

2019 Annual Implementation Plan

for improving student outcomes

Stevensville Primary School (5047)

Submitted for review by Leanne Keane (School
Endorsed by Anne Fox (Senior Education Impro
Awaiting endorsement by School Council Presid



Draft

SSP Goals Targets and KIS

Goal 1	To improve student achievement levels and deliver growth with a focus on literacy and numeracy
Target 1.1	<p>READING - NAPLAN</p> <p>Year 3 Reduce percentage of students in the bottom 2 bands from 29% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 21% in 2016 to 30% in 2019</p> <p>Year 5 Reduce percentage of students in the bottom 2 bands from 29% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 18% in 2016 to 25% in 2019 Reduce the percentage of students showing low gain from 32% in 2016 to 25% in 2019 Increase the percentage of students showing high gain from 18% in 2016 to 30% in 2019</p> <p>NUMERACY-NAPLAN</p> <p>Year 3 Reduce percentage of students in the bottom 2 bands from 43% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 7% in 2016 to 17% in 2019</p> <p>Year 5 Reduce percentage of students in the bottom 2 bands from 36% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 7% in 2016 to 18% in 2019 Reduce the percentage of students showing low gain from 23% in 2016 to 15% in 2019 Increase the percentage of students showing high gain from 27% in 2016 to 40% in 2019</p>
Key Improvement Strategy 1.b Curriculum planning and assessment	Monitor the implementation of a consistent instructional model
Key Improvement Strategy 1.c Curriculum planning and assessment	Build the capacity of staff to use data to plan for student learning improvement
Goal 2	To improve student engagement in learning
Target 2.1	<p>STUDENT ATTITUDES TO SCHOOL</p> <p>Increase student agreement in Stimulating Learning from the 29th percentile in 2017 to at least the 50th percentile in 2019</p> <p>Increase student agreement in Learning Confidence from 17th percentile in 2017 to the 50th percentile in 2019</p>

	<p>STAFF OPINION SURVEY Increase the percentage of staff agreement in Collective Efficacy from 54% in 2016 to 75% in 2019 Increase the percentage of staff agreement in Academic Emphasis from 46% in 2016 to 70% in 2019</p>
<p>Key Improvement Strategy 2.c Setting expectations and promoting inclusion</p>	<p>Develop and implement a plan to continuously improve the physical environment.</p>
<p>Goal 3</p>	<p>To develop a safe, positive and collaborative environment conducive to learning and leadership</p>
<p>Target 3.1</p>	<p>STUDENT ATTITUDES TO SCHOOL Increase student agreement in Stimulating Learning from the 29th percentile in 2017 to at least the 50th percentile in 2019 Increase student agreement in Learning Confidence from 17th percentile in 2017 to the 50th percentile in 2019 Increase student agreement in Student Safety (Advocate at school) from the 8th percentile to the 50th percentile in 2019</p> <p>STAFF OPINION SURVEY Increase the percentage of staff agreement in Collective Efficacy from 54% in 2016 to 75% in 2019 Increase the percentage of staff agreement in Academic Emphasis from 46% in 2016 to 70% in 2019</p>
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Implement a consistent whole school approach to student wellbeing, leadership & positive behaviour support</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Four Year Strategic Targets	12 month target
<p>To improve student achievement levels and deliver growth with a focus on literacy and numeracy</p>	<p>READING - NAPLAN Year 3 Reduce percentage of students in the bottom 2 bands from 29% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 21% in 2016 to 30% in 2019 Year 5 Reduce percentage of students in the bottom 2 bands from 29% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 18% in 2016 to 25% in 2019 Reduce the percentage of students showing low gain from 32% in 2016 to 25% in 2019 Increase the percentage of students showing high gain from 18% in 2016 to 30% in 2019</p> <p>NUMERACY-NAPLAN Year 3 Reduce percentage of students in the bottom 2 bands from 43% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 7% in 2016 to 17% in 2019 Year 5 Reduce percentage of students in the bottom 2 bands from 36% in 2016 to 20% in 2019 Increase percentage of students in the top 2 bands from 7% in 2016 to 18% in 2019 Reduce the percentage of students showing low gain from 23% in 2016 to 15% in 2019 Increase the percentage of students showing high gain from 27% in 2016 to 40% in 2019</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 5 NAPLAN: 20% of students will be in the top two bands for Reading Year 5 NAPLAN: 15% of students will be in the top two bands for Numeracy</p> <p>Growth target: 70% of students will demonstrate medium to high growth in Reading and Numeracy</p> <p>Year 3 NAPLAN: 30% students will be in the top 2 bands for both Reading and Numeracy Year 3 NAPLAN: Reduce number of students in bottom two bands to 20%</p> <p>Literacy Benchmarks: Foundation - 90% of students at/or above benchmark (F & P - D) Year 1-6 - 90% of students make at least 1 year of growth as measured by F & P</p> <p>STAFF OPINION SURVEY Collective efficacy: 65% positive endorsement Academic emphasis 65% positive endorsement</p>

<p>To improve student engagement in learning</p>	<p>STUDENT ATTITUDES TO SCHOOL Increase student agreement in Stimulating Learning from the 29th percentile in 2017 to at least the 50th percentile in 2019 Increase student agreement in Learning Confidence from 17th percentile in 2017 to the 50th percentile in 2019 STAFF OPINION SURVEY Increase the percentage of staff agreement in Collective Efficacy from 54% in 2016 to 75% in 2019 Increase the percentage of staff agreement in Academic Emphasis from 46% in 2016 to 70% in 2019</p>	<p>STUDENT ATTITUDES TO SCHOOL SURVEY 75% positive endorsement for stimulating learning environment 75% positive endorsement for sense of confidence</p>
<p>To develop a safe, positive and collaborative environment conducive to learning and leadership</p>	<p>STUDENT ATTITUDES TO SCHOOL Increase student agreement in Stimulating Learning from the 29th percentile in 2017 to at least the 50th percentile in 2019 Increase student agreement in Learning Confidence from 17th percentile in 2017 to the 50th percentile in 2019 Increase student agreement in Student Safety (Advocate at school) from the 8th percentile to the 50th percentile in 2019 STAFF OPINION SURVEY Increase the percentage of staff agreement in Collective Efficacy from 54% in 2016 to 75% in 2019 Increase the percentage of staff agreement in Academic Emphasis from 46% in 2016 to 70% in 2019</p>	<p>STUDENT ATTITUDES TO SCHOOL SURVEY 80% positive endorsement of managing bullying 80% positive endorsement for Respect for Diversity</p>

Goal 1	To improve student achievement levels and deliver growth with a focus on literacy and numeracy	
12 Month Target 1.1	<p>Year 5 NAPLAN: 20% of students will be in the top two bands for Reading Year 5 NAPLAN: 15% of students will be in the top two bands for Numeracy</p> <p>Growth target: 70% of students will demonstrate medium to high growth in Reading and Numeracy</p> <p>Year 3 NAPLAN: 30% students will be in the top 2 bands for both Reading and Numeracy Year 3 NAPLAN: Reduce number of students in bottom two bands to 20%</p> <p>Literacy Benchmarks: Foundation - 90% of students at/or above benchmark (F & P - D) Year 1-6 - 90% of students make at least 1 year of growth as measured by F & P</p> <p>STAFF OPINION SURVEY Collective efficacy: 65% positive endorsement Academic emphasis 65% positive endorsement</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2 Curriculum planning and assessment	Monitor the implementation of a consistent instructional model	Yes
KIS 3 Curriculum planning and assessment	Build the capacity of staff to use data to plan for student learning improvement	Yes
Goal 2	To improve student engagement in learning	
12 Month Target 2.1	<p>STUDENT ATTITUDES TO SCHOOL SURVEY 75% positive endorsement for stimulating learning environment 75% positive endorsement for sense of confidence</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3 Setting expectations and promoting inclusion	Develop and implement a plan to continuously improve the physical environment.	Yes
Goal 3	To develop a safe, positive and collaborative environment conducive to learning and leadership	
12 Month Target 3.1	STUDENT ATTITUDES TO SCHOOL SURVEY 80% positive endorsement of managing bullying 80% positive endorsement for Respect for Diversity	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement a consistent whole school approach to student wellbeing, leadership and positive behaviour support	Yes

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement levels and deliver growth with a focus on literacy and numeracy
12 Month Target 1.1	<p>Year 5 NAPLAN: 20% of students will be in the top two bands for Reading Year 5 NAPLAN: 15% of students will be in the top two bands for Numeracy</p> <p>Growth target: 70% of students will demonstrate medium to high growth in Reading and Numeracy</p> <p>Year 3 NAPLAN: 30% students will be in the top 2 bands for both Reading and Numeracy Year 3 NAPLAN: Reduce number of students in bottom two bands to 20%</p> <p>Literacy Benchmarks: Foundation - 90% of students at/or above benchmark (F & P - D) Year 1-6 - 90% of students make at least 1 year of growth as measured by F & P</p> <p>STAFF OPINION SURVEY Collective efficacy: 65% positive endorsement Academic emphasis 65% positive endorsement</p>
KIS 1 Curriculum planning and assessment	Monitor the implementation of a consistent instructional model
Actions	Build consistency of instructional practise across the school Establish PLT leaders and use the PLC cycle to drive continuous improvement
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *articulate the learning intention for each lesson and know if they were successful *understand the expectations and their role within the reading and numeracy block *be active participants in the development and monitoring of their individual learning goals, reflecting on their progress and identifying what they need to learn next <p>Teachers will:</p> <ul style="list-style-type: none"> *implement the instructional model with fidelity in both literacy and numeracy *confer regularly with students to set and self-assess individual learning goals in literacy and numeracy

	<ul style="list-style-type: none"> *share knowledge and understanding of effective teaching and learning in literacy and numeracy in order to reduce variability *engage in regular conversations about student learning and teaching practice *use and adhere to a cycle of improvement to drive and inform the work of the team *develop a common understanding of highly effective PLCs <p>Leadership will:</p> <ul style="list-style-type: none"> *conduct regular learning walks, during literacy and numeracy sessions to ensure consistent implementation of instructional model *ensure PLCs are consistent across the school with agreed norms, protocols and team goals *provide professional learning and support for PLC instructional leaders (team leaders) *identify common areas for staff professional development and support professional learning opportunities *provide regular feedback to teams and individuals based on regular data analysis
Success Indicators	<p>Enhanced capacity of teachers to differentiate instruction Reduced variability Growth as measured by the whole school and team PLC Matrix PLC and PLT minutes and actions Peer observations / Learning walks Achievement of PDP goals</p>
KIS 2 Curriculum planning and assessment	Build the capacity of staff to use data to plan for student learning improvement
Actions	<p>Implement a consistent whole school approach to the use of multiple sources of data and evidence to track student learning and growth, analyse and inform next level of learning. Further develop moderation practices and use data to diagnose student student learning needs Establish a culture of feedback between students and staff</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *articulate their learning progress and the relationship between effort and achievement *provide feedback to teachers to evaluate the impact of teaching <p>Teachers will:</p> <ul style="list-style-type: none"> *use the differentiation diamond to create baseline data of where students are at and identify targeted teaching groups (using NAPLAN and other data sets) *work with colleagues to moderate and analyse multiple sources of assessment data *make data visible to students and engage students in developing explicit assessment criteria

	<ul style="list-style-type: none"> *create data walls and ensure they are used consistently in PLTs *actively seek student feedback about their teaching practice *regularly provide targeted feedback to students that informs student's individual learning goals *use student performance data to modify instruction <p>Leadership will:</p> <ul style="list-style-type: none"> *build data literacy of staff *monitor and track progress of cohorts of students *develop capacity of PLT and team leaders to use data analysis as a basis for PLCs
Success Indicators	<p>Creation of data walls within PLT teams Establishing PDP goals that reflect AIP goals NAPLAN analysis Tracking of individual students through summative and formative assessment Alignment of NAPLAN data and teacher judgement data for literacy and numeracy Triangulation of data sets is consistent</p>
Goal 2	To improve student engagement in learning
12 Month Target 2.1	<p>STUDENT ATTITUDES TO SCHOOL SURVEY 75% positive endorsement for stimulating learning environment 75% positive endorsement for sense of confidence</p>
KIS 1 Setting expectations and promoting inclusion	Develop and implement a plan to continuously improve the physical environment.
Actions	Create environmental spaces (indoor and outdoor) that are sensitive to the individual learning needs of students
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *contribute to cleanliness and maintenance of the school environment *actively participate in Green Day activities *have opportunities to contribute to the design of their classroom learning environment *contribute to projects which improve the quality of the physical environment <p>Teachers will:</p> <ul style="list-style-type: none"> *create an orderly and safe learning environment sensitive to the individual learning needs of students

	<ul style="list-style-type: none"> *involve students in the design of calm spaces inside and outside the classroom <p>Leadership will:</p> <ul style="list-style-type: none"> *provide opportunities for community consultation about outdoor areas *ensure that resources (physical, human and financial) are available to improve the school environment
Success Indicators	<p>Calm corners are used routinely in classrooms</p> <p>Parent, staff and student survey data</p>
Goal 3	To develop a safe, positive and collaborative environment conducive to learning and leadership
12 Month Target 3.1	<p>STUDENT ATTITUDES TO SCHOOL SURVEY</p> <p>80% positive endorsement of managing bullying</p> <p>80% positive endorsement for Respect for Diversity</p>
KIS 1 Setting expectations and promoting inclusion	Implement a consistent whole school approach to student wellbeing, leadership and positive behaviour support
Actions	<p>Implement SWPB with fidelity</p> <p>Develop a coherent and consistent approach to manage Tier 3 students</p> <p>Direct involvement of students in the development of a positive school climate</p> <p>Continue the implementation of the Leader In Me</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *perceive the school as a safe environment *perceive that bullying is managed *demonstrate behaviours in alignment with SWPB matrix *self-regulate and monitor their own behaviour *know and use processes for when they feel unsafe <p>Teachers will:</p> <ul style="list-style-type: none"> *implement evidence based approaches to addressing challenging behaviours *co-design with students, the classroom learning environment *establish clear expectations, negotiated with students, to manage classroom behaviour *provide opportunities for students to be involved in decision making

	<p>*use a range of tools to receive regular student feedback on classroom climate</p> <p>Leadership will</p> <ul style="list-style-type: none"> *support staff in developing their capacity to manage Tier 3 students *ensure resources are allocated to meet identified student needs including specialist supports for individual and cohorts of students. *establish processes to monitor the effectiveness and implementation of the actions *develop clearly documented responses to manage student behaviour with expectations that these will be implemented by all staff
Success Indicators	<p>Lighthouse survey data on safe/unsafe spaces across the school</p> <p>Reduction in the number of eduSafe incidents</p> <p>Pivot Survey data (3-6) and Foundation-2 survey data</p> <p>Parents will perceive the school as a safe place</p>

