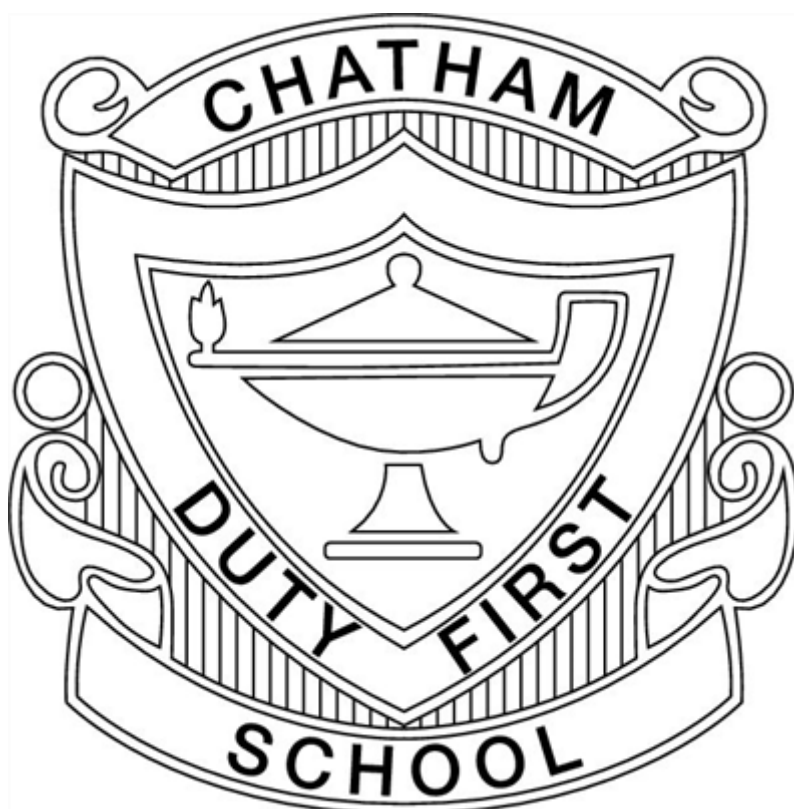


Annual Implementation Plan - 2020

Chatham Primary School (4314)



Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To Improve learning outcomes for students from Prep to Year 6 in Literacy and Numeracy. 	Yes	<p>All deemed capable students to make at least one Victorian Curriculum level progress each year as measured by teacher judgements.</p> <p>An annual increase in the percentage of A and B grades measured by teacher judgements for each cohort as they progress through the school.</p> <p>Year 3 and 5 NAPLAN matched cohort growth will match or exceed the Match School mean in the areas of reading, writing and numeracy.</p> <p>Reading: Year 3 Top 2 Bands: 2016 - 65%, 2017 - 68%, 2018 - 70%, 2019 – 70%</p> <p>Year 5 Top 2 Bands: 2016 - 48%, 2017 - 49%, 2018 - 55%, 2019 – 55%</p> <p>Writing: Year 3 Top 2 Bands: 2016 - 80%, 2017 - 65%, 2018 - 68%, 2019 – 70%</p> <p>Year 5 Top 2 Bands: 2016 - 37%, 2017 - 22%, 2018 - 27%, 2019 – 50%</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><i>Reading:</i> Year 3 Top 2 Bands: 2018 - 67.9%, 2019 - 67%, (<i>actual</i>) 2020 – 70%</p> <p>Year 5 Top 2 Bands: 2018 - 45.9%, 2019 - 52%, (<i>actual</i>) 2020 – 55%</p> <p><i>Writing:</i> Year 3 Top 2 Bands: 2018 - 75%, 2019 - 51%, (<i>actual</i>) 2020 – 65%</p> <p>Year 5 Top 2 Bands: 2018 - 19.7%, 2019 - 26%, (<i>actual</i>) 2020 – 30%</p>

		<p>Numeracy:</p> <p>Year 3 Top 2 Bands: 2016 - 60%, 2017 - 67%, 2018 - 70%, 2019 – 61%</p> <p>Year 5 Top 2 Bands: 2016 - 51%, 2017 - 45%, 2018 - 50%, 2019 – 55%</p> <p>Spelling Year 3 Top 2 Bands: 2016 – 48.4%, 2017 – 66.7%, 2018 – 62.5%, 2019 – 42.8%</p> <p>Year 5 Top 2 Bands: 2016 – 33.9%, 2017 - 36%, 2018 – 32.8%, 2019 – 47.1%</p> <p>The Year 3 to 5 NAPLAN matched cohort relative gain growth will increase in the High band for reading and numeracy.</p> <p>Reading: High Band: 2016 - 27%, 2017 - 23%</p> <p>Low Band: 2016 - 31%, 2017 - 19%</p> <p>Numeracy: High Band: 2016 - 29%, 2017 - 32%</p>	<p>Numeracy:</p> <p>Year 3 Top 2 Bands: 2018 - 75%, 2019 - 61%, <i>(actual)</i> 2020 – 65%</p> <p>Year 5 Top 2 Bands: 2018 - 57.4%, 2019 - 58% <i>(actual)</i> 2020 – 60%</p> <p>Spelling:</p> <p>Year 3 – 2020 – 55%</p> <p>Year 5 – 2020 – 50%</p> <p>The Year 3 to 5 NAPLAN matched cohort relative gain growth will increase in the High band for reading and numeracy.</p> <p>Reading: High Band: 2018 - 18.2%, 2019 - 23% 2019 – 33% <i>(actual)</i> 2020 - 35%</p> <p>Low Band: 2018 - 18.2%, 2019 - 15% 2019 – 30% <i>(actual)</i> 2020 – 20%</p> <p>Numeracy: High Band: 2018 - 34.5%, 2019 - 60% 2019 – 34% <i>(actual)</i> 2020 – 35%</p>
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		<p>Low Band: 2016 - 20%, 2017 - 15%</p> <p>Decrease the percentage of deemed capable Year 3 and Year 5 students at or below the national benchmark to zero.</p> <p>In line with "the Education State targets" to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in reading, writing and numeracy by 25% by 2020</p>	<p>Low Band: 2018 - 14.5%, 2019 - 12% 2019 – 28% (actual) 2020 – 20%</p> <p>In line with "the Education State targets" to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in reading, writing and numeracy by 25% by 2020</p>
Empower students to take a high level responsibility for their learning.	Yes	<p>Priority Area: Positive climate for learning (Dimensions 1 and 2) and Excellence in Teaching and Learning (Dimension 3)</p> <p>Dimension/s:</p> <ul style="list-style-type: none"> • Empowering students and building school pride (ESBSP) • Intellectual engagement and self-awareness (IESA) • Building Practice Excellence (BPE) <p>2.1 By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 63% in 2019 to 75% in 2023 • Classroom behavior from 76% in 2019 to 85% in 2023 • Stimulated learning from 75% in 2029 to 85% in 2023 • Student connectedness from 77% in 2019 to 85% in 2023 <p>2.2 By 2023 to improve the percentage of positive responses in the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Student Agency and voice from 70% in 2019 to 75% in 2023 • Stimulating learning environment from 67% in 2019 to 72% in 2023 • Confidence and resiliency skills from 69% in 2019 to 74% in 2023 • Teacher communication from 60% in 2019 to 75% in 2023 	<p>12 month target</p> <p>Student voice and agency 68% 2020 Classroom behavior 80% for 2020 Stimulated learning 80% for 2020 Student connectedness 80% for 2020</p> <p>Student agency and voice 72% in 2020 Stimulating learning environment 70% in 2020 Confidence and resiliency skills 72% in 2020 Teacher communication 65% in 2020</p>

		<p>2.3 By 2023 to improve the percentage of positive responses in the Staff opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 69% in 2019 to 85% in 2023 • Academic emphasis from 68% in 2019 to 78% in 2023 • Guaranteed and viable curriculum from 64% in 2019 to 80% in 2023 	<p>Teacher collaboration 75% in 2020 Academic emphasis 75% in 2020 Guaranteed and viable curriculum 70% in 2020</p>
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Goal 1	<ul style="list-style-type: none"> • To Improve learning outcomes for students from Preparatory to Year 6 in Literacy and Numeracy.
12 Month Target 1.1	<p><i>Reading:</i> Year 3 Top 2 Bands: 2018 - 67.9%, 2019 - 67%, (actual) 2020 – 70%</p> <p>Year 5 Top 2 Bands: 2018 - 45.9%, 2019 - 52%,(actual) 2020 – 55%</p> <p><i>Writing:</i> Year 3 Top 2 Bands: 2018 - 75%, 2019 - 51%, (actual) 2020 – 65%</p> <p>Year 5 Top 2 Bands: 2018 - 19.7%, 2019 - 26%, (actual) 2020 – 30%</p> <p>Reading: Yr 3 Top 2 Bands: 2018 - 67.9%, 2019 - 70%, Actual 2019 -67%2020 – 70%</p> <p>Yr 5 Top 2 Bands: 2018 - 45.9%, 2019 - 55%, Actual 2019 52% 2020 – 55%</p>

	<p>Writing: Yr 3 Top 2 Bands: 2018 - 75%, 2019 - 70%, 2019 - 51%, (actual) 2020 – 65%</p> <p>Yr 5 Top 2 Bands: 2018 - 19.7%, 2019 - 50%, 2020 – 30%</p> <p>Numeracy: Yr 3 Top 2 Bands: 2018 - 75%, 2019 - 70%, 2020 – 65%</p> <p>Yr 5 Top 2 Bands: 2018 - 57.4%, 2019 - 55%, 2020 – 60%</p> <p>Spelling: Yr 3 Top 2 Bands: 2018 – 62.5 %, 2019 – 42.8%, 2020 – 55%</p> <p>Yr 5 Top 2 Bands: 2018 - 32.8 %, 2019 – 47.1%, 2020 – 50%</p> <p>The Year 3 to 5 NAPLAN matched cohort relative gain growth will increase in the High band for reading and numeracy.</p> <p>Reading: High Band: 2018 - 18.2%, 2019 - 23%, 2019 – 33% (actual), 2020 – 35%</p> <p>Low Band: 2018 - 18.2%, 2019 - 15%, 2019- 30% (actual), 2020 – 20%</p> <p>Numeracy: High Band: 2018 - 34.5%, 2019 - 60%, 2019 – 34% (actual), 2020 – 35%</p> <p>Low Band: 2018 - 14.5%, 2019 - 12%, 2019 - 28% (actual), 2020 – 20%</p> <p>In line with "the Education State targets" to increase the percentage of Year 5 students performing in the top 2 NAPLAN bands in reading, writing and numeracy by 25% by 2020</p>												
<p>12 Month Target 1.2</p>	<p>Student Attitudes to School Survey</p> <p>Stimulated Learning</p> <table border="0"> <tr> <td>Year 4</td> <td>2017 – 79%, 2018 – 91%, 2019 – 83%</td> <td>2020 - 80%</td> </tr> <tr> <td>Year 5</td> <td>2017 – 86%, 2018 – 76%, 2019 – 63%</td> <td>2020 – 80%</td> </tr> <tr> <td>Year 6</td> <td>2017 – 89%, 2018 – 94%, 2019 – 80%</td> <td>2020 – 80%</td> </tr> <tr> <td>Overall</td> <td></td> <td>2020 - 80%</td> </tr> </table>	Year 4	2017 – 79%, 2018 – 91%, 2019 – 83%	2020 - 80%	Year 5	2017 – 86%, 2018 – 76%, 2019 – 63%	2020 – 80%	Year 6	2017 – 89%, 2018 – 94%, 2019 – 80%	2020 – 80%	Overall		2020 - 80%
Year 4	2017 – 79%, 2018 – 91%, 2019 – 83%	2020 - 80%											
Year 5	2017 – 86%, 2018 – 76%, 2019 – 63%	2020 – 80%											
Year 6	2017 – 89%, 2018 – 94%, 2019 – 80%	2020 – 80%											
Overall		2020 - 80%											

<p>Actions</p>	<p>Literacy Specialist</p> <ul style="list-style-type: none"> • Improve teacher capacity in data literacy to inform the teaching and learning cycle in literacy. • Introduce a whole school spelling program / model • Develop staff skill to implement the Chatham PS Reading and Writing Instructional models • Develop and implement a professional learning plan that supports the Instructional models • Implement, monitor and review assessment schedule and ensure teachers are tracking student progress on a regular basis using formative and summative assessment • Identify the students who are achieving in the Top Two Bands in Teacher Judgement and NAPLAN and teach to their point of learning need and create individual IEPs <p>Numeracy Specialist</p> <ul style="list-style-type: none"> • Improve teacher capacity in data literacy to inform the teaching and learning cycle in numeracy. • Develop staff skill to implement the Chatham PS Numeracy Instructional models • Develop and implement a professional learning plan that supports the Instructional models • Implement, monitor and review assessment schedule and ensure teachers are tracking student progress on a regular basis using formative and summative assessment • Identify the students who are achieving in the Top Two Bands in Teacher Judgement and NAPLAN and teach to their point of learning need and create individual IEPs <p>Class teachers</p> <ul style="list-style-type: none"> • Participate in data literacy professional learning to inform the teaching and learning cycle in literacy and numeracy. • Implement the school's approach to Spelling • Implement and review the Instructional models in English and Mathematics • Implement Assessment Schedule as established and track individual student progress on a regular basis using formative and summative assessment • Identify the students who are achieving in the Top Two Bands in Teacher Judgement and NAPLAN and teach to their point of learning need and create individual IEPs • Develop Individual Education Plans for students in English and Mathematics who are achieving below the expected level • Moderate and discuss data during planning time on a weekly basis • Enhance the learning environment through the targeted creation and use of anchor charts • PDP to include implementing the Instructional Model, tracking student progress and differentiating to teach to individual students point of learning using summative and formative assessment <p>Students</p> <ul style="list-style-type: none"> • Build an understanding of regular application of learning intentions and goals in classroom program implementation • Be able to identify their point of learning in English and Mathematics and learning goals • Be able to articulate the Learning Intention and Success Criteria as part of the Instructional Model 	
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	<p>Leadership Team</p> <ul style="list-style-type: none"> • Improve teacher capacity in data literacy to inform the teaching and learning cycle in literacy and numeracy. • Using the School SIT, utilize learning walks to monitor the implementation of the schools Instructional Models and refine as required through collaborative engagement with staff. • Refine established plans that facilitate the use of instructional models and monitor and review their application • Incorporate the use of instructional models into Performance Management goals. • Provide resources and timetabling to enable collaborative planning and moderation • Provide mentoring and coaching for middle level leaders • Inculcate and reflect the application and understanding of HITS with staff with an emphasis on Differentiation and the Framework for Improving Student Outcomes • Build the capacity of teachers to provide effective and timely feedback with their students 	
<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> • Explain the lesson structure • Verbalise the role of the teacher and the student throughout the components of the Reading and writing Instructional models • Model their role throughout the lesson • Describe the vocabulary of reading • Describe the reading improvement strategies identified during feedback sessions • Able to identify the next point of learning based on success criteria <p>Teachers will</p> <ul style="list-style-type: none"> • Implement the agreed instructional models for English and Mathematics • Use common language around the Instructional models and reflect on teaching practice 	

	<ul style="list-style-type: none"> • Create anchor charts with students to support their understanding of the components of Instructional models • Provide regular feedback to their students about reading <p>School Leaders will</p> <ul style="list-style-type: none"> • Communicate the agreed Instructional Models to all staff • Provide relevant professional learning on expectations of the various components of the Instructional models • Monitor the implementation of the Instructional Models through lesson planners, attending Team Meetings and learning walks • Incorporate the use of Instructional models into the Performance management process. 	

Goal 2	<ul style="list-style-type: none"> • Empower students to take a high level of responsibility for their learning.
12 Month Target 2.1	<p>By 2020, to improve the percentage of positive responses in the Student Attitudes to School Survey in the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency 68% 2020 • Classroom behavior 80% for 2020 • Stimulated learning 80% for 2020 • Student connectedness 80% for 2020
12 Month Target 2.2	<p>By 2020, to improve the percentage of positive responses in the Parent opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice 72% in 2020 • Stimulating learning environment 70% in 2020 • Confidence and resiliency skills 72% in 2020 • Teacher communication 65% in 2020
12 Month Target 2.3	<p>By 2020, to improve the percentage of positive responses in the Staff Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration 75% in 2020 • Academic emphasis 75% in 2020

	<ul style="list-style-type: none"> Guaranteed and viable curriculum 70% in 2020 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To develop and embed a whole-school approach to student voice and agency.	Yes
KIS 2 Vision, values and culture	To develop a whole-school approach to student goal setting and feedback.	
Actions	<p>Students will:</p> <p>Teachers will:</p> <ul style="list-style-type: none"> Develop an essential agreement with students across all classes and specialist areas based upon school values and established mores, including our school adage: 'Be Safe, Be Fair, Be Kind'. <p>School Leaders will:</p> <ul style="list-style-type: none"> Appoint a student wellbeing and agency coordinator. Research, review and develop a school-wide approach to school-wide positive behavior. Together with the school wellbeing and agency coordinator, research and review strategic approaches to school-wide positive behavior, and develop an action plan for 2020 and 2021. This will be informed by: <ul style="list-style-type: none"> Informed by model approaches to school-wide positive behavior Data provided by the Student Attitudes to School Survey 2019 Data provided by the Parent Opinion Survey 2019 Data provided by the Staff Opinion Survey 2019 	
Outcomes	Students will:	

	<ul style="list-style-type: none">• Readily identify school values and the associated behaviors and mores of Chatham Primary School, including our school adage: 'Be Safe, Be Fair, Be Kind'.	
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