2019 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

Positive climate for learning		Empowering students and building school pride	Emerging moving towards Evolving
		Setting expectations and promoting inclusion	Evolving moving towards Embedding
		Health and wellbeing	Evolving moving towards Embedding
		Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning		Building communities	Evolving
		Global citizenship	Emerging moving towards Evolving
		Networks with schools, services and agencies	Evolving
		Parents and carers as partners	Evolving

Enter your reflective comments	
Considerations for 2020	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.

Target 1.1	1. The proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy will be maintained from year 3 to year 5.
	2. Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools.
	3. The learning growth for students in Reading, Writing and Number will be a minimum of 1 Victorian Curriculum level each year as measured by teacher judgement.
	4. The percentage positive response on the Student Attitude to School Survey will increase for;
	    a. Differentiated Learning Challenge,
	    b. Stimulated Learning, Motivation and Interest,
	    c. Self-Regulation and Goal Setting,
	    d. Student Voice and Agency

Key Improvement Strategy 1.a Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.

Target 2.1	Improved Parent Opinion survey data for;
	
	    a. School improvement,
	    b. Teacher communication,
	    c. Effective Teaching
	    d. General Satisfaction.

	The average absence days will be at or less than similar schools.
Key Improvement Strategy 2.a Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.

To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.	Yes	1. The proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy will be maintained from year 3 to year 5.
		2. Relative Learning Growth for NAPLAN Writing and Numeracy will be at or above that for similar schools.
		3. The learning growth for students in Reading, Writing and Number will be a minimum of 1 Victorian Curriculum level each year as measured by teacher judgement.
		4. The percentage positive response on the Student Attitude to School Survey will increase for;
		    a. Differentiated Learning Challenge,
		    b. Stimulated Learning, Motivation and Interest,
		    c. Self-Regulation and Goal Setting,
		    d. Student Voice and Agency
			In 2019, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement.
			In writing this will be 95%. In Number this will be 95%.
			
			The percentage of students who remain in the top two NAPLAN bands from our 2017 Year 3 data to our 2019 Year 5 data will be;
			Reading: 80%
			Writing: 50%
			Number: 75%
			
			The percentage positive response on the Student Attitude to School Survey will increase from 2018 in Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency

To strengthen the partnership with the school community to achieve	Yes	Improved Parent Opinion survey data for; a. School improvement,	Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching

expected learning growth for all students.		b. Teacher communication, c. Effective Teaching d. General Satisfaction. The average absence days will be at or less than similar schools.	&.General Satisfaction. The average absence days will be fewer than in 2018

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.	
12 Month Target 1.1	In 2019, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In writing this will be 95%. In Number this will be 95%. The percentage of students who remain in the top two NAPLAN bands from our 2017 Year 3 data to our 2019 Year 5 data will be; Reading: 80% Writing: 50% Number: 75% The percentage positive response on the Student Attitude to School Survey will increase from 2018 in Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.	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.	Our school data shows that we have a significant proportion of students failing to remain in the top two NAPLAN bands between years three and five. This is particularly evident in Writing where only 39% of students remained in the top two bands between 2016 and 2018. The SSP target for the proportion of students to remain was not achieved.	
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.	
12 Month Target 2.1	Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching &.General Satisfaction. The average absence days will be fewer than in 2018	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.	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 order to achieve the expected student growth targets, teachers, students and their families must understand and maintain a growth mindset approach to their learning to ensure continual growth and challenge. We are aiming for consistency in language and instructional practices across teams and year levels to allow students and parents to understand how we approach learning and what our expectations are. A key part of this is how we communicate the learning that is taking place and the growth that is made through reporting to students and their parents/carers.	

Define Actions, Outcomes and Activities

Goal 1	To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.
12 Month Target 1.1	In 2019, 96% of students will make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In writing this will be 95%. In Number this will be 95%. The percentage of students who remain in the top two NAPLAN bands from our 2017 Year 3 data to our 2019 Year 5 data will be; Reading: 80% Writing: 50% Number: 75% The percentage positive response on the Student Attitude to School Survey will increase from 2018 in Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency
KIS 1 Building practice excellence	Build teacher capacity to ensure learning growth for all students in Writing.
Actions	Develop a shared and common understanding of the concepts of growth mindset, challenge and feedback. Build the data literacy of staff to analyse and utilise data to plan for point of need student learning and to monitor learning growth. Develop a bank of learning tools and strategies that enable students to develop greater agency in learning. Develop and implement a consistent approach to teaching writing. Develop the capacity of teachers in year level teams to work collaboratively.
Outcomes	Students: co-create writing goals with their teachers articulate their writing goals, seek to receive and provide feedback to self, peers and their teachers, share their learning growth with parents/carers, see writing as a process, place value on the purpose, process and craft of writing use a common language around learning and writing Teachers: consistent feedback strategies

regularly conferencing with students to provide feedback and co-create goals
confident in teaching the writing process
working collaboratively as part of a team to moderate, discuss and plan relevant learning
model the purpose of and process within the craft of writing
use a common language around learning and writing

Leaders:
establish high expectations for all
provide professional development and support to teachers
model expected strategies around feedback and the process and craft of writing.
consistent vision articulated to staff, students and the wider community that links all actions to our strategic priorities
celebrate and share achievement in writing with the wider community - assemblies, newsletters.
support staff to conference in writing, co-creating writing goals and sharing this on Seesaw
provide necessary resources
use a common language around learning and writing

Community:
get to regularly hear and read student writing through assemblies, displays, newsletter and Seesaw
participate in writing process through 'Big Talks'
understand their child's learning goals and how to support achievement of this.
use a common language around learning and writing

Success Indicators	- writing is highly visible around the school - displays, newsletters, assemblies - all spaces have a writing display to share and celebrate the writing process, the growth in writing that is taking place and to celebrate published work - writing is shared on Seesaw to document the writing process and student growth - students will be able to articulate their learning goals in informal discussions on learning walks - evidence of peer and self assessment and provision of feedback to each other - evidence of writing moderation within teams against external writing samples - creation of writing portfolio of five 'cold write' samples with scores uploaded to SPA - evidence that teams are following the writing expectations documentation.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Assembly and newsletter schedule to created to showcase student writing	☑ Leadership Team	☐ PLP Priority	from: Term 1	

	☑ Literacy Leader		to: Term 4	☐ Equity funding will be used
Use of Seesaw for sharing of student writing to parents and learning goals.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Grand Prix Curriculum Day used to continue work on Writing expectations and goal setting in writing.	☑ Leadership Team ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Professional Development on feedback and provision of challenge in learning - work with George Telford to support through curriculum days and modelled lessons.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$11,000.00 ☑ Equity funding will be used
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	☑ Leadership Team ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
Termly peer observation and learning walk schedule with focus on writing learning - focus on use of feedback, goal setting and challenge within writing.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

Professional Development around writing conferencing and goal setting to support staff to implement this within their classrooms	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
		☐ PLP Priority		☐ Equity funding will be used

Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.
12 Month Target 2.1	Improved Parent Opinion survey data for; School improvement, Teacher communication, Effective Teaching &.General Satisfaction. The average absence days will be fewer than in 2018
KIS 1 Parents and carers as partners	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.
Actions	Work closely with the community to develop a shared and common understanding of the concepts of growth mindset, challenge and feedback. Introduce continuous reporting to provide timely and detailed information on student progress
Outcomes	Students - co-create goals with their teachers and articulate these to their parents and carers - articulate an understanding of growth mindset and demonstrate this in their learning - can articulate what they are learning, why and how they will know they are succeeding - provide feedback to peers, self and teachers - asking questions of teachers - make choices in their learning that is challenging for them Teachers - common use of language and modelling around learning and growth mindset through specific feedback and challenge - use of learning intentions and success criteria with students

	- have a differentiated approach to teaching that provides challenge for all - provide opportunities for parents to take part in the learning process through open afternoons and learning showcases Leaders - lead discussions with staff, students and parents to further embed the concept of growth mindset - use assemblies and share newsletter articles on the concepts around growth mindset - provide PD around feedback and challenge. Community - engage with Seesaw to understand their child's learning goals and progress in Writing - reinforce messages, attitudes and behaviours towards growth mindset
Success Indicators	- can articulate their learning goals and the progress they have made this year - students are taking risks in their learning and experiencing failure - improved Student Attitudes to School survey data - improved Parent Opinion survey data - Reduced number of absences per student when compared with 2018 - Reduced number of late arrivals when compared with 2018

Activities and Milestones	Who	Is this a PL Priority	When	Budget
During CAPSE, Leadership team and teachers complete survey to gauge growth mindset and set goals. Resurvey later in the year to assess progress.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	☐ Equity funding will be used
CAPSE program updated to provide clear messages and direction around growth mindset and attitudes towards learning.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	☐ Equity funding will be used
Ongoing reporting via Seesaw introduced only in writing - structure and timeline created for students to share three work samples throughout the semester to comment on growth and learning goals and share this with parents.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

whole school professional development with the staff around growth mindset - building on ideas and concepts to further develop our shared understanding of this idea and what this means in the classroom.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
assemblies and shared communications to keep the ideas of growth mindset in the forefront of the school community.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used
whole-school and team open afternoons/mornings to invite parents to come in and see the process of learning during the school day as opposed to end of unit showcases - this allows them to see the difficulties, challenges and failures encountered along the way.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$11,000.00	0.00
Additional Equity funding	$0.00	$0.00
Grand Total	$11,000.00	$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Professional Development on feedback and provision of challenge in learning - work with George Telford to support through curriculum days and modelled lessons.	from: Term 1 to: Term 4		$11,000.00	
Totals			$11,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use of Seesaw for sharing of student writing to parents and learning goals.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Literacy Leader	from: Term 1 to: Term 4				
Grand Prix Curriculum Day used to continue work on Writing expectations and goal setting in writing.	☑ Leadership Team ☑ Literacy Leader	from: Term 1 to: Term 4				
Professional Development on feedback and provision of challenge in learning - work with George Telford to support through curriculum days and modelled lessons.	☑ Leadership Team	from: Term 1 to: Term 4				
Development of agreed moderation process. Regular moderation sessions timetabled into whole school PD schedule and also into team meeting time.	☑ Leadership Team ☑ Literacy Leader	from: Term 1 to: Term 4				

Termly peer observation and learning walk schedule with focus on writing learning - focus on use of feedback, goal setting and challenge within writing.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4				
Professional Development around writing conferencing and goal setting to support staff to implement this within their classrooms	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4				
Ongoing reporting via Seesaw introduced only in writing - structure and timeline created for students to share three work samples throughout the semester to comment on growth and learning goals and share this with parents.	☑ Leadership Team	from: Term 1 to: Term 4				
whole school professional development with the staff around growth mindset - building on ideas and concepts to further develop our shared understanding of this idea and what this means in the classroom.	☑ Leading Teacher(s)	from: Term 1 to: Term 4				