

Annual Implementation Plan - 2021

Select Annual Goals and KIS

Findon Primary School (5244)



learning for life

Submitted for review by Snezana Veljanovski (School Principal) on 10 June, 2021 at 01:17 PM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 June, 2021 at 05:51 PM

Endorsed by Kirsty Biddington (School Council President) on 17 June, 2021 at 02:35 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To implement a learning catch up and extension/Tutoring Learning Initiative, to build confidence and meet learner at specific point of need.</p> <p>To further embed the PATHS and RRE programs across the school.</p> <p>To continue to build the connections to community programs across the school.</p>
Optimise learning growth for all students in writing.	Yes	Increase the percentage of students with above benchmark growth in year 5 in writing from 17% in 2019 to more than or equal to 30% above by 2024.	Increase the percentage of students with above benchmark growth in year 5 in writing from 17% in 2019 to more than or equal to 20% above by 2021.
		Decrease the percentage of students with below benchmark growth in year 5 in writing from 31% in 2019 to less than or equal to 10% by 2024.	Decrease the percentage of students with below benchmark growth in year 5 in writing from 31% in 2019 to less than or equal to 26% by 2021.

		Increase the percentage of students in the top two bands in year 5 writing from 15% in 2019 to more than or equal to 30% of students by 2024.	Increase the percentage of students in the top two bands in year 5 writing from 15% in 2019 to more than or equal to 19% of students by 2021.
		Decrease the percentage of students in the bottom two bands in year 5 writing from 15% in 2019 to less than or equal to 10% of students by 2024.	Decrease the percentage of students in the bottom two bands in year 5 writing from 15% in 2019 to less than or equal to 14% of students by 2021.
Optimise learning growth for all students in numeracy.	No	Increase the percentage of students with above benchmark growth in year 5 numeracy from 29% in 2019 to more than or equal to 35% above by 2024	
		Decrease the percentage of students with below benchmark growth in year 5 numeracy from 18% in 2019 to less than or equal to 10% by 2024.	
		Increase the percentage of students in the top two bands in year 5 numeracy from 19% in 2019 to more than or equal to 30% of students by 2024	
		Decrease the percentage of students in the bottom two bands in year 5 numeracy from 19% in 2019 to less than or equal to 10% of students by 2024.	

To improve student voice, agency and leadership to empower students to learn and achieve	No	Reduce the number of students away 20+ days from 32% in 2019 (state Target 27%) to 25% by 2024	
		Increase the percentage of positive endorsement in the AtoSS from 74% in Student Voice and Agency, 79% Stimulating Learning and 79% Teacher Concern in 2019 to 90% in these categories by 2024.	
		Increase the percentage of positive endorsement on the staff opinion survey from 53% in 2019 (56% positive 2020) academic emphasis from to 65% by 2024, and 58% in 2019 (64% positive 2020) collective efficacy to 75% by 2024.	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>To implement a learning catch up and extension/Tutoring Learning Initiative, to build confidence and meet learner at specific point of need.</p> <p>To further embed the PATHS and RRE programs across the school.</p> <p>To continue to build the connections to community programs across the school.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Optimise learning growth for all students in writing.	
12 Month Target 2.1	Increase the percentage of students with above benchmark growth in year 5 in writing from 17% in 2019 to more than or equal to 20% above by 2021.	
12 Month Target 2.2	Decrease the percentage of students with below benchmark growth in year 5 in writing from 31% in 2019 to less than or equal to 26% by 2021.	
12 Month Target 2.3	Increase the percentage of students in the top two bands in year 5 writing from 15% in 2019 to more than or equal to 19% of students by 2021.	
12 Month Target 2.4	Decrease the percentage of students in the bottom two bands in year 5 writing from 15% in 2019 to less than or equal to 14% of students by 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Document and embed a sequential curriculum.	Yes

KIS 2 Building practice excellence	Use data and evidence within the PLC framework to plan targeted teaching & learning and to track student progress in writing.	Yes
KIS 3 Building practice excellence	Develop teacher pedagogical content knowledge in what makes a good writer, the 6+1 Traits, and the writing process.	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.	<p>Through the school self-evaluation and the SSP goals and targets, the key focus areas include:</p> <ul style="list-style-type: none"> - Closer alignment and consistency of teacher judgment with NAPLAN results, using Writing criteria tool; Vic Curriculum, NAPLAN marking guide and 6+1 traits - Need and urgency in the year 3-5 cohort to increase complexity and sophistication of writing - Educational Improvement Leader (Cath Gunn) to continue to work with us thorough 2021 on professional learning, our writing journey - PLC teams to continue to do a deeper dive into research-based pedagogy and strategies to pinpoint the exact point of need for small focus groups through priority Question and problem of practice. - Comprehensive range of professional learning, aligned to our AIP goals and target, with first two curriculum days (Jan 27/28) focused on Writing Criteria tool (Cath Gunn) and Writer's notebook and use of mentor texts (Riss Leung) - Peer Observations/coaching, to increase teacher's understanding of curriculum content knowledge and pedagogical content knowledge: What students know, what to teach next, how to recognise success? - Gradual release of responsibility (GRR) I DO, WE DO, YOU DO! Students take more ownership for their learning, developing a growth mindset, providing feedback and negotiating their learning goals. - Continue to work with our Educational Improvement leader throughout the year on writing moderation, the writing criteria tool for assessing students at point of need for teaching direction - Introduction of 6 new FISO Guides to ALL staff, in a scaffolded way - Learning catch up and extension/Tutoring program, to build confidence and meet learner at specific point of need. 	