# 2019 Annual Implementation Plan

## for improving student outcomes

Keilor Views Primary School (5539)

Submitted for review by Helen Butler (School Principal) on 28 December, 2018 at 02:43 PM
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# Select Annual Goals and KIS

| Goal 1 | To improve the learning progress and outcomes for all learners in English and Mathematics. |
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| **12 Month Target 1.1** | To ensure the teacher judgement of reading at expected, above and below age level is within 5% of NAPLAN band top, middle and bottom two bands.<br><br>To ensure the teacher judgement of mathematics (number and algebra) at expected, above and below age level is within 5% of NAPLAN band top, middle and bottom two bands. |
| **12 Month Target 1.2** | Student Attitude to School Survey<br>Maintain Differentiated Learning at 95% or greater<br>Improve Stimulated Learning to 95% or greater Overall<br>Improve Understand Formative Assessment to 65% |
| **12 Month Target 1.3** | Reading:<br>Year 3 NAPLAN:<br>To increase the number of students in the top two bands to 49% in 2019<br>To maintain the number of students in the bottom two bands at 6% or lower in 2019<br>Year 5 NAPLAN:<br>To increase the number of students in the top two bands to 43% in 2019<br>To decrease the number of students in the bottom two bands by 6% to 12% in 2019 (10%? Leadership goal)<br>Year 5 Relative Gain:<br>To increase the number of students with medium and high growth by 10% to 80% in 2019<br><br>Numeracy:<br>Year 3 NAPLAN<br>To increase the number of students in the top two bands to 38% or above in 2019<br>To decrease the number of students in the bottom two bands to 10% in 2019<br>Year 5 NAPLAN:<br>To increase the number of students in the top two bands by 12% to 40% in 2019<br>To decrease the number of students in the bottom two bands by 6% to 13% in 2019 (we would need this to aim for lower this to below 2.5% during the life of the SSP, with minimum change, e.g. 7.5% year 2, 5% year 3, 2.5% year 4) |

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| | Year 5 Relative Gain:<br>To increase the number of students with medium and high growth by 12% to 76% in 2019 | | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Curriculum planning and assessment | Build teacher capacity in data literacy. | Yes |
| **KIS 2**<br>Curriculum planning and assessment | Introduce agreed guaranteed and viable curriculum and assessment practices. | Yes |
| **KIS 3**<br>Building practice excellence | Build teacher capacity in research based practices. | Yes |

| Goal 2 | To increase student engagement to enhance learning outcomes. | |
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| **12 Month Target 2.1** | To improve Student Motivation and Support to 85%<br>To increase the student agency and voice to 85% (POS)<br>To maintain Student Attendance at 95%<br>To increase positive endorsement 'I can do challenging school work' within sense of confidence to 87% | |
| **12 Month Target 2.2** | To increase student voice and agency overall to 87%<br>To increase positive endorsement 'I am encouraged to share my ideas' in student voice and agency to 84% | |
| **12 Month Target 2.3** | To increase attitudes to attendance to 95%<br>To maintain Student Attendance at 95% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Empowering students and building school pride | Embed authentic student voice and agency to enhance and influence outcomes. | Yes |
| **KIS 2**<br>Evaluating impact on learning | Build teacher assessment capacity | Yes |

| Goal 3 | To increase student engagement and wellbeing. | |
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| **12 Month Target 3.1** | To improve 'all students are treated fairly at this school to 85% from 81%<br>Maintain this school deals fairly with bullying problems at 90%<br>To increase positive endorsement in "at this school I help decide things like class activities or rules" in student voice and agency to 85%<br>To increase 'students at this school treat each other with respect' within classroom behaviour to 79% | |
| **12 Month Target 3.2** | To improve trust in Colleagues to 80%To improve Instructional Leadership  to 75% (new module)<br>To improve trust in students and parents to 72%<br>To increase 'General Satisfaction' to 90%<br>To increase POS response rate to 15% in 2019 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Instructional and shared leadership | Engage in Communities of Practice and Professional Learning Teams. | Yes |
| **KIS 4**<br>Instructional and shared leadership | Develop and build capacity on Middle Level Leaders to support ongoing sustainability of improvement. | Yes |

# Define Actions, Outcomes and Activities

| Goal 1 | To improve the learning progress and outcomes for all learners in English and Mathematics. |
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| **KIS 1**<br>Curriculum planning and assessment | Build teacher capacity in data literacy. |
| **Actions** | - All team leaders will undertake PLT/PLC training as part of a network focused CoP (with support from Maria Claridge)<br>- All staff trained in data conversations using the data wise 8 step inquiry cycle (from 2019)<br>- Year 1 Student Performance Analyser (SPA) introduced<br>-Additional specialist 4th hour for PLT/Cs |
| **Outcomes** | Teachers will:<br>• be able to triangulate data sets to inform teacher judgements using SPA<br>• work collaboratively with colleagues to moderate learning tasks to develop consistent teacher judgements<br>• analyse student data to reflect and review the impact of their practice on learning outcomes<br>• apply differentiated pedagogical practices that meet the learning needs of their students informed by data in reading, writing and number<br>• use 3 sources of data to diagnose & evaluate progress & achievement in reading and number<br>• participate in coaching<br><br>Students will:<br>• articulate the LI & SC of each lesson, and how they will know if they have successfully achieved them<br>• discuss and monitor their progression towards their goals<br>• monitor their learning against success criteria and articulate the next steps in their learning<br>• understand how assessments are used to inform their learning and learning goals<br><br>Leaders will:<br>• ensure structures and processes are in place for effective Professional Learning Team collaboration<br>• build the capacity of teachers to effectively monitor, plan and assess student learning<br>• collect, monitor and analyse whole school data sets to inform future actions<br>• provide professional learning to teachers in data literacy<br>• support staff through professional learning and coaching conversations to build capacity in effective data analysis in reading and math's |

| | •     develop the capacity of middle level leaders through network and Bastow PL |
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| | •     allocate financial and human resources to support KIS of 2019 AIP |
| | •     track and monitor progress of KIS each term and evaluate evidence to success |
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| | Community will: |
| | •     understand the assessment processes engaged in by their children as part of reporting |
| | •     understand the importance of LI&SC in their child's learning |
| | •     support the learning at school through understanding student learning goals in reading, writing and number |

| **KIS 2**<br>Curriculum planning and assessment | Introduce agreed guaranteed and viable curriculum and assessment practices. |
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| **Actions** | - appointment of whole school learning leader and coach 1.0<br>- School-based Reading essentials CoP introduced (CRT and resources)<br>- School -based formative assessment CoP introduced 2019<br>- Bastow Literacy Leaders course (2 additional staff in 2019)<br>- Appointment of Literacy intervention person 0.4<br>- Coaching coverage 0.4<br>-Develop a shared understanding of planning for learning in reading based on the Vic Curriculum and KVPS essential learnings<br>- Develop a consistent instructional model for math's based on the research<br>- Teacher Professional resources |
| **Outcomes** | Teachers will:<br>• use the F&P continuum and Vic Curriculum to plan a highly effective and differentiated approach to reading<br>• work collaboratively in a vertically structured CoP to develop, draft and document a G&V reading curriculum<br>• undertake professional learning with MAV to deepen their understanding of math's planning and proficiencies<br>• continue to refine reading goal setting based on F&P continuum and Vic Curriculum standards<br>• work collaboratively in a vertically structured CoP to define, develop and trial formative approaches to assessment including questioning, rubrics and common assessment tasks<br>• continue to participate in instructional coaching program and peer observations<br><br>Students will:<br>• provide feedback on the reading essentials in collaboration with CoP during development<br>• understand how reading goals are developed, and where they need to go to next using the reading continuum and benchmarking |

assessments
- use the writing rubrics to self assess and set learning goals in years 3-6
- use the F&P goal setting cards to support goal setting

Leaders will:
- develop the capacity of middle level leaders through school based CoPs, network and Bastow PL
- provide timetable structures and learning meetings to facilitate CoP foci and learning
- allocate financial and human resources to support KIS of 2019 AIP
- track and monitor progress of KIS each term and evaluate evidence to success
- facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching

Community will:
- attend learning sessions at KVPS to explore learning in the areas of math's and reading
- know the learning goals of their children in reading, writing and math's (number)

| KIS 3 Building practice excellence | Build teacher capacity in research based practices. |
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| Actions | - All team leaders will undertake PLT/PLC training as part of a school based focused CoP for team leaders, and network mentor schools<br>- All staff trained in data conversations using the data wise 8 step inquiry cycle (from 2019)<br>- Staff introduced to Evidence for Learning impact cycle to guide inquiry in to evidence-based practices<br><br>Implementation of the Math's strategy by:<br>-     key staff attending mathematics PD<br>-     development of school improvement plan<br>-     revising current curriculum outline<br>-     building capacity of all teachers through learning walks (CRTs)<br>-     sourcing of new classroom resources to support the delivery<br>-     employment of an additional classroom support staff 0.2<br>-     appointment 0.5 math's specialist (x2)<br>- MAV Professional Learning days/consultant<br>- Teacher professional resources<br>- Professional Practice days focused on Reading semester 1 and Math's practice in semester 2 |

| Outcomes | Teachers will: |
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| | • use data and research to identify the appropriate instructional practices in reading, and when to apply these during the GRR in the reader's workshop |
| | • demonstrate a deep knowledge of the reading curriculum and how to scaffold student learning as part of the development of the G&V curriculum in reading |
| | • identify, plan and implement lessons that include 'multiple exposures' using data, the Vic Curriculum and DeT literacy and math's toolkit resources |
| | • undertake PL in math's research-based practices with the support of MAV and DeT Math's specialist initiative |
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| | Students will: |
| | • articulate the LI&SC of each lesson, and how they will know if they have successfully achieved them |
| | • self-assess their progress, and articulate what they need to learn next using SC |
| | • explain the structure of the reader's and writer's workshop and how each phase supports their learning (Letting Students in to the Secrets unit) |
| | • be able to explain their assessments in reading and number and what their goals are, and how they will achieve these |
| | • be able to explain strategies used to support their learning (meta cognition) |
| | • explain which ELQ they have used to engage in learning and how this has helped them |
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| | Leaders will: |
| | • build teacher capacity in research-based practices using the literacy and math's toolkit, E4L toolkit and impact cycle |
| | • provide opportunities for PL to staff in understanding data and research-based practices |
| | • initiate observation of practice during Learning Walks from term 2 |
| | • support staff through professional learning and E4L toolkit and impact cycle to deepen their understanding of research-based practices |
| | • develop the capacity of middle level leaders through network and Bastow PL |
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| | Community will: |
| | • understand the structure and practices within the reader's and math's workshops and engage in community learning sessions twice per term |
| | • Explain the ELQs |

| Goal 2 | To increase student engagement to enhance learning outcomes. |
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| **KIS 1**<br>Empowering students and building school pride | Embed authentic student voice and agency to enhance and influence outcomes. |
| **Actions** | - Student Leadership team aligned to KIS of 2019 AIP<br>-Leadership professional resources<br>-Victorian Learning Commission - students and staff commissioners<br>-Opportunities for student and teacher agency developed in 2019 |
| **Outcomes** | Teachers will:<br>• develop their understanding of the difference between voice and agency<br>• explore opportunities to illicit student voice in learning within year levels and classrooms<br>• use rubrics, student assessments and data to talk with students about their learning and goals<br>• access leadership opportunities within and beyond the school e.g. Bastow Evolve and Inspire<br>• continue to participate in instructional coaching program and peer observations<br><br>Students will:<br>• provide feedback on school wide data sets and establish a cycle of inquiry for improvement<br>• undertake various leadership roles across the school including JSC, student leadership, sustainability projects and Vic Learning commission<br>• develop an understanding of self assessment using the SC and rubrics<br><br>Leaders will<br>• develop the capacity of middle level leaders through network and Bastow PL<br>• share the SSP and AIP with students, parents and staff<br>• support staff to engage in professional learning<br>• work with partner schools to develop Victorian Learning Commission with a focus on student and teacher agency and action research cycle<br><br>Community will:<br>• support the development of the school's new mission and values statements with clearly defined dispositions for learning and school wide behaviors<br>• Identify and explain the ELQs |

| KIS 2
Evaluating impact on learning | Build teacher assessment capacity |
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| **Actions** | - All team leaders will undertake PLT/PLC training as part of school-based team leaders training and mentor school focused CoP (with support from Mentor schools)<br>- All staff trained in data conversations using the data wise 8 step inquiry cycle (from 2019)<br>- Year 1 Student Performance Analyser (SPA) introduced<br>-Additional specialist 4th hour for PLT/Cs<br>-School-based formative assessment CoP introduced in 2019<br>-New assessment schedule trialed with new tools - PAT M&R, 6 Star survey |
| **Outcomes** | Teachers will:<br>• share assessments with students<br>• use SPA to inform the planning of appropriately challenging learning and assessment of learning<br>•  develop an understanding of what formative assessment is & how to construct deep learning - in particular LI&SC and quality<br>   questions to encourage transference and mastery of learning<br>• trial common assessment tasks in reading using F&P<br>• use writing rubrics to identify where students are at, and where to next in planning (pre-post samples)<br>• trial RRRR assessment rubrics years 3-6<br>• continue to participate in instructional coaching program and peer observations<br><br>Students will:<br>• have access to their own assessments<br>• understand how to talk about their assessments and collaborate with teachers in setting learning goals years 2-6<br><br>Leaders will:<br>•  develop the capacity of middle level leaders through school based CoPs, network and Bastow PL<br>•  provide timetable structures and learning meetings to facilitate CoP foci and learning in line with KIS<br>•  facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching<br>•  allocate financial and human resources to support KIS of 2019 AIP<br>•  track and monitor progress of KIS each term and evaluate evidence to success<br><br>Community will:<br>• participate in reporting processes in semesters 2&4 as part of P/T and student interviews to discuss/share progress and assessments |

| Goal 3 | To increase student engagement and wellbeing. |
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| **KIS 1**<br>Instructional and shared leadership | Engage in Communities of Practice and Professional Learning Teams. |
| **Actions** | School-based Communities of Practice established in 2019 in the areas of Reading, Formative Assessment & SWPBS<br>Continued professional learning and participation in RRRR CoP as lead school<br>Participation in PLC mentor school networks<br>Develop CoP with neighboring secondary school to support effective transition from primary to secondary |
| **Outcomes** | Teachers will:<br>• engage in school based vertical CoPs to support AIP KIS<br>• engage in regular PLTs and cycles of inquiry to plan, assess and evaluate impact of their teaching<br>• participate in network CoPs as aligned to the school's CoP<br>• participate in SWPBS training and establish values<br><br>Students will:<br>• provide feedback as part of student leadership structures on learning, development of artefacts and school environment<br>• participate in SWPBS training and support the school to establish new mission and values<br><br>Leaders will:<br>• develop the capacity of middle level leaders through school based CoPs, network and Bastow PL<br>• establish a connection with the local secondary school to foster reading CoP and support G&V curriculum development<br>• provide timetable structures and learning meetings to facilitate CoP foci and learning in line with KIS<br>• facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching<br>• facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve KIS<br>• allocate financial and human resources to support KIS of 2019 AIP<br>• track and monitor progress of KIS each term and evaluate evidence to success<br><br>Community will:<br>• provide feedback on learning and practices through appropriate school structures<br>• support the school to reach the goals and targets of the 2019 AIP<br>• participate in development of SWPBS and support the school to establish new mission and values |

| KIS 2<br>Parents and carers as partners | Partner with parents in learning. |
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| **Actions** | Continue to engage and lead RRRR CoP (school-based and region)<br>Implement Positive School Wide Behaviors Framework<br>- initiate a SWPBS  CoP in 2019<br>- attending SWPB regional PL and in school coaching<br>- curriculum audit of Wellbeing units<br>- trialing of RRRR assessment rubrics in years 3-6 |
| **Outcomes** | Teachers will:<br>• develop a common language across students, teachers and community when addressing behaviors<br>• support the development of a new mission and values for KVPS<br>• undertake RRRR and SWPBS training and coaching<br>• on-line ticketing system in order to track behaviors in classroom and non classroom settings<br><br>Students will:<br>• develop a common language across students & teachers when addressing behaviors<br>• support the development of a new mission and values for KVPS<br><br>Leaders will:<br>• support the development of a new mission and values for KVPS<br>• use the on-line ticketing system in order to track behaviors in classroom and non classroom settings to inform decision making<br>• develop the capacity of middle level leaders through school based CoPs, network and Bastow PL<br>• provide timetable structures and learning meetings to facilitate CoP foci and learning in line with KIS<br>• facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve KIS<br>•  allocate financial and human resources to support KIS of 2019 AIP<br>•  track and monitor progress of KIS each term and evaluate evidence to success<br><br>Community will:<br>• Develop a common language across students, teachers and community when addressing behaviors<br>• Support the development of a new mission and values for KVPS |

| KIS 3<br>Instructional and shared leadership | Develop and build capacity on Middle Level Leaders to support ongoing sustainability of improvement. |
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| **Actions** | Develop teacher/leader's knowledge and capacity to work as an effective school improvement team utilising a PLC process, to improve reading and math's (number) outcomes for students through collaborative team leader PLC meetings<br>Aspiring leaders to access appropriate leadership research materials and PL&D opportunities |
| **Outcomes** | Teachers will:<br>• actively participate in professional and collaborative learning and coaching conversations<br>• complete cycles of inquiry in PLTs/CoPs with a foundation in professional reading, learning and contextually relevant data<br>• participate in professional learning with a focus on leadership capacity and growth (Bastow and Network supported)<br><br>Students will:<br>• continue to support and participate in the recruitment and selection of teaching and leadership staff at KVPS<br>• access varying levels of leadership roles across the school to support the AIP goals<br><br>Leaders will:<br>• develop the capacity of middle level leaders through school-based PLC PL, network and Bastow PL<br>• provide timetable structures and learning meetings to facilitate opportunities to attend identified PL&D and Team Leader PLC meetings fortnightly<br>•  identify new roles and responsibilities for staff within school to build capacity and support the four year strategic plan and 2019 AIP goals<br>• facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve all KIS<br>• establish external coaching mentors for key middle level leaders from within and external to the network<br>• allocate financial and human resources to support Goal 3, KIS 3 of 2019 AIP<br>• track and monitor progress of KIS each term and evaluate evidence to success |