

Annual Implementation Plan - 2024

Select annual goals and KIS

Canadian Lead Primary School (5383)



Submitted for review by Susan Knight (School Principal) on 20 December, 2023 at 01:12 PM
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
Maximise achievement and learning growth for all students in literacy and numeracy	Yes	Increase the percentage of students above Benchmark NAPLAN growth in reading, writing and numeracy. Targets to be developed by SEIL and principal.	Not applicable in 2024
		<p>To increase the percentage of Year 3 students in the strong and exceeding NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy from 59% (2023) to 70% (2027) • Writing from 67% (2023) to 70% (2026) • Reading from 59% (2023) to 70% (2026) <p>To increase the percentage of Year 5 students in the strong and exceeding NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy from 54% (2022) to 65% (2026) • Writing at from 46% (2022) to 65% (2026) • Reading from 58% (2022) to 70% (2026) <p>Targets to be confirmed by SEIL and principal.</p>	<p>Percentages of students in strong and exceeding are 5% above 2023 levels, except for Year 3 Writing where the SSP target is 67% to 70%. If we achieve this, the target will be increased for the duration of the SSP. Year 3 Numeracy from 59% (2023) to 64% (2024) Writing from 67% (2023) to 70% (2024) Reading from 59% (2023) to 64% (2024) Year 5 Numeracy from 54% (2022) to 59% (2024) Writing at from 46% (2022) to 51% (2024) Reading from 58% (2022) to 63% (2024)</p>

		<p>To increase the percentage of students making at least one year's growth according to Teacher Judgement in:</p> <ul style="list-style-type: none"> • reading & viewing from 60% (2022) to 80% (2027) • writing from 64% (2022) to 80% (2027) • measurement & geometry from 62% (2022) to 80% (2027) • number & algebra from 59% (2022) to 80% (2027) • statistics and probability from 61% (2022) to 80% (2027) 	<p>reading & viewing from 60% (2022) to 75% (2024)writing from 64% (2022) to 75% (2024)measurement & geometry from 62% (2022) to 75% (2024)number & algebra from 59% (2022) to 75% (2024)statistics and probability from 61% (2022) to 75% (2024)</p>
		<p>To increase the percentage of positive responses on the School Staff Survey factors</p> <ul style="list-style-type: none"> • Collective efficacy from 54% (2022) to 70% (2027) • Academic emphasis from 63% (2022) to 70% (2027) • Instructional leadership from 84% (2022) to 90% (2027) 	<p>Collective efficacy from 87% (2023) to 90% (2024) Academic emphasis from 67% (2023) to 70% (2024)Instructional Leadership from 86% (2023) to 90% (2024)</p>
To improve the engagement and wellbeing of all students	Yes	<p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 63% (2023) to 80% (2027) • Sense of confidence from 63% (2023) to 80% (2027) • Not experiencing bullying from 80% (2023) to 90% (2027) • Managing bullying from 69% (2023) to 80% (2027) 	<p>Sense of connectedness from 63% (2023) to 70% (2024)Not experiencing bullying from 80% (2023) to 85% (2024)Managing bullying from 69% (2023) to 75% (2027)</p>
		<p>To decrease the percentage of students with 20 or more absence days from 51% (2022) to 30% (2027).</p>	<p>To decrease the percentage of students with 20 or more absence days from 51% (2022) to 35% (2024).</p>

Goal 2	Maximise achievement and learning growth for all students in literacy and numeracy
12-month target 2.1-month target	Not applicable in 2024
12-month target 2.2-month target	<p>Percentages of students in strong and exceeding are 5% above 2023 levels, except for Year 3 Writing where the SSP target is 67% to 70%. If we achieve this, the target will be increased for the duration of the SSP.</p> <p>Year 3</p>

	<p>Numeracy from 59% (2023) to 64% (2024) Writing from 67% (2023) to 70% (2024) Reading from 59% (2023) to 64% (2024)</p> <p>Year 5 Numeracy from 54% (2022) to 59% (2024) Writing at from 46% (2022) to 51% (2024) Reading from 58% (2022) to 63% (2024)</p>	
12-month target 2.3-month target	<p>reading & viewing from 60% (2022) to 75% (2024) writing from 64% (2022) to 75% (2024) measurement & geometry from 62% (2022) to 75% (2024) number & algebra from 59% (2022) to 75% (2024) statistics and probability from 61% (2022) to 75% (2024)</p>	
12-month target 2.4-month target	<p>Collective efficacy from 87% (2023) to 90% (2024) Academic emphasis from 67% (2023) to 70% (2024) Instructional Leadership from 86% (2023) to 90% (2024)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build staff knowledge and capacity of the multi-tiered system of support (MTSS) framework to provide extension and intervention to meet the learning needs of all students.	Yes
KIS 2.b Teaching and learning	Embed agreed whole-school approaches to curriculum planning, assessment and shared Instructional practices.	Yes
KIS 2.c Assessment	Build teacher capacity to provide effective learning focused feedback to students.	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>2.a: CLPS is a MTSS pilot school in 2024, one of six schools selected in Victoria. Staff will be provided with professional development and coaching as part of the pilot school initiative. Staff skills and knowledge will increase in terms of using data to develop tiered supports to both identify students at risk and provide supports, as well as extending students. This will have a positive impact on increasing percentages of students at or above expected levels, further reducing the percentages of students below expected level, and increasing the percentages of students making expected learning growth.</p> <p>2.b: Over the last three years we have completely revised our curriculum and pedagogy. Teachers continue to need time to refine knowledge units, novel studies, and numeracy units of work. It is important that we continue to refine and improve these documents as staff knowledge continues to improve and what was planned two years ago for example, can be improved upon as teacher knowledge has continued to grow. We have revised and finalised assessment schedules, but staff feel they need to continue to develop their skills to analyse and use data effectively. This was evidenced by 2023 Staff Survey results - 'Monitor Effectiveness Using Data' was 86% positive endorsement, but 'Understand how to analyse data' was only 71% positive. Using student feedback will be a KIS in a future AIP.</p>	
<p>Goal 3</p>	<p>To improve the engagement and wellbeing of all students</p>	
<p>12-month target 3.1-month target</p>	<p>Sense of connectedness from 63% (2023) to 70% (2024) Not experiencing bullying from 80% (2023) to 85% (2024) Managing bullying from 69% (2023) to 75% (2027)</p>	
<p>12-month target 3.2-month target</p>	<p>To decrease the percentage of students with 20 or more absence days from 51% (2022) to 35% (2024).</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Support and resources</p>	<p>Strengthen multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>	<p>Yes</p>
<p>KIS 3.b Leadership</p>	<p>Embed a consistent approach to supporting positive behaviour</p>	<p>Yes</p>
<p>KIS 3.c Engagement</p>	<p>Embed a whole-school approach to improving attendance rates</p>	<p>Yes</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.

3.a The MTSS approach is already in use, but not always consistently implemented F - 6, so it will be formalised and documented. This will have a positive impact on student learning, well-being and behaviour.

3.b CLPS has been selected to be part of the School Wide Positive Behaviour Support initiative in 2024. The training, resources and connections with schools with this approach embedded will be an essential improvement strategy to support students to feel connected and engaged at school and for staff to explicitly teach positive social behaviours.

3.c Attendance continues to be a challenge. While we have reduced the percentage of students missing 20 days or more (from 51% in 2022 we are on track to be approximately 38% in 2023) the challenges faced by the school community continue to be significant - for example student anxiety, family stress, and cases of genuine school refusal.