

2019 AIP Kilmore Primary School

Goal 1 <i>From SSP - Goals are statements to define what student outcomes the school is striving to achieve</i>	To improve Reading and Numeracy outcomes across the school Prep- Grade 6			
12 month target 1.1 <i>An incremental step towards the 4 year target set in the SSP.</i>	To decrease the percentage of students making low growth in number reading in NAPLAN to less than 25%.			
Key Improvement Strategy 1 <i>SSP – Linked to FISO initiative – the strategy the school has chosen to implement</i> Building Practice Excellence	<i>Build teacher capacity in regards to the use of data to drive explicit point of need teaching.</i>			
Actions <i>Actions are the high-level activities that will be undertaken by the school to drive progress against the KIS</i>	Appoint Link School PLC Coordinator Create a PLC implementation action plan Implement and monitor the action plan			
Outcomes <ul style="list-style-type: none"> <i>What are the expected changes in knowledge, skills and mindsets that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented?</i> 	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide professional development for staff in the PLC inquiry model focusing on data literacy and the ability to have rigorous and challenging conversations - Participate in the PLC Link School initiative - Support the building of teacher practice through PD - Provide opportunities to build teacher capacity through observations and learning walks - Provide resources and time for the development of the PLC program <p>Teachers will</p> <ul style="list-style-type: none"> - Be upskilled in the PLC initiative - Use data to drive their planning - Articulate the needs of each student - Work in focused PLC groups to develop plans of action - Assess children regularly - Work in teams to take shared responsibility for student learnings <p>Students will</p> <ul style="list-style-type: none"> - Articulate their goals in each of the areas - Articulate what success looks like in each area - Learn at their point of need - Articulate their learning goals <p>Parent/carers will:</p> <ul style="list-style-type: none"> - Be provided with regular and accurate information about their children’s progress towards their goals - Be given support to assist their children at home in meeting targeted goals - Be aware of the learning goals and the support provided to their children 			
Success criteria <ul style="list-style-type: none"> <i>What data/evidence will you use/collect to measure the success of the Outcomes above? How will you know if the outcomes have been achieved?</i> 	NAPLAN results reflecting improved results which meet the targets Observations of PLCs in action Planning documentation/minutes reflecting use of data to drive teaching and learning Progress along the PLC matrix Accurate and regularly updated data walls			
Activities and Milestones <i>Activities and milestones are task-oriented, such as attending or implementing professional learning. Activities and milestones for each KIS are linked to a specific role within the school (e.g. principal, assistant principal, leading teacher, KLA leader, PLT leader, teachers, ES staff etc.). Staff PDPs should explicitly link to their Activities and milestones.</i>	Who ie. Leadership Team	Is this a Professional Learning Priority	When	Budget
<i>Analyse the school performance data as part of the School Review and use this information to inform the SSP and 2019 AIP</i>	School Review Panel	<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term One to: Term	\$0.00 <input type="checkbox"/> Equity Funds?

Professional learning delivered on data literacy		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
Observations during Learning walks evidencing differentiation and student knowledge of LI and SC		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
PLCs referencing data in an ongoing manner		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
Students verbalising learning goals		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?

Goal 2 <i>From SSP - Goals are statements to define what student outcomes the school is striving to achieve</i>	Empower students in their learning
12 month target 1.2 <i>An incremental step towards the 4 year target set in the SSP.</i>	<i>Improved percentile rating in the Student Opinion Survey for: Sense of connectedness from 2.7 to 5 Sense of Inclusion from 2.2 to 5 Student Voice and agency from 2.3 - 5</i>
Key Improvement Strategy 1 <i>SSP – Linked to FISO initiative – the strategy the school has chosen to implement Empowering students and building school pride.</i>	Increase student voice and agency in the learning process
Actions <i>Actions are the high-level activities that will be undertaken by the school to drive progress against the KIS</i>	Appoint a Student Voice co-ordination team who will use the Amply document to develop a school wide student voice and agency program Develop and implement an action plan to roll out the Amplify initiative
Outcomes <ul style="list-style-type: none"><i>What are the expected changes in knowledge, skills and mindsets that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented?</i>	Leaders will: - Facilitate professional development for leaders and whole school in relationship to student voice and Resource the student voice and agency program Teachers will - Understand the importance of student voice and agency - Seek feedback from students in relations to their teaching and effectiveness - Reflect on their practice as a result of student feedback Students will - Have an increased sense of connectedness to the school - Articulate their what helps and hinders their learning - Participate in decision making at the school where appropriate Parent/carers will: - Be provided with information and education about the importance of student voice and agency in their learning
Success criteria	Increased data in the Attitudes to School Survey areas of sense of connectedness, sense of inclusion student voice and agency. School based student reflections and surveys showing improved attitudes in student voice.

- *What data/evidence will you use/collect to measure the success of the Outcomes above? How will you know if the outcomes have been achieved?*

Activities and Milestones <i>Activities and milestones are task-oriented, such as attending or implementing professional learning. Activities and milestones for each KIS are linked to a specific role within the school (e.g. principal, assistant principal, leading teacher, KLA leader, PLT leader, teachers, ES staff etc.). Staff PDPs should explicitly link to their Activities and milestones.</i>	Who ie. Leadership Team	Is this a Professional Learning Priority	When	Budget
Student Voice coordinators developing and implementing an action plan for the implementation of AMPLIFY throughout the school		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term One to: Term Two	\$0.00 <input type="checkbox"/> Equity Funds?
Professional Development schedule for whole staff developed and implemented		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term two to: Term Four	\$0.00 <input type="checkbox"/> Equity Funds?
Processes within planning documentation/ classrooms for including student voice in teaching and learning		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?