78 per cent in 2019 to 80 per cent by the end of 2020</p> <p>Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2019 to 15 per cent by the end of 2020.</p>	
12 Month Target 1.3	<p>Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by the end of 2020</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model	No
KIS 2 Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing	Yes
KIS 3 Evidence-based high-impact teaching strategies	Build staff and leadership capacity to embed High Impact Teaching Strategies in instructional practice across the school.	No

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.	Teachers are currently not using data effectively to plan learning at the appropriate level for children. Staff need to know how to locate and analyse appropriate data and then use this to inform teaching.	
Goal 2	To improve student learning outcomes in Numeracy	
12 Month Target 2.1	<p>Increase the percentage of Year 5 students in the top two bands in Numeracy from 21 per cent in 2019 to 25 per cent by the end of 2020</p> <p>Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 70 per cent in 2019 to 75 per cent by 2020</p> <p>Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 22 per cent in 2019 to 15 per cent by 2020.</p>	
12 Month Target 2.2	<p>Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 25 per cent by 2020</p> <p>Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2020</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop, embed, and evaluate a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model	No
KIS 2 Building leadership teams	Build staff, leadership, Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Numeracy	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed the agreed Numeracy model throughout the school using research-based evidence and informed teaching practices in Numeracy.	No

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.	Teachers are currently not using data effectively to plan learning at the appropriate level for children. Staff need to know how to locate and analyse appropriate data and then use this to inform teaching.	
Goal 3	To improve student learning outcomes through a whole school culture of excellence	
12 Month Target 3.1	Improve the positive endorsement of Cultural leadership from 64 per cent in 2019 to 65 per cent by 2020 Improve the positive endorsement for Collective efficacy from 51 per cent in 2019 to 60 per cent by 2020 Improve the positive endorsement for Academic emphasis from 47 per cent in 2019 to 55 per cent by 2020	
12 Month Target 3.2	Improve the positive endorsement for High expectations for success from 75 per cent in 2019 to 81 per cent by 2020	
12 Month Target 3.3	Improve the positive endorsement for Student motivation and support from 68 per cent in 2019 to 75 per cent by 2020 Improve the positive endorsement for Student voice and agency from 59 per cent in 2019 to 65 per cent by 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Engage the school community in the development and implementation of a school wide vision of excellence	Yes
KIS 2 Setting expectations and promoting inclusion	Build teacher capacity to develop and embed student voice and agency in learning	No
KIS 3 Vision, values and culture	Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Parkwood Green Primary School	Yes
KIS 4 Setting expectations and promoting inclusion	Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride.	No

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.

As the school has already started work on implementing SWPB's the next step is to ensure a consistent approach to these processes. This is closely related to the implementation of the new school values and vision.