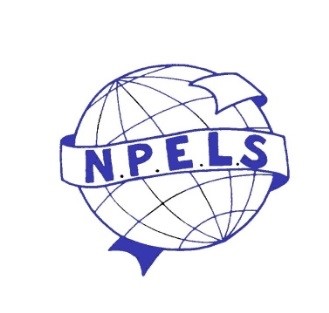
**Annual Implementation Plan - 2019**

**Select Annual Goals and KIS**

Noble Park English Language School (8749)



Submitted for review by Inna Gvozdenko (School Principal) on 19 December, 2018 at 12:28 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 20 December, 2018 at 03:44 PM  
Endorsed by Martin Sykes (School Council President) on 15 February, 2019 at 11:19 AM

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To maximise individual student learning growth particularly in English acquisition. | Yes | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub stages per student in all modes of language. | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub-stages per student in all modes of language. |

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| Goal 1 | To maximise individual student learning growth particularly in English acquisition. | |
| 12 Month Target 1.1 | To ensure consistent improvement levels based on the EAL Developmental Continuum with a minimum growth of 2 sub-stages per student in all modes of language. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | At the three smaller campuses (Casey, Springvale and Stonnington/Glen Eira) teachers will continue to work collaboratively and build their capacity to achieve improved student learning outcomes through Communicative Language Teaching (CLT). | Yes |
| **KIS 2**  Building practice excellence | To continue improving the skills and knowledge of teachers to work collaboratively in Professional Learning Communities and strengthen their practice through:  peer observations, team teaching, providing and receiving feedback, mentoring and coaching programs, professional learning and sharing best EAL practice. | 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. | In 2019, the PLC initiative will continue building capacity of middle level leaders and staff. Our school has been selected to participate in Intake 3 SEVR training of PLC leaders. The training will include: • Provision of 8 days of Core Professional Learning; • Access to coaching / mentorship through a PLC Link School; • Evaluation of methodologies to inform ongoing PLC best-practice; • Access to PLC specific resources including the PLC Practical Guide,   Online Learning Modules and other web-based resources.  The aim is to establish coherence in PLC teams and create opportunities for meaningful collaboration to identify a problem of practice and solve it through the use of the FISO Improvement Cycle - Theory of Action.   As indicated by the 2018 Staff Opinion Survey, the school aims for further improvement in two areas by 3%: Teacher Collaboration (62.62%) and Buffing and Shielding (63.45%). The following strategies will be explored:  • Expend a new PLC structure to other curriculum areas, like: science,   maths and physical education; • Provide PLC meeting time;  The following issues will required consideration: • Identify PLC leaders through an expression of interest; • Develop a timetable for PLC teams to meet; • Develop an outline for meaningful professional collaboration such as:  Setting personal learning goals  Student reflection and feedback  Continue to cater for students at risk • Provide a range of professional learning opportunities for PLC   leaders, learning specialists and leading teachers; • Allocate budgets for key learning areas and special programs.  Leaders will engage staff in unpacking the DET initiative Student Voice | |