

Annual Implementation Plan - 2019

Select Annual Goals and KIS

Mernda Central P-12 College (8897)



MERNDA CENTRAL P-12 COLLEGE

Submitted for review by Teresa Marnik (School Principal) on 31 December, 2018 at 05:51 PM
Awaiting endorsement by Senior Education Improvement Leader
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
<p>To improve student achievement in all areas of learning across the College, particularly in English and Mathematics</p>	<p>Yes</p>	<p>By the end of the end of 2021 the following targets for the following modes in English and Mathematics will be achieved:</p> <p>85% of Foundation to Year 10 students to reach at or above expected level for Writing against The Victorian Curriculum .</p> <p>85% of Foundation to Year 10 students to reach at or above expected level for Reading against The Victorian Curriculum.</p> <p>85% of Foundation to Year 10 students to reach at or above expected level for Number against the Victorian Curriculum.</p> <p>By the end of 2021 the following targets will be achieved in NAPLAN</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN reading to reach 30%</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN writing to reach 25%</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN numeracy to reach 25%</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2019 the following targets will be achieved:</p> <p>70% of students in Foundation to Year 9 to reach at or above expected level for Writing against The Victorian Curriculum.</p> <p>70% of students in Foundation to Year 9 to reach at or above expected level for Reading against The Victorian Curriculum.</p> <p>70% of students in Foundation to Year 9 to reach at or above expected level for Number against The Victorian Curriculum.</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN reading to reach 24%</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN writing to reach 18%</p> <p>The percentage of students achieving high relative growth in NAPLAN</p>

			numeracy to reach 21%
To improve social behaviour and emotional development of all students across the College	Yes	<p>School Attendance:</p> <p>By the end of 2021, we will achieve a student attendance rate of 95% for students from Foundation to Year 10.</p> <p>Attitudes to School Survey</p> <p>By the end of 2021, we will achieve the following targets:</p> <p>Respect for diversity 80% or above</p> <p>Classroom behaviour 80% or above</p> <p>Resilience 80% or above</p>	<p>By the end of 2019, we will achieve a student attendance rate of 80% for students from Foundation to Year 10</p> <p>By the end of 2019 to achieve the following targets in the Attitudes to School Survey</p> <p>Respect for Diversity 68%</p> <p>Classroom Behaviour 68%</p> <p>Resilience 68%</p>
To improve student engagement by embedding student voice, agency and leadership in all areas of learning across the College.	Yes	<p>Attitudes to School Survey</p> <p>By the end of 2021, we will reach the following targets for Years 4 to Year 10:</p> <p>Stimulating Learning 70%</p>	<p>By the end of 2019, we will achieve the following targets</p> <p>Attitudes to School Survey</p> <p>Stimulating Learning Environment 63%</p> <p>Student Voice and Agency 55%</p>

	<p>Student Voice and Agency 70%</p> <p>Parent Opinion Survey</p> <p>By the end of 2021, we will reach the following targets:</p> <p>Student Voice and Agency 75%</p> <p>Staff Opinion Survey</p> <p>By the end of 2021, we will reach and the following targets:</p> <p>Use student feedback to improve practice 75% positive responses</p> <p>Promote student ownership of learning goals 80% positive responses</p>	<p>Parent Opinion Survey Student Voice and Agency 65%</p> <p>Staff Opinion Survey Use student feedback to improve practice 60% positive responses Promote student ownership of learning goals 68% positive responses</p>
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Goal 1	To improve student achievement in all areas of learning across the College, particularly in English and Mathematics
12 Month Target 1.1	By the end of 2019 the following targets will be achieved:

	<p>70% of students in Foundation to Year 9 to reach at or above expected level for Writing against The Victorian Curriculum.</p> <p>70% of students in Foundation to Year 9 to reach at or above expected level for Reading against The Victorian Curriculum.</p> <p>70% of students in Foundation to Year 9 to reach at or above expected level for Number against The Victorian Curriculum.</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN reading to reach 24%</p> <p>The percentage of students achieving high relative growth from Years 5-9 in NAPLAN writing to reach 18%</p> <p>The percentage of students achieving high relative growth in NAPLAN numeracy to reach 21%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Develop and implement an agreed instructional model based on the gradual release framework, that is consistently implemented by all staff.	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to identify and teach to each students' point of learning (POL).	No
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.	Data sets collected in 2018 suggests that there is further need to focus on learning growth in Writing and Mathematics. Following completion of the Bastow Leading Literacy program the school improvement team has identified that Writing will be a college-wide priority in 2019. The data further supports that staff PL needs to focus on lesson structures and teacher moderation. The expansion of our leadership teams/coaches and learning specialist will assist in enabling further teacher capacity building in these areas.	
Goal 2	To improve social behaviour and emotional development of all students across the College	

12 Month Target 2.1	<p>By the end of 2019, we will achieve a student attendance rate of 80% for students from Foundation to Year 10</p> <p>By the end of 2019 to achieve the following targets in the Attitudes to School Survey</p> <table border="0"> <tr> <td>Respect for Diversity</td> <td>68%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>68%</td> </tr> <tr> <td>Resilience</td> <td>68%</td> </tr> </table>		Respect for Diversity	68%	Classroom Behaviour	68%	Resilience	68%				
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Key Improvement Strategies		Is this KIS selected for focus this year?										
KIS 1 Setting expectations and promoting inclusion	Build the capacity of staff to consistently implement the School Wide Positive Behaviour approach											
KIS 2 Health and wellbeing	Develop and implement a systematic approach to monitoring student absences.											
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.	As a College, we believe that a safe and orderly school environment is important to learning. Furthermore, research shows that orderly classrooms and schools are associated with high student engagement and academic achievement. Therefore, we are committed to moving from the embedding stage to the excelling stage on the Continua For School Improvement. Our COMPASS chronicle entries suggest that we need to further develop the capacity of teachers to manage not only extreme behaviours but 'low level' disruptive behaviours.											
Goal 3		To improve student engagement by embedding student voice, agency and leadership in all areas of leaning across the College.										
12 Month Target 3.1	<p>By the end of 2019, we will achieve the following targets</p> <table border="0"> <tr> <td colspan="2">Attitudes to School Survey</td> </tr> <tr> <td>Stimulating Learning Environment</td> <td>63%</td> </tr> <tr> <td>Student Voice and Agency</td> <td>55%</td> </tr> <tr> <td colspan="2">Parent Opinion Survey</td> </tr> <tr> <td>Student Voice and Agency</td> <td>65%</td> </tr> </table>		Attitudes to School Survey		Stimulating Learning Environment	63%	Student Voice and Agency	55%	Parent Opinion Survey		Student Voice and Agency	65%
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To establish and champion a Student Voice/Action Team and develop a clear link between the School Improvement Team (SIT) and student voice bodies.	Yes
KIS 2 Empowering students and building school pride	To use data from the Attitudes to School Survey and the Staff Opinion Survey to understand current levels of engagement and confidence.	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.	As a College, we recognise the importance and value of student voice, agency and leadership. It provides an avenue through which our students take responsibility for what matters to them both in school and in their lives. As part of our self-evaluation against the Continua for School Improvement we are at the emerging stage for advocating student voice, agency and leadership.	