

Annual Implementation Plan - 2019

Select Annual Goals and KIS

Bacchus Marsh Primary School (0028)



Submitted for review by Melinda Williams (School Principal) on 18 December, 2018 at 06:11 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 19 December, 2018 at 08:44 AM

Endorsed by Lachlan Hodgson (School Council President) on 20 December, 2018 at 03:19 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																						
Student Achievement Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy	Yes	<p>AUSVELS / Victorian Curriculum All students will demonstrate 12 months or more growth in their learning based on AusVELS (2016) and the Victorian Curriculum (2017-2019) Students at risk or PSD student's growth will be measured via Individual Learning Plan (ILP) goals.</p> <p>NAPLAN Increase the percentage of students achieving medium to high relative growth on NAPLAN relative growth reports in Reading, Writing and Number.</p> <p>Year 3 to 5 Relative Growth Benchmark 2015</p> <table border="1" data-bbox="443 1023 1839 1222"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>35%</td> <td>49%</td> <td>29%</td> <td>45%</td> <td>40%</td> <td>45%</td> <td>40%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>46%</td> <td>41%</td> <td>46%</td> <td>41%</td> <td>46%</td> <td>41%</td> <td>46%</td> <td>41%</td> <td>46%</td> </tr> <tr> <td>Number</td> <td>46.%</td> <td>25.%</td> <td>46%</td> <td>30%</td> <td>46%</td> <td>35%</td> <td>46%</td> <td>40%</td> <td>46%</td> <td>40%</td> </tr> </tbody> </table> <p>Maintaining or increasing % of students in top two NAP bands from Year 3 to 5</p>	Domain	2015		2016		2017		2018		2019		M	H	M	H	M	H	M	H	M	H	Reading	42%	35%	49%	29%	45%	40%	45%	40%	45%	40%	Writing	41%	46%	41%	46%	41%	46%	41%	46%	41%	46%	Number	46.%	25.%	46%	30%	46%	35%	46%	40%	46%	40%	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Percentage of students in Top 2 NAPLAN Bands: Year 3 Reading 65%; Writing 60%; Spelling 50%; G&P 55% and Numeracy 50% Year 5 Reading 45%; Writing 40%; Spelling 45%; G&P 45% and Numeracy 40%</p>
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		<ul style="list-style-type: none"> ● School Connectedness 4.45 ● Connectedness to Peers 4.34 <ul style="list-style-type: none"> ● To move the following areas above state and into the 3rd Quartile by 2019 Teacher Effectiveness (2015-4.38) ● ● Teacher Empathy (2015-4.40) ● Stimulating Learning (2015-4.07) <ul style="list-style-type: none"> ● Decrease absence rate by at least 12% to 13 days per student by 2019 	<p>80%; and Motivation & Interest 87 to 90%</p> <p>Student Absences: 20 or more days reduced from 17% 2018 to 12% in 2019 Average Student Absence Days from 13.3 in 2018 to 11.0 in 2019</p>
Wellbeing To develop student resilience and behaviours that reflect the school values.	Yes	<p>To increase the Student Attitudes to School mean scores for student morale and student distress to levels greater than 6.0</p> <p>Education State Target</p> <ul style="list-style-type: none"> ● A 20% increase in the proportion of students reporting high resilience by 2019 	<p>Using AtSS data: Student Resilience to move from 81 to 85% positive response; School Connectedness 86 to 90%;</p>

Goal 1	<p>Student Achievement</p> <p>Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy</p>
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12 Month Target 1.1	Percentage of students in Top 2 NAPLAN Bands: Year 3 Reading 65%; Writing 60%; Spelling 50%; G&P 55% and Numeracy 50% Year 5 Reading 45%; Writing 40%; Spelling 45%; G&P 45% and Numeracy 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop an agreed instructional model, consistent with evidence based Gradual Release Theory	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.	In our year of review we see this as a key lever in the development of curriculum planning and assessment which is formative in design and meets students at their point of need in all curriculum areas. Current data sets indicate the need for professional learning in the area of student voice and agency. Clear developmental curriculum mapping and pathways require further development to support student's active engagement with their learning and authentic independent application.	
Goal 2	Engagement To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning	
12 Month Target 2.1	Using AtSS data as goals for 2019: (2018 to 2019 positive response percentages) Learning Confidence: 81 to 85%; School Connectedness 86 to 90%; Student Voice & Agency 71 to 80%; and Motivation & Interest 87 to 90% Student Absences: 20 or more days reduced from 17% 2018 to 12% in 2019 Average Student Absence Days from 13.3 in 2018 to 11.0 in 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Further embed an inquiry approach in every classroom	Yes

Intellectual engagement and self-awareness		
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.	Current data sets indicate the need for professional learning in the area of student voice and agency. Our instructional model at the lesson level will be reflected on to enhance engagement through learning intentions, success criteria, negotiated goals at group and individual level, independent authentic application time along with lesson reflection and debrief to inform next steps in learning.	
Goal 3	Wellbeing To develop student resilience and behaviours that reflect the school values.	
12 Month Target 3.1	Using AtSS data: Student Resilience to move from 81 to 85% positive response; School Connectedness 86 to 90%;	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Implement the PEEC Positive Education Enhanced Curriculum, in the service of our school values.	Yes
KIS 2 Parents and carers as partners	Reduce chronic absenteeism through the development of processes and individual interventions	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.	A slight but not sufficient improvement in absence data has led us to explore more targeted interventions to address students in the chronic absentee category.	

