

2020 Annual Implementation Plan

for improving student outcomes

Montpellier Primary School (4972)

Montpellier



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To improve the literacy and numeracy learning growth of every student
12 Month Target 1.1	Increase the percentage of Year 5 students assessed as meeting benchmark growth or above benchmark growth in NAPLAN literacy/numeracy by 2% Reading - 77% at or above benchmark Writing - 87% at or above benchmark Numeracy - 85% at or above benchmark
12 Month Target 1.2	Increase the percentage of students making at least one level of learning progress as assessed against the Victorian Curriculum by 1%. Reading - 94% Writing - 91% Number - 98%
12 Month Target 1.3	Increase percentage of students in the top two bands of NAPLAN by 2% or greater from 2017-19 average as follows: Maintain 2019 benchmark Year 3 Reading - 68% Year 5 Reading - 47% Year 3 Writing - 65% Year 5 Writing - 23% Year 3 Numeracy - 22% Year Numeracy - 35%
KIS 1 Building practice excellence	Continue to develop and embed a whole school approach to teaching and learning of reading, and writing & mathematics
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.	The School Review reinforced the work our school has been undertaking over the past 2 years and clearly recommended the importance of ensuring consistency in all classroom in the teaching of reading, writing and numeracy. There will be a continuation of our focus on the implementation of a Reading Workshop Model and using this as a springboard to implement a Writing Workshop model across the school.
Actions	Use the FISO Improvement Cycle to build on our Instructional Model (GANAG), including the visible use of High Impact Teaching Strategies to embed teaching practices across P-6. To build on the Reading Workshop Model and transfer this knowledge to the Writing Workshop Model, including introduction of the Readers and Writers Notebooks and ongoing professional learning, differentiated to meet the needs of each PLC.
Outcomes	Further implement and embed coaching and modelling practices in the areas of: <ul style="list-style-type: none"> o GANAG Instructional Model planning schema. o Reading and Writing Workshop. o Assessment practices and data literacy. An observable increase in consistency in planning and teaching practice across each PLC evidenced by; <ul style="list-style-type: none"> o Collaborative planning documentation on Google Drive o Observation and feedback o Feedback from staff involved in coaching (Direct connection with KIS 1.C)

<p>Success Indicators</p>	<p>Consistent implementation of our GANAG instructional Model evident in:</p> <ul style="list-style-type: none"> o all classrooms P-6 o Specialist classrooms o Teacher work planners o PLC minutes/planning <p>An increase in teacher capacity to read and analyse data sets and use this to plan and deliver high impact literacy lessons.</p> <p>Observable classroom evidence of learning intentions, success criteria and use of the GANAG Instructional Model - connected to planning documents on Google Drive.</p> <p>Planning and teaching practice will demonstrate use of the FISO improvement cycle that includes data analysis, strategies and planning that reflect point of need teaching.</p> <p>Students can verbalise their learning processes</p> <p>Quantitative Evidence: Student Attitudes to School Survey - (Teaching & Learning) Staff Survey data – increase in positive responses in School Climate, Leadership, Professional Learning and teaching and learning modules. Maintain and grow % of Grade 5 students achieving at or above benchmark growth in NAPLAN Reading and Writing. Maintain and grow the % of students making at least 1 level of learning progression as assessed against the Victorian Curriculum in reading and writing. Maintain and grow % of students in the top 2 bands Grade 3 and 5 in NAPLAN Reading and Writing - achievement and growth.</p> <p>Qualitative Evidence: Implementation of a revised school Assessment Schedule with the inclusion of on-line testing requirements Staff familiarization of assessment tasks Staff knowledge and understanding of data discussions reflected in planning Evidence in PLC Minutes of data analysis to inform teaching Leadership Team data analysis</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Develop a Guaranteed and Viable curriculum</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>The School Review strongly recommended the importance of developing a guaranteed and viable curriculum, incorporating scope and sequences to support teachers in their work of differentiating lessons to ensure point of need teaching for all students. This will be an ongoing process over the life of the SSP.</p>
<p>Actions</p>	<p>Development of a Curriculum School Improvement Team to lead the development of scope and sequence documents in Reading and Writing. Engagement of Curriculum Consultant to support development of scope and sequence for Reading and Writing.</p>
<p>Outcomes</p>	<p>To support staff in developing a clear understanding of the requirements of the Victorian Curriculum. To support staff in differentiation of curriculum to deliver point of need teaching and learning programs for all students.</p>
<p>Success Indicators</p>	<p>Ongoing development of a Reading Scope and Sequence document. (focus of one term in advance)</p> <p>Ongoing development of a Writing Scope and Sequence document. (focus of one term in advance)</p> <p>Quantitative Evidence: Student Attitudes to School Survey - (Teaching & Learning) Staff Survey data – increase in positive responses in School Climate, Leadership, Professional Learning and teaching and learning modules. Maintain and grow % of Grade 5 students achieving at or above benchmark growth in NAPLAN Reading and Writing. Maintain and grow the % of students making at least 1 level of learning progression as assessed against the Victorian Curriculum in reading and writing. Maintain and grow % of students in the top 2 bands Grade 3 and 5 in NAPLAN Reading and Writing - achievement and growth.</p>

	<p>Qualitative Evidence: Staff familiarisation and knowledge of reading and writing curriculum evident in planning and teaching programs. PLC planning documentation on Google Drive demonstrating differentiation in learning activities to meet point of need teaching and learning for all students Observable classroom evidence of planning and teaching strategies that reflect point of need teaching. Students can verbalise their learning processes.</p>
KIS 3 Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices
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.	Deepening and embedding teacher capacity to use multiple forms of assessment and feedback will continue to be a priority, again identified through the school review. This work will occur in conjunction with the first 2 Key Improvement Strategies.
Actions	Review and implement the school Assessment Schedule, including formative and summative assessment, and assessment practices including the collection, analysis and use of data to establish student goals and drive whole school improvement in the teaching and learning of literacy.
Outcomes	An increase in teacher capacity to read and analyse data sets and use this to plan and deliver high impact literacy lessons. (Direct connection with KIS 1.a)
Success Indicators	<p>Quantitative Evidence: Student Attitudes to School Survey - (Teaching & Learning) Staff Survey data – increase in positive responses in School Climate, Leadership, Professional Learning and teaching and learning modules. Maintain and grow % of Grade 5 students achieving at or above benchmark growth in NAPLAN Reading and Writing. Maintain and grow the % of students making at least 1 level of learning progression as assessed against the Victorian Curriculum in reading and writing. Maintain and grow % of students in the top 2 bands Grade 3 and 5 in NAPLAN Reading and Writing - achievement and growth.</p> <p>Qualitative Evidence: Staff familiarisation and knowledge of reading and writing curriculum evident in planning and teaching programs. PLC planning documentation on Google Drive demonstrating differentiation in learning activities to meet point of need teaching and learning for all students Planning and teaching practice will demonstrate use of the FISO improvement cycle that includes data analysis, strategies and planning that reflect point of need teaching.</p>
Goal 2	To improve student voice & agency in learning
12 Month Target 2.1	Increase the percentage of positive endorsement for the following factors in the Student Attitudes to School Survey by 4% or more Student Agency and Voice: 55% Learning Confidence: 77% Self-regulation and goal setting: 80%
12 Month Target 2.2	Increase the percentage of positive endorsement for the following factors in the Parent Opinion Survey by 2% or more. Stimulating learning Environment: 76% Effective Teaching: 79% Student motivation and support: 75% Student Agency and voice: 83%
KIS 1 Building practice excellence	Build capacity of the school community to have a consistent understanding of, and provide further opportunities for student engagement, agency & voice in learning
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 School Review reinforced that opportunities were provided for students to participate in school events and undertake student leadership opportunities in many areas of the school. This was endorsed by student and parent focus groups and survey results. There are structures in place to successfully support student engagement, however consistency of student feedback and reflection activities are still emerging practice at our school. Deepening knowledge and practice in this area will be a priority during 2020. This will be supported through the collective work of the Barwon South East Network throughout 2020 in coordinating training for school leaders with the Australian Institute of Voice and Aspirations.

the diagnosis of issues requiring particular attention.	
Actions	<p>School Leadership to undertake professional learning through Barwon South East Network - Australian Institute for Voice and Aspirations - The Key to Unlocking Student and Staff Potential.</p> <p>School delivered professional learning for all staff in developing and implementing strategies to increase student voice and agency.</p>
Outcomes	<p>An increase in teacher capacity to include student voice and agency in learning, with a particular focus on feedback and reflection strategies and construction of learning goals.</p> <p>Greater personalisation of student learning.</p> <p>Demonstrate inclusion of student voice and agency being included in planning and demonstrated in teaching practice.</p>
Success Indicators	<p>Quantitative Evidence: Increase the percentage of positive endorsement for the following factors in the Student Attitudes to School Survey by 4% or more Student Agency and Voice: 55% Learning Confidence: 77% Self-regulation and goal setting: 80%</p> <p>Increase the percentage of positive endorsement for the following factors in the Parent Opinion Survey by 2% or more. Stimulating learning Environment: 76% Effective Teaching: 79% Student motivation and support: 75% Student Agency and voice: 83%</p> <p>Qualitative Evidence: Staff familiarisation and knowledge of Student Voice and Agency evident in planning and teaching programs. Teacher practice demonstrating use of feedback and reflection strategies to support the construction of learning goals. PLC planning documentation on Google Drive demonstrating increase focus on personalisation of student learning.</p>