

Annual Implementation Plan - 2021

Castlemaine North Primary School (2051)



Annual Goals and KIS

	<p>12 month target</p> <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>
<p>2021 Priorities Goal</p>	<p>Percentage of students achieving the Top 2 Bands in NAPLAN - Numeracy:</p> <ul style="list-style-type: none"> * Year 3 - 55% * Year 5 - 50% <p>Percentage of Year 5 students achieving in the Top 2 Bands in NAPLAN - Literacy:</p> <ul style="list-style-type: none"> * Spelling - 35% * Writing - 25% <p>Percentage of students in Year 5 above benchmarked growth - NAPLAN:</p> <ul style="list-style-type: none"> * Writing - 23% * Spelling - 20% * Numeracy - 20% <p>Percentage of students at or above expected level (Vic Curric teacher judgement) in December 2021:</p> <p>Reading - 94%</p> <p>Writing - 90%</p> <p>Number - 93%</p> <p>Attitude to School Survey data:</p> <p>Connectedness to School 85% or higher (82% in 2020)</p> <p>Respect for Diversity (Inclusion) 87% or higher (87% in 2020)</p> <p>Parent Opinion Survey: (Percentage positive response)</p> <ul style="list-style-type: none"> * Teacher Communication at 75 % or higher (72% in 2020) * School Communication at 80 % or higher (80% in 2020) <p>Attendance Target - 12 days</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Define Actions, Outcomes and Activities

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continue to embed a culture of continuous improvement through working as a PLC (Professional Learning Community).</p> <p>Implement Tutor program to support students who have not made expected learning growth in 2020</p> <p>Investigate best practice in Literacy education in order to develop and plan a whole-school instructional model.</p>
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).

	<p>Leaders will:</p> <ul style="list-style-type: none"> - use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers. - invite teachers to observe their classes; develop their own peer coaching skills. This will inform PLC inquiry cycles. - use assessment data to form and track progress of tutoring groups. <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the structure of the literacy pedagogical model; establish/improve peer observation; skills; use the pedagogical model regularly to plan and deliver lessons - monitor student progress and liaise with tutors working in their classrooms. - work collaboratively with Tutor/s in planning for and assessing students identified to participate in the tutoring program. - Participate in literacy professional learning and reflect on their practice through PLC's, by evaluating the impact of teaching on student outcomes and reflect on feedback from Peer Observations. <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate the 'usual' structure of lessons - set and reflect on their learning goals and participate in the tutoring sessions with a positive mindset. - receive targeted academic support or intervention if identified for support by the 2021 Tutoring Program.
<p>Success Indicators</p>	<p>Evidence of data sharing between tutors and teachers e.g. through ILPs, teacher notes and observations. Teachers' formative assessment data and teacher judgement data will demonstrate improve in student outcomes for all students.</p> <p>Tutors: submit fortnightly updates to principal/program coordinator and report regularly to the students, parents, classroom teacher and school improvement teams.</p> <p>Teachers/leaders: Update tracking documents to show student progression and growth.</p> <p>Students: Participate in targeted small group sessions, working at their point of need.</p> <p>Planning documents will reflect a consistent approach to literacy teaching and learning across the school.</p> <p><u>PLC inquiry documentation:</u></p> <p>Leaders: minutes/agendas/presentations from staff meetings; survey data, observations or other evidence related to PLC implementation; notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents.</p> <p>Teachers: PLC notes/minutes; evidence used to evaluate impact of teaching on student outcomes; Staff Survey data for factors Peer Observation notes and actions.</p>

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Review the school's wellbeing programs. Respond to A to SS data - low levels of student agency and voice.
Outcomes	Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Leaders will strengthen engagement with regional and external support agencies Students will feel supported and engaged in their homegroup
Success Indicators	A to SS data Play is the Way language being used consistently across the school for behaviour education. All classrooms to display Life Raft posters. Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Term Overviews to include wellbeing planning.

KIS 3 Building communities	Connected schools priority
Actions	To strengthen the school wide approach to communication with parents and carers, the school will implement the recommendations from the School Council Parent Engagement Sub-committee.
Outcomes	<p>Parents will feel a greater sense of connectedness to school and engage in school programs and activities such as: participating in working bees, classroom assistance and the Parents and Carers Association.</p> <p>Staff will notice an increase in parent engagement through stronger home/school relationships.</p> <p>Teachers will have strong relationships with students and parents/carers</p> <p>Students and parents/carers will feel as though they belong</p>
Success Indicators	<p>Parent Opinion survey data</p> <p>A to SS data</p> <p>Staff Opinion survey</p>