

Annual Implementation Plan - 2020

Select Annual Goals and KIS

Lyndale Greens Primary School (5535)



Submitted for review by Victoria Golding (School Principal) on 09 December, 2019 at 04:19 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 17 December, 2019 at 02:04 PM

Endorsed by Imran Maniar (School Council President) on 20 December, 2019 at 02:44 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Maximise the learning growth and achievement for all students	Yes	By 2023 the percentage of Year 5 students achieving high growth in NAPLAN reading will increase from 31% (2019) to 35% or above (2023)	<p>NAPLAN</p> <p>The percentage of Grade 5 students achieving high growth in Naplan Reading will be at or above 31% achieved in 2019.</p>
		<p>By 2023 the percentage of students assessed in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 40% (2019) to 41% or above (2023) • Year 3 Reading from 47% (2019) to 48% or above (2023) • Year 5 Reading from 34% (2019) to 40% or above (2023) • Year 5 Writing from 24% (2019) to 27% or above (2023) 	<p>NAPLAN</p> <p>The percentage of Year 3 students achieving in the Top 2 NAPLAN bands in Number will be at or above 2019 Naplan data of 40%.</p> <p>The percentage of Year 3 students achieving in the Top 2 NAPLAN bands in Reading will be at or above 2019 Naplan data of 47%.</p> <p>The percentage of Year 5 students achieving in the Top 2 NAPLAN bands in Reading will be at or above 2019 Naplan data of 34%.</p>

			The percentage of Year 5 students achieving in the Top 2 NAPLAN bands in Writing will be at or above 2019 Naplan data of 24%.
		<p>By 2023 the percentage of students across the school achieving above level based on teacher judgements for:</p> <ul style="list-style-type: none"> • Reading and viewing from 37% (2018) to 40% or above (2023) • Writing from 22% (2018) to 25% or above (2023) • Number and algebra from 28% (2018) to 30% or above (2023) 	<p>The percentage of students Foundation to Year 6 assessed in Reading and Viewing at above level will be at or above 37% achieved in 2019.</p> <p>The percentage of students Foundation to Year 6 in Writing at above level will be at or above 22% achieved in 2019.</p> <p>The percentage of students Foundation to Year 6 in Number and Algebra at above level will be at or above 28% achieved in 2019.</p>
Strengthen student voice, agency and leadership across the school	Yes	<p>By 2023 increase positive endorsement on the Attitudes to School Survey in:</p> <ul style="list-style-type: none"> • School connectedness from 85% (2019) to be at or above 90% (2023) • Student voice and agency from 74% (2019) to be at or above 80% (2023) 	<p>Attitude to School Survey</p> <p>The percentage of positive endorsement for School connectedness will be at or above 85%.</p> <p>The percentage of positive endorsement for Student Voice and Agency will be at or above 74%.</p>

		By 2023 increase positive endorsement on the POS for student voice and agency from 83% (2019) to be at or above 85% (2023)	Parent Opinion Survey The percentage of positive endorsement for Student Voice and Agency on the POS will be at or above 83%.
		By 2023 increase positive endorsement on the SSS for promoting student ownership of learning goals from 88% (2019) to be at or above 89% (2023)	School Staff Survey The percentage of positive endorsement for Student Voice and Agency on the SSS will be at or above 88%.
Enhance the capacity of the school to develop the resilience and social–emotional wellbeing of every student	No	By 2023 increase the percentage of positive endorsement in the AToSS for: <ul style="list-style-type: none"> • Resilience from 87% (2019) to be at or above 90% (2023) • Classroom behaviour from 76% (2019) to be at or above 80% (2023) 	
		By 2023 increase the percentage of positive endorsement in the POS for: <ul style="list-style-type: none"> • Teacher communication from 84% (2019) to be at or above 86% (2023) 	
		By 2023 decrease the percentage of students with 20 or more absence days per year from 29% (2018) to be at or below 25% (2023)	

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Goal 1	Maximise the learning growth and achievement for all students
12 Month Target 1.1	<p>NAPLAN</p> <p>The percentage of Grade 5 students achieving high growth in Naplan Reading will be at or above 31% achieved in 2019.</p>
12 Month Target 1.2	<p>NAPLAN</p> <p>The percentage of Year 3 students achieving in the Top 2 NAPLAN bands in Number will be at or above 2019 Naplan data of 40%.</p> <p>The percentage of Year 3 students achieving in the Top 2 NAPLAN bands in Reading will be at or above 2019 Naplan data of 47%.</p> <p>The percentage of Year 5 students achieving in the Top 2 NAPLAN bands in Reading will be at or above 2019 Naplan data of 34%.</p> <p>The percentage of Year 5 students achieving in the Top 2 NAPLAN bands in Writing will be at or above 2019 Naplan data of 24%.</p>
12 Month Target 1.3	<p>The percentage of students Foundation to Year 6 assessed in Reading and Viewing at above level will be at or above 37% achieved in 2019.</p> <p>The percentage of students Foundation to Year 6 in Writing at above level will be at or above 22% achieved in 2019.</p> <p>The percentage of students Foundation to Year 6 in Number and Algebra at above level will be at or above 28% achieved in 2019.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Enhance consistency through collaborative, high-quality teacher practice	Yes
KIS 2 Evidence-based high-impact teaching strategies	Enhance consistency in the use of data, providing feedback and setting learning goals	Yes
KIS 3 Evaluating impact on learning	Further develop the assessment and moderation practice of staff	Yes
KIS 4 Evidence-based high-impact teaching strategies	Strengthen staff capability to deliver evidence-based instruction across the school including use of High Impact Teaching Strategies	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>Our Reading data in NAPLAN has been on a downward trend. Based on current research on best practice in literacy, we believe we need to build teacher knowledge and practice in the teaching of Reading and Viewing. Having a deep understanding of effective instructional practices will support teachers to plan and deliver more effective and consistent curriculum, which includes explicit teaching (HITS), differentiated learning tasks and relevant student goals. Further implementation of the Fountas and Pinnell assessment resources will provide reading data on word accuracy and comprehension levels. We will have a greater focus on running records and the analysis of this data. There will be a focus on moderation of Reading assessment using the Fountas and Pinnell Benchmark Assessment System to improve teacher confidence in determining students' instructional reading levels and informing Teacher Judgements. Provision of more time for teachers to understand, implement and use summative and formative assessment and to analyse the data, including discussion about what the data means in more depth will help teachers to differentiate more accurately and consistently to provide for the individual needs of students.</p>	
Goal 2	Strengthen student voice, agency and leadership across the school	
12 Month Target 2.1	Attitude to School Survey The percentage of positive endorsement for School connectedness will be at or above 85%.	

	The percentage of positive endorsement for Student Voice and Agency will be at or above 74%.	
12 Month Target 2.2	Parent Opinion Survey The percentage of positive endorsement for Student Voice and Agency on the POS will be at or above 83%.	
12 Month Target 2.3	School Staff Survey The percentage of positive endorsement for Student Voice and Agency on the SSS will be at or above 88%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build staff capacity to activate student voice, agency and leadership in classrooms and across the school	Yes
KIS 2 Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their learning	No
KIS 3 Evidence-based high-impact teaching strategies	Build staff capacity to implement and assess an engaging inquiry learning program	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>Student voice and agency is an important focus this year, building on from the student wellbeing work that is already in place at LGPS.</p> <p>A whole staff reflection on Student Voice and Agency during our School Review highlighted the need for a more direct and explicit focus in this area.</p> <p>We want to focus on the connectedness of students and offer increased student leadership opportunities that go beyond the traditional year 6 leadership roles, using the DET Amplify document to support greater voice and agency for our students across the school.</p>	

By embedding the HITS (metacognitive strategies, goal setting, differentiation, explicit teaching and feedback) provision of 'point of need instruction' will be in place and learning outcomes should be improved. This will also support our other AIP goals to build student voice and agency.

Other areas requiring focus:

- analysis of data and learning growth
- goal setting and feedback
- student conferencing with a specific focus on reading.