Annual Implementation Plan - 2020

Select Annual Goals and KIS

Wantirna South Primary School (4582)

Submitted for review by Kerri Emonson (School Principal) on 19 December, 2019 at 09:34 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 03 February, 2020 at 05:31 PM
Endorsed by Eve John (School Council President) on 30 April, 2020 at 08:28 AM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve literacy outcomes for all students.	Yes	By 2022 increase the percentage of students in top two bands of reading in Year 3 and 5 to consistently be in line with or above similar schools, current 2018 school outcomes—Year 3 Reading in top two bands 66 per cent, Year 5 Reading in top two bands 42.5 per cent.	2019 results: NAPLAN top 2 bands (Reading) Yr 3 - 69%, Yr 5 - 38% 2020 targets: NAPLAN top 2 bands (Reading) Yr 3 = 70%, Yr 5 = 48% Yr 5 - 70% retention in top 2 bands (Reading) from Yr 3 2018 Using Teacher Judgements from Semester 1 2019 to Semester 1 2020 - 95% of students make 12 months growth in 12 months in the area of Reading.
		The growth targets for Year 5 students in NAPLAN reading for 2019 and 2020 be above similar schools.	2019 results: NAPLAN high growth - Reading = 9% 2020 target: NAPLAN high growth - Reading = 25%
		By 2022 increase the percentage of students in Foundation to Year 6 to be above the age expected level in English: reading and viewing, Teacher Judgement current Semester 1 results are 25 per cent.	2019 results: Semester 1 2019 - 29% above level, 41% at level, 30% below level 2020 targets: Semester 1 2020 - 35% above level and 25% below level

Improve student wellbeing, voice and agency and build school pride.	Yes	By 2022, AToSS Parent factor for Student Voice and Agency, Year 5 students, be above 80%.	2019 results: Parents - 76% and all students - 62% 2020 targets: Parents - 80% and all students - 70%
		By 2022, AToSS for student resilience, to be above 80%.	2019 results: Student resilience - 73% 2020 targets: Student resilience - 80%
		By 2022, AToSS for Student Goal Setting and Sense of Self–Regulation and Confidence to be above 80%.	2019 results: Self-regulation & confidence - 86% 2020 targets: Self-regulation & confidence - 90%
Improve student engagement in learning.	No	By 2022, School Staff Survey (SSS) results for Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum to be above 80%.	
		By 2022, SSS results for Professional Learning, Active Participation to be above 80%.	

Goal 1	Improve literacy outcomes for all students.
12 Month Target 1.1	2019 results: NAPLAN top 2 bands (Reading) Yr 3 - 69%, Yr 5 - 38% 2020 targets: NAPLAN top 2 bands (Reading) Yr 3 = 70%, Yr 5 = 48% Yr 5 - 70% retention in top 2 bands (Reading) from Yr 3 2018 Using Teacher Judgements from Semester 1 2019 to Semester 1 2020 - 95% of students make 12 months growth in 12 months in the area of Reading.
12 Month Target 1.2	2019 results: NAPLAN high growth - Reading = 9% 2020 target: NAPLAN high growth - Reading = 25%
12 Month Target 1.3	2019 results: Semester 1 2019 - 29% above level, 41% at level, 30% below level 2020 targets: Semester 1 2020 - 35% above level and 25% below level

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop structures and processes for teachers to collaboratively design and implement a shared curriculum scope and sequence and strategies for teaching and learning in literacy across the school that engages and challenges all students (CPA)	Yes
KIS 2 Building practice excellence	Build and implement a shared understanding of a Wantirna South PS Pedagogical Model that includes the Practice Principles and evidence−based targeted teaching across the school (BPE)	No
KIS 3 Curriculum planning and assessment	Build teachers' and level leaders' capacity to share, understand and consistently use assessment data and practices to diagnose student learning needs and to teach to a student's point of learning needs in literacy (CPA)	No
KIS 4 Curriculum planning and assessment	Action Plan to accelerate improvement	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.	After conducted a review of the school's 2019 NAPLAN results and Semester 1 2019 Teacher Judgements we decided that 'Reading' was the area of the school we needed to focus on for 2020. We achieved our goal of being above similar schools in the top 2 bands of Yr 3 NAPLAN but were 10% below similar schools in Yr 5. Our Relative Growth data from Yr 3 2017 to Yr 5 2019 was 9%, which is very low, this has been a consistent trend for the past 4 years. Our average for the past 3 years is 13%. Our teacher judgements are inconsistent with our results from NAPLAN and from our PAT comprehension scores. We have shown an improvement is some areas of our SSP goals but not in others. We have set goals for 2020 so we can work towards these. Developing consistent practice around 'Reading' is an area requiring particular attention for our school, developing an instructional model, especially for Reading, will be a major focus for 2020.

Goal 2	Improve student wellbeing, voice and agency and build school pride.	
12 Month Target 2.1	2019 results: Parents - 76% and all students - 62% 2020 targets: Parents - 80% and all students - 70%	
12 Month Target 2.2	2019 results: Student resilience - 73% 2020 targets: Student resilience - 80%	
12 Month Target 2.3	2019 results: Self-regulation & confidence - 86% 2020 targets: Self-regulation & confidence - 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build staff capacity to implement whole school, consistently implemented approaches to improve students' personal and social capabilities, wellbeing, voice and agency.	No

KIS 2 Setting expectations and promoting inclusion	Teachers create opportunities to engage students in improving connectedness to peers and classroom behaviour through their involvement in developing a student code of conduct in collaboration with teachers and parents.	Yes
KIS 3 Empowering students and building school pride	Build students' capacity to understand, articulate and take responsibility for their own learning and progression and have a voice and agency in school improvement.	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 kept this as a goal because over the past 3 years there has been an increase from 11% to 22% with negative responses for Student Voice and Agency and a decrease in positive responses from 71% to 62%. Goal setting, sense of confidence and student resilience have all decreased from 2018. In 2019 we had 'The Resilience Project' conduct sessions with staff, parents and students so this initiative will continue in 2020. We have worked with Learning Labs, and funding will continue in 2020 which will help to support our goal of developing student voice and agency.	