

# Annual Implementation Plan - 2021

## Select Annual Goals and KIS

Clayton North Primary School (0734)



Submitted for review by Susan McSweeney (School Principal) on 10 December, 2020 at 10:57 AM  
Endorsed by Mark Flack (Senior Education Improvement Leader) on 14 December, 2020 at 11:30 AM  
Endorsed by Thierry Jarde (School Council President) on 26 February, 2021 at 10:36 AM

## Select Annual Goals and KIS

Four Year Strategic Goals	Four Year Strategic Targets	12 month target
2021 Priorities Goal	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>At the completion of 2021 there will be at the same level of spread of students as there were at 2019 figures. Teacher judgement on student achievement, staff and student opinion surveys will all be used to measure this.</p>
To improve literacy and numeracy outcomes for all students.	<p><b>The following NAPLAN targets will be identified as measures of evidence for Goal 1:</b></p> <ul style="list-style-type: none"> <li>• By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Reading will increase from 31 per cent (2019) to 45 percent.</li> <li>• By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 23 per cent (2019) to 32 percent.</li> <li>• By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 9 per cent (2019) to 25 per cent.</li> </ul>	
	<p><b>The following Teacher Judgements will be identified as measures of evidence for Goal 1:</b></p>	

	<ul style="list-style-type: none"> <li>• By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Number and Algebra will increase from 12 per cent in 2019 to 29 per cent.</li> <li>• By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above the age expected level in Reading and Viewing will increase from 15 per cent in 2019 to 35 per cent.</li> </ul>	
	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <p><b>In the School Climate factors domain;</b></p> <ul style="list-style-type: none"> <li>• Collective focus on student learning from 59 per cent in 2019 to 75 percent</li> <li>• Guaranteed and viable curriculum from 46 per cent to 70 percent</li> <li>• Teacher collaboration from 48 per cent to 70 percent.</li> </ul>	
<p>To improve student engagement in their learning.</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p>	

	<ul style="list-style-type: none"> <li>• <b>In the Effective Teaching Practice for Cognitive Engagement domain;</b> <ul style="list-style-type: none"> <li>○ Stimulated learning factor from 72 per cent in 2019 to 85 per cent</li> </ul> </li> <li>• <b>In the Learning characteristics and disposition domain;</b> <ul style="list-style-type: none"> <li>○ Learning confidence factor from 75 per cent in 2019 to 90 per cent</li> <li>○ Self-regulation and goal setting factor from 77 per cent to 90 per cent.</li> </ul> </li> <li>• <b>In the Social engagement domain;</b> <ul style="list-style-type: none"> <li>○ Student voice and agency factor from 62 per cent in 2019 to 77 per cent.</li> </ul> </li> </ul>	
	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measures will increase:</p> <p>in the School Climate factors domain;</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 69 percent in 2019 to 75 percent</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collective responsibility from 80 percent in 2019 to 85 percent</li> </ul>	
<p>To improve the health and wellbeing of all students.</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> <li>• <b>In the Teacher-student relations domain:</b> <ul style="list-style-type: none"> <li>○ Teacher concern factor from 65 per cent in 2019 to 80 per cent.</li> </ul> </li> <li>• <b>In the Social engagement domain:</b> <ul style="list-style-type: none"> <li>○ Sense of inclusion factor from 83 per cent in 2019 to 91 per cent.</li> </ul> </li> <li>• <b>In the Student safety domain:</b> <ul style="list-style-type: none"> <li>○ Advocate at school factor from 79 per cent in 2019 to 85 per cent.</li> </ul> </li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal
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<b>12 Month Target 1.1</b>	At the completion of 2021 there will be at the same level of spread of students as there were at 2019 figures. Teacher judgement on student achievement, staff and student opinion surveys will all be used to measure this.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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.	The events of 2020 have had significant impacts on all our students, staff and school communities. We need to focus our priorities on a set of common and core priorities. Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress and some have fallen behind. We need to support both those who need it to catch up and those who have thrived to continue to extend their learning. We need to make sure we look after our students' mental health and enable every student to get active and creative. We need to reinforce the connections with the families, carers and communities of Clayton North to support all our students.	