

# Annual Implementation Plan - 2019

## Select Annual Goals and KIS

Mallacoota P-12 College (3515)



Submitted for review by Tim Cashmore (School Principal) on 01 March, 2019 at 01:43 PM

Endorsed by Heather Macalister (Senior Education Improvement Leader) on 12 June, 2019 at 10:29 PM

Awaiting endorsement by School Council President

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target
To improve the academic achievement of all students.	Yes	<p><b>Improvement in PIVOT data as a whole school each year.</b></p> <p><b>ATSS – teacher differentiation, challenging learning and and quality of feedback to be at or above state means</b></p> <p><b>SS – Teacher Efficacy, Academic Emphasis, Collaboration to at or above State mean.</b></p> <p><b>NAPLAN Growth (High vs Low).</b> Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7, and Year 7 to Year 9 will increase in the high relative growth band and decrease in the low relative growth band. Audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 Reading 21% (4 Students)</p> <p><b>Increase in VCE study at or above GAT predicted</b></p> <p><b>Continued incremental growth in V.C.E. Study Scores over 4-year plan</b></p> <p><b>Above state average in VCE study scores.</b></p> <p><b>Successful VCAL completion</b></p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improvement in PIVOT data as a whole school each year.</p> <p>ATSS – teacher differentiation, challenging learning and and quality of feedback to be at or above state means</p> <p>SS – Teacher Efficacy, Academic Emphasis, Collaboration to at or above State mean.</p> <p>NAPLAN Growth (High vs Low). Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will increase in the high relative growth band and decrease in the low relative growth band. Audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 Reading 21% (4 Students)</p> <p>Increase in VCE study at or above GAT predicted</p> <p>Continued incremental growth in V.C.E. Study Scores over 4 year plan</p>

			Above state average in VCE study scores. Successful VCAL completion
To improve the engagement and wellbeing of all students.	Yes	<p>School Connectedness ATTS to be at or above Network 58% and State 66%</p> <p>Attendance Data to target and continue to focus on Unapproved Attendance Data and continue to improve the 20- 30+ days absence category</p> <p>NAPLAN: to audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 21% (4 Students)</p> <p>All children are on track in their health, development and well-being, and their early learning experience sets them up for life. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p>	<p>School Connectedness ATTS to be at or above Network 58% and State 66%</p> <p>Attendance Data to target and continue to focus on Unapproved Attendance Data and continue to improve the 20- 30+ days absence category</p> <p>NAPLAN: to audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 21% (4 Students)</p> <p>All children are on track in their health, development and well-being, and their early learning experience sets them up for life. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p> <p>Embed PBS framework through the consistent use of MP12 Values in Action matrix to model, teach, praise and correct expected behaviours</p>

<b>Goal 1</b>	To improve the academic achievement of all students.
<b>12 Month Target 1.1</b>	<p>Improvement in PIVOT data as a whole school each year.</p> <p>ATSS – teacher differentiation, challenging learning and and quality of feedback to be at or above state means</p>

	<p>SS – Teacher Efficacy, Academic Emphasis, Collaboration to at or above State mean.</p> <p>NAPLAN Growth (High vs Low). Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will increase in the high relative growth band and decrease in the low relative growth band. Audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 Reading 21% (4 Students)</p> <p>Increase in VCE study at or above GAT predicted</p> <p>Continued incremental growth in V.C.E. Study Scores over 4 year plan</p> <p>Above state average in VCE study scores.</p> <p>Successful VCAL completion</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To continue to develop and embed an evidence based instructional model that is consistently implemented, documented and evaluated. Focusing on The Area Literacy Strategy.	Yes
<b>KIS 2</b> Building practice excellence	. Professional learning and pedagogy will be collaborative and informed by the collection, analysis and evaluation of student data. Focusing on Curiosity, HIT and Practice Principles	Yes
<b>KIS 3</b> Building practice excellence	Professional learning is collaborative, involving reflection and feedback. Leading Coaching Observation and Feedback Continue the work of the BASTOW Maths Coach. (Cate Bruce) The appointment of two Literacy Leaders Vanessa Fellows and Hannah Murphy	No
<b>KIS 4</b> Building practice excellence	Enhance Student Voice, Leadership and Agency Students leaders exert influence around rules, polices and facilities through formal feed back processes and decision making forums.	No

<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>Please refer to Self-Evaluation and Review findings December 2017 and reflections from 2018 AIP</p>	
<p><b>Goal 2</b></p>	<p>To improve the engagement and wellbeing of all students.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>School Connectedness ATTS to be at or above Network 58% and State 66%</p> <p>Attendance Data to target and continue to focus on Unapproved Attendance Data and continue to improve the 20- 30+ days absence category</p> <p>NAPLAN: to audit and improve low growth Grade 5 Reading 71% (5 students) Year 9 21% (4 Students)</p> <p>All children are on track in their health, development and well-being, and their early learning experience sets them up for life. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p> <p>Embed PBS framework through the consistent use of MP12 Values in Action matrix to model, teach, praise and correct expected behaviours</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Setting expectations and promoting inclusion</p>	<p>Clear vision, values and culture are embedded across the school community and reflected in school policy and practices.</p>	<p>No</p>
<p><b>KIS 2</b> Setting expectations and promoting inclusion</p>	<p>Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment.</p>	<p>Yes</p>

<p><b>KIS 3</b> Setting expectations and promoting inclusion</p>	<p>Continue to develop and implement practices to support students and manage behaviour. Consistent response to student behaviour through professional learning opportunities for all staff through the meeting Framework working closely with Dan Petro</p>	<p>Yes</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>Please refer to Self-Evaluation and Review findings December 2017 and reflections from 2018 AIP</p>	