

Annual Implementation Plan - 2020

Select Annual Goals and KIS

Canadian Lead Primary School (5383)



Submitted for review by Susan Knight (School Principal) on 24 December, 2019 at 01:01 PM

Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 24 December, 2019 at 01:07 PM

Awaiting endorsement by School Council President

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 learning outcomes for all students with a focus on English and Mathematics.	Yes	<p>By the end of 2023, 90% of F-6 students assessed against the Victorian Curriculum (VC) English and Mathematics Levels F-10 will be at or above the age expected level (C or above) in:</p> <ol style="list-style-type: none"> 1. The English Strands of Reading and Writing (2019 Semester 1 Reading: 86.5%; 2019 Semester 1 Writing: 74%) 2. The Mathematics Number and Algebra Strand (2019 Semester 1: 88%) 	<p>By the end of 2020: 80% of students will be at or above the age expected level (C or above) in Writing. 88% of students will be at or above the age expected level (C or above) in Reading and Number and Algebra.</p>
		<p>By the end of 2023, all students assessed against the Victorian Curriculum English and Mathematics Levels F-10 will make at least one Victorian Curriculum Level of learning progress (12 months growth) in each school year during the SSP period in the English Strands of Reading and Writing and the Mathematics Number and Algebra Strand.</p>	<p>By the end of 2020 90% of students will have made at least one Victorian Curriculum Level of learning progress.</p>

		<p>By the end of 2023, the percentage of Year 3 and Year 5 students in the top two NAPLAN bands will increase as follows:</p> <ul style="list-style-type: none"> • Year 3 <ol style="list-style-type: none"> 1. Reading, from the 2016-18 average of 39% to 50% 2. Writing, from the 2016-18 average of 44% to 50% 3. Numeracy, from the 2016-18 average of 27% to 40% • Year 5 <ol style="list-style-type: none"> 1. Reading, from the 2016-18 average of 23% to 50% 2. Writing, from the 2016-18 average of 11% to 50% 3. Numeracy, from the 2016-18 average of 19% to 40% 	<p>The percentage of Year 3 students in the top two NAPLAN bands for 2020 will be as follows: Reading: 40% Writing: 40% Numeracy: 30%</p> <p>The percentage of Year 5 students in the top two NAPLAN bands for 2020 will be as follows: Reading: 30% Writing: 30% Numeracy: 25%</p>
		<p>By the end of 2023, the percentage of Year 5 students assessed as making high relative learning gain in NAPLAN Reading, Writing and Numeracy will be equal to or greater than 25% (2019: Reading 14%; Writing 24%; Numeracy 14%).</p>	<p>2020 NAPLAN relative learning gain results will be as follows: Reading: 20% Writing: 25% Numeracy: 20%</p>
<p>To develop engaged, passionate, critical thinkers who demonstrate the school's Positive Learning Behaviours.</p>	<p>Yes</p>	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Student Attitudes to School Survey to increase:</p> <ol style="list-style-type: none"> 1. Student Voice and agency from 58% (2019) to at or above 75% 2. Motivation and interest from 70% (2019) to at or above 80% 	<p>For the 2020 Student Attitude to School Survey, the percentage of Year 4-6 students responding positively to the following measures will be: 1. Student Voice and agency at or above 65% (2019 58%) 2. Motivation and interest at or above 75% (2019 70%)</p>

		By 2023, reduce the percentage of students with 20 or more absence days to below 20% (36% 2019).	By the end of 2020 reduce the percentage of students with 20 or more absence days to below 25% (36% in 2019)
		By 2023, reduce the percentage of unapproved absences to 4% (6.5% 2019).	By the end of 2020 reduce the percentage of unapproved absences to 4% (6.5% 2019).
To develop happy, respectful and resilient students who reflect the CLPS values	Yes	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to increase for the following survey factors:</p> <ol style="list-style-type: none"> 1. Students at this school treat each other with respect from 31% (2019) to at or above 65% 2. Students at this school treat teachers with respect from 29% (2019) to at or above 65% 3. I can recover in a short time when something bad happens to me from 67% (2019) to 80% 4. I will try again when I don't succeed from 79% (2019) to 85% 	<p>For the 2020 Student Attitude to School Survey, the percentage of Year 4-6 students responding positively to the following measures will be:</p> <ol style="list-style-type: none"> 1. Students at this school treat each other with respect at or above 50% (2019 31%) 2. Students at this school treat teachers with respect at or above 50% (2019 29%)

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Goal 1	To improve learning outcomes for all students with a focus on English and Mathematics.	
12 Month Target 1.1	By the end of 2020: 80% of students will be at or above the age expected level (C or above) in Writing. 88% of students will be at or above the age expected level (C or above) in Reading and Number and Algebra.	
12 Month Target 1.2	By the end of 2020 90% of students will have made at least one Victorian Curriculum Level of learning progress.	
12 Month Target 1.3	The percentage of Year 3 students in the top two NAPLAN bands for 2020 will be as follows: Reading: 40% Writing: 40% Numeracy: 30% The percentage of Year 5 students in the top two NAPLAN bands for 2020 will be as follows: Reading: 30% Writing: 30% Numeracy: 25%	
12 Month Target 1.4	2020 NAPLAN relative learning gain results will be as follows: Reading: 20% Writing: 25% Numeracy: 20%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build the capacity of staff to use assessment data to inform differentiated teaching and learning with a focus on extending all students	Yes

KIS 2 Evidence-based high-impact teaching strategies	Continue to embed the CLPS Instructional Model in every classroom and learning area	No
KIS 3 Instructional and shared leadership	Build high quality instructional leadership	No
KIS 4 Parents and carers as partners	Build the CLPS communication strategy to include a strong focus on supporting parents to understand the learning requirements at each level	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>Extending high-achieving students was identified as a challenge through the 2019 School Review process. While the CLPS Instructional Model is embedded across classrooms, work is still needed on what quality tasks and activities should be used by teachers at each stage of the model.</p> <p>Parents need easily understandable information about where their child is working and where they need to go next.</p>	
Goal 2	To develop engaged, passionate, critical thinkers who demonstrate the school's Positive Learning Behaviours.	
12 Month Target 2.1	<p>For the 2020 Student Attitude to School Survey, the percentage of Year 4-6 students responding positively to the following measures will be:</p> <p>1.Student Voice and agency at or above 65% (2019 58%)</p> <p>2.Motivation and interest at or above 75% (2019 70%)</p>	
12 Month Target 2.2	By the end of 2020 reduce the percentage of students with 20 or more absence days to below 25% (36% in 2019)	
12 Month Target 2.3	By the end of 2020 reduce the percentage of unapproved absences to 4% (6.5% 2019).	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	Further activate student voice, leadership and agency in learning	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.	Attendance continues to be a challenge for our school. We must reduce the percentage of students with more than 20 absence days.	
Goal 3	To develop happy, respectful and resilient students who reflect the CLPS values	
12 Month Target 3.1	For the 2020 Student Attitude to School Survey, the percentage of Year 4-6 students responding positively to the following measures will be: 1. Students at this school treat each other with respect at or above 50% (2019 31%) 2. Students at this school treat teachers with respect at or above 50% (2019 29%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Provide differentiated behaviour management support to ensure all students are included in and benefit from teaching and learning	Yes
KIS 2 Setting expectations and promoting inclusion	Build staff and student capacity to embed and measure the success of the CLPS Positive Behaviour Matrix	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.

We have a number of students who require ongoing, expert support to build their personal and interpersonal skills. We have a very diverse student population and the behavior management support we provide needs adapting as our professional knowledge grows.