

# Annual Implementation Plan - 2020

## Select Annual Goals and KIS

Altona Green Primary School (5287)



Submitted for review by Rochelle Yates (School Principal) on 28 November, 2019 at 02:02 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 19 December, 2019 at 10:00 AM  
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 build a learning community of reflective practitioners focussed on excellence in teaching and learning with high expectations for all students. | Yes                                   | <p><b>By 2021</b></p> <p><u>Staff survey:</u></p> <p>-</p> <table border="1" data-bbox="824 715 1630 991"> <thead> <tr> <th rowspan="2">Percentage Endorsement</th> <th colspan="2">Whole School</th> <th colspan="2">Prin/Teach</th> </tr> <tr> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>64.5</td> <td>75</td> <td></td> <td></td> </tr> <tr> <td>Collective Responsibility</td> <td>80.1</td> <td>90</td> <td></td> <td></td> </tr> <tr> <td>Academic Emphasis</td> <td>61.6</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>Believe Peer Feedback improves practice</td> <td></td> <td></td> <td>61.9</td> <td>70</td> </tr> <tr> <td>Knowledge of HITS</td> <td></td> <td></td> <td>85.7</td> <td>95</td> </tr> </tbody> </table> <p><u>Student Attitude to School Survey:</u></p> <table border="1" data-bbox="824 1198 1630 1409"> <thead> <tr> <th colspan="6">ATOSS</th> </tr> <tr> <th rowspan="2">Percentage Endorsement</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> <tr> <th colspan="5">Percentage</th> </tr> </thead> <tbody> <tr> <td>High expectations for success</td> <td>95%</td> <td>95%</td> <td>96%</td> <td>96%</td> <td>97%</td> </tr> </tbody> </table> | Percentage Endorsement | Whole School |      | Prin/Teach |  | 2017 | 2021 | 2017 | 2021 | Collective Efficacy | 64.5 | 75 |  |  | Collective Responsibility | 80.1 | 90 |  |  | Academic Emphasis | 61.6 | 70 |  |  | Believe Peer Feedback improves practice |  |  | 61.9 | 70 | Knowledge of HITS |  |  | 85.7 | 95 | ATOSS |  |  |  |  |  | Percentage Endorsement | 2017 | 2018 | 2019 | 2020 | 2021 | Percentage |  |  |  |  | High expectations for success | 95% | 95% | 96% | 96% | 97% | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>ATOSS - see table<br/>           Staff Survey:<br/>           Collective Efficacy- 70<br/>           Collective Responsibility- 87<br/>           Academic Emphasis- 66<br/>           Believe Peer Feedback improves practice-<br/>           Knowledge of HITS-100</p> |
| Percentage Endorsement   | Whole School                          |  |                        | Prin/Teach   |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
|  | 2017                                  | 2021   | 2017                   | 2021         |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Collective Efficacy  | 64.5                                  | 75   |                        |              |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Collective Responsibility  | 80.1                                  | 90   |                        |              |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Academic Emphasis  | 61.6                                  | 70   |                        |              |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Believe Peer Feedback improves practice  |                                       |  | 61.9                   | 70           |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Knowledge of HITS  |                                       |  | 85.7                   | 95           |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| ATOSS  |                                       |  |                        |              |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| Percentage Endorsement   | 2017                                  | 2018   | 2019                   | 2020         | 2021 |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
|  | Percentage                            |  |                        |              |      |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |
| High expectations for success  | 95%                                   | 95%  | 96%                    | 96%          | 97%  |            |  |      |      |      |      |                     |      |    |  |  |                           |      |    |  |  |                   |      |    |  |  |   |  |  |      |    |                   |  |  |      |    |       |  |  |  |  |  |                        |      |      |      |      |      |            |  |  |  |  |                               |     |     |     |     |     |   |

|  |        | <table border="1"> <tr> <td>Stimulating learning</td> <td>80%</td> <td>82%</td> <td>85%</td> <td>88%</td> <td>90%</td> </tr> </table>  | Stimulating learning | 80%    | 82% | 85%    | 88% | 90%  |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
|--|--------|--|----------------------|--------|-----|--------|-----|------|------|------|------|---------|----|----|------|----|---------|------|----|------|----|----------|------|----|------|----|-----------------------|------|----|------|----|----------|------|----|------|----|--|
| Stimulating learning   | 80%    | 82%  | 85%                  | 88%    | 90% |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| To improve the achievement and learning growth of every student across all learning areas but particularly in literacy and numeracy. | Yes    | <p><b>By 2021 ACHIEVEMENT DATA</b></p> <ul style="list-style-type: none"> <li>There will be an increase in the percentage of students in the top two NAPLAN bands for all domains</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">YEAR 3</th> <th colspan="2">YEAR 5</th> </tr> <tr> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40</td> <td>55</td> <td>24.3</td> <td>55</td> </tr> <tr> <td>Writing</td> <td>30.9</td> <td>50</td> <td>10.8</td> <td>30</td> </tr> <tr> <td>Spelling</td> <td>34.5</td> <td>45</td> <td>24.3</td> <td>40</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>54.5</td> <td>60</td> <td>24.3</td> <td>40</td> </tr> <tr> <td>Numeracy</td> <td>38.1</td> <td>50</td> <td>18.9</td> <td>40</td> </tr> </tbody> </table> <p><b>NAPLAN GROWTH DATA</b><br/>The percentage of students achieving low relative growth on NAPLAN to be at 15% or less for all cohorts</p> <p>The percentage of students achieving high relative growth on NAPLAN to be at 30% or above for all cohorts</p> <p><b>TEACHER JUDGEMENTS</b></p> <p>Teacher judgments against the Victorian Curriculum will indicate a minimum of <b>12 months growth</b> per year in all areas of Literacy and in Numeracy</p> |                      | YEAR 3 |     | YEAR 5 |     | 2017 | 2021 | 2017 | 2021 | Reading | 40 | 55 | 24.3 | 55 | Writing | 30.9 | 50 | 10.8 | 30 | Spelling | 34.5 | 45 | 24.3 | 40 | Grammar & Punctuation | 54.5 | 60 | 24.3 | 40 | Numeracy | 38.1 | 50 | 18.9 | 40 | <p><b>TOP 2 BANDS:</b><br/>Maintain the number of students in the top 2 bands from year 3 to year 5 in all areas</p> <p><b>NAPLAN:</b><br/>Year 3 and 5 to be at or above state average in Reading, Writing and Mathematics</p> <p><b>GROWTH DATA:</b><br/>The percentage of students achieving low relative growth on NAPLAN to be at 15% or less for all cohorts</p> <p>The percentage of students achieving high relative growth on NAPLAN to be at 30% or above for all cohorts</p> <p><b>TEACHER JUDGEMENT:</b><br/>Minimum of 12 months growth per year in all areas of Literacy and in Numeracy</p> |
|  | YEAR 3 |  |                      | YEAR 5 |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
|  | 2017   | 2021   | 2017                 | 2021   |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| Reading  | 40     | 55   | 24.3                 | 55     |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| Writing  | 30.9   | 50   | 10.8                 | 30     |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| Spelling   | 34.5   | 45   | 24.3                 | 40     |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| Grammar & Punctuation  | 54.5   | 60   | 24.3                 | 40     |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| Numeracy   | 38.1   | 50   | 18.9                 | 40     |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |
| To create a positive school climate which fosters a whole  | Yes    | <b>By 2021</b>   | ATOSS - see table    |        |     |        |     |      |      |      |      |         |    |    |      |    |         |      |    |      |    |          |      |    |      |    |                       |      |    |      |    |          |      |    |      |    |  |

school approach to health, wellbeing, inclusion and engagement.

Student Attitude to School Survey:

| ATOSS  |            |      |      |      |      |
|--|------------|------|------|------|------|
| Percentage Endorsement                               | 2017       | 2018 | 2019 | 2020 | 2021 |
|  | Percentage |      |      |      |      |
| Motivation and interest                              | 80%        | 82%  | 85%  | 88%  | 90%  |
| Experience of bullying (% average of survey factors) | 22%        | 20%  | 18%  | 16%  | 15%  |
| Student voice and agency                             | 69%        | 71%  | 74%  | 77%  | 80%  |
| Learning Confidence                                  | 84%        | 85%  | 87%  | 88%  | 90%  |
| Resilience   | 78%        | 80%  | 82%  | 84%  | 86%  |

Staff Survey:

| Percentage Endorsement                      | Whole School |      |
|---|--------------|------|
|   | 2017         | 2021 |
| School Climate - Overall                    | 70           | 78   |
| School Leadership - Overall                 | 72.7         | 81   |
| School Staff Safety and Wellbeing - Overall | 61.8         | 70   |
| Professional Learning - Overall             | 74.9         | 85   |

Staff Survey;  
 - School Climate - 74%  
 - School Leadership - 94%  
 - School Staff Safety and Wellbeing - 64%  
 - Professional Learning - 78%

Parent Opinion Survey - see table

Attendance:  
 All results need to be under 15 days per year.

Reduce the absence days by 10% for each year level already under 15 days.

Parent Survey:

| <b>Parent Opinion Survey</b>          |             |             |             |             |             |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Percentage Endorsement</b>         | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> |
| <b>Experience of bullying</b>         | 69%         | 67%         | 65%         | 63%         | 61%         |
| <b>Promoting positive behaviour</b>   | 76%         | 78%         | 82%         | 84%         | 86%         |
| <b>General school satisfaction</b>    | 67%         | 70%         | 73%         | 75%         | 77%         |
| <b>School pride and confidence</b>    | 72%         | 74%         | 76%         | 79%         | 82%         |
| <b>High expectations for success</b>  | 77%         | 79%         | 82%         | 85%         | 87%         |
| <b>Student motivation and support</b> | 60%         | 62%         | 65%         | 67%         | 70%         |

Attendance Data:

The state mean in 2016 was 15 days. All results will need to be under 15.

The target would be to reduce the absence days by 10% for each year level already under 15 days.



|  |  |            |
|--|--|------------|
| <p>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> | <p>There will be a change of middle leaders in 2020 so this will need to be addressed and monitored.</p>   |            |
| <p><b>Goal 2</b></p>   | <p>To improve the achievement and learning growth of every student across all learning areas but particularly in literacy and numeracy.</p>  |            |
| <p><b>12 Month Target 2.1</b></p>  | <p>TOP 2 BANDS:<br/>Maintain the number of students in the top 2 bands from year 3 to year 5 in all areas</p> <p>NAPLAN:<br/>Year 3 and 5 to be at or above state average in Reading, Writing and Mathematics</p> <p>GROWTH DATA:<br/>The percentage of students achieving low relative growth on NAPLAN to be at 15% or less for all cohorts</p> <p>The percentage of students achieving high relative growth on NAPLAN to be at 30% or above for all cohorts</p> <p>TEACHER JUDGEMENT:<br/>Minimum of 12 months growth per year in all areas of Literacy and in Numeracy</p> |            |
| <p><b>Key Improvement Strategies</b></p>   | <p>Is this KIS selected for focus this year?</p>   |            |
| <p><b>KIS 1</b><br/>Building practice excellence</p>   | <ul style="list-style-type: none"> <li>Build teacher practice excellence and capacity to consistently employ evidence-based high-impact teaching strategies.</li> </ul>  | <p>Yes</p> |
| <p><b>KIS 2</b><br/>Building practice excellence</p>   | <p>Strengthen the data and assessment literacy capacity of teachers and teams.</p>   | <p>No</p>  |

|  |   |  |
|--|---|--|
| <p>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> | <p>Our achievement data indicates a need to lift outcomes in writing with an emphasis on the top 2 bands. This will extend to teacher judgement and strengthening assessment practices around writing.</p>  |  |
| <p><b>Goal 3</b></p>   | <p>To create a positive school climate which fosters a whole school approach to health, wellbeing, inclusion and engagement.</p>  |  |
| <p><b>12 Month Target 3.1</b></p>  | <p>ATOSS - see table</p> <p>Staff Survey;<br/> - School Climate - 74%<br/> - School Leadership - 94%<br/> - School Staff Safety and Wellbeing - 64%<br/> - Professional Learning - 78%</p> <p>Parent Opinion Survey - see table</p> <p>Attendance:<br/> All results need to be under 15 days per year.</p> <p>Reduce the absence days by 10% for each year level already under 15 days.</p> |  |
| <p><b>Key Improvement Strategies</b></p>   |   | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/> Empowering students and building school pride</p>   | <ul style="list-style-type: none"> <li>Embed the school's School Wide Positive Behaviours Support (SWPBS) program to enhance wellbeing and engagement of the whole school community.</li> </ul>   | <p>No</p>  |
| <p><b>KIS 2</b><br/> Empowering students and building school pride</p>   | <p>Activate raised levels of student voice, leadership and agency in their own learning so students have positive school experiences and can act as partners in school improvement.</p>   | <p>Yes</p>                                       |



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.

This is the next step in building the work around our school vision for learning.