

2021 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 - 2021

	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	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Evolving
	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 2021	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	<ol style="list-style-type: none"> 1. 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. 2. The learning growth for our 'priority cohort' of students who did not make expected progress during 2020 will be a minimum of 1.5 Victorian Curriculum levels as measured by teacher judgement during 2021. 3. The percentage positive response on the Student Attitude to School Survey will increase for; <ul style="list-style-type: none"> ○ Differentiated Learning Challenge, ○ Stimulated Learning, Motivation and Interest, ○ Self-Regulation and Goal Setting, ○ Student Voice and Agency 4. The percentage positive response on the Student Attitudes to School survey for 'I have been bullied at school this term' will decrease. 5. Improved Parent Opinion survey data for; <ul style="list-style-type: none"> ○ School improvement, ○ Teacher communication, ○ Effective Teaching ○ General Satisfaction. ○ Stimulating learning environment 6. The average absence days will be at or less than similar schools.
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c	Connected schools priority

Parents and carers as partners

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	<ol style="list-style-type: none"> 1. 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. 2. The learning growth for our 'priority cohort' of students who did not make expected progress during 2020 will be a minimum of 1.5 Victorian Curriculum levels as measured by teacher judgement during 2021. 3. The percentage positive response on the Student Attitude to School Survey will increase for; <ul style="list-style-type: none"> ○ Differentiated Learning Challenge, ○ Stimulated Learning, Motivation and Interest, ○ Self-Regulation and Goal Setting, ○ Student Voice and Agency 4. The percentage positive response on the Student Attitudes to School survey for 'I have been bullied at school this term' will decrease. 5. Improved Parent Opinion survey data for; <ul style="list-style-type: none"> ○ School improvement, ○ Teacher communication, ○ Effective Teaching ○ General Satisfaction. ○ Stimulating learning environment 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2021, 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%</p> <p>In 2021, 100% of our priority cohort students will make at least 1.5 Victorian Curriculum level (18 months) progress in Reading as measured by teacher judgement In Writing this will be 100% In Number this will be 100%</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2020 for; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency</p> <p>Improved Parent Opinion survey data from 2020 for;</p>

		6. The average absence days will be at or less than similar schools.	School improvement, Teacher communication, Effective Teaching General Satisfaction. Stimulating learning environment The average absence days will be at or less than 2019
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Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021, 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%</p> <p>In 2021, 100% of our priority cohort students will make at least 1.5 Victorian Curriculum level (18 months) progress in Reading as measured by teacher judgement In Writing this will be 100% In Number this will be 100%</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2020 for; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency</p> <p>Improved Parent Opinion survey data from 2020 for; School improvement, Teacher communication, Effective Teaching General Satisfaction. Stimulating learning environment</p>

	The average absence days will be at or less than 2019	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Parents and carers as partners	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>In 2021, 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%</p> <p>In 2021, 100% of our priority cohort students will make at least 1.5 Victorian Curriculum level (18 months) progress in Reading as measured by teacher judgement In Writing this will be 100% In Number this will be 100%</p> <p>The percentage positive response on the Student Attitude to School Survey will increase from 2020 for; Differentiated Learning Challenge, Stimulated Learning, Motivation and Interest, Self-Regulation and Goal Setting, Student Voice and Agency</p> <p>Improved Parent Opinion survey data from 2020 for; School improvement, Teacher communication, Effective Teaching General Satisfaction. Stimulating learning environment</p> <p>The average absence days will be at or less than 2019</p>
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	- To identify a priority cohort of students who did not make one Victorian Curriculum level progress in 2020 and ensuring they are provided with sufficient support to catch-up on this missed learning.

	- Continue to develop our use of a SKiPPS 'language of learning', focusing initially on the use of Learning Intentions, Success Criteria and Feedback.			
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> - articulate what they are learning, why and how they will be successful - provide feedback to self and others based on the success criteria - regularly use the SKiPPS language of Learning in their conversations in the classroom - develop an understanding of the role of feedback and be open to feedback in helping further learning. <p>Teachers will;</p> <ul style="list-style-type: none"> - regularly use learning intentions and success criteria in their teaching - working collaboratively as part of a team to discuss data, moderate, discuss and plan relevant learning - understand the children in their level who form the priority cohort and their next steps in learning - to continue to embed and encourage the SKiPPS language of learning in their classroom through teacher commentary <p>Leaders will;</p> <ul style="list-style-type: none"> - provide professional development and support to teachers around our core AIP actions - model the SKiPPS language of learning - work with staff to create a culture of risk-taking and challenge around teaching and learning. - regularly analyse data to identify our priority cohort and understand the progress they are making - support staff to ensure priority cohort students are provided with the resources, support and catch-up expected <p>Community will:</p> <ul style="list-style-type: none"> - support the SKiPPS language of learning at home - understand their child's learning progress and how to support their future learning 			
Success Indicators	<p>Learning intentions and Success Criteria are visible in learning places and planning documentation</p> <p>Students will be able to articulate their learning intentions and success criteria in informal discussions.</p> <p>Use formative and teacher judgement data to monitor priority cohort</p> <p>Evidence of peer and self-assessment and provision of feedback to each other linked to learning intentions and success criteria</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
professional development on learning intentions and success criteria	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Identify of the priority cohort of students who have less than 12months of growth in 2020 & implementation of catch-up strategies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Tutors to complete DET training for intervention with priority cohort	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	- To create a whole school Social and Emotional learning overview with a focus on bullying prevention			
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> - articulate what bullying is - demonstrate strategies to deal with bullying - participate in circle time on a regular basis - regularly participate in other aspects of social and emotional learning such as Respectful Relationships and sex and relationships education <p>Teachers will;</p> <ul style="list-style-type: none"> - regularly implement restorative practices, circle time and Respectful Relationships. - provide opportunities for students to share their concerns and worries - consistently follow the restorative practices approach when dealing with incidents between students - communicate with parents when incidents of bullying have occurred. <p>Leaders will;</p> <ul style="list-style-type: none"> - understand how and when bullying occurs at the school - involve students and parents in a restorative practices approach when following up on bullying incidents 			

	<p>- ensure restorative practices, circle time and Respectful Relationships are being regularly implemented across the school.</p> <p>Community will:</p> <ul style="list-style-type: none"> - have knowledge and understanding of the school's processes around bullying - engage with school-provided parent learning around sex and relationships education and bullying 			
Success Indicators	<p>Restorative practices, circle time and Respectful Relationships will be included in planning documents</p> <p>Parent and student opinion survey data and bullying audit follow-up will indicate a reduction in the incidence of bullying</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete school-wide bullying audit in terms 1 and 3	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<input type="checkbox"/> Equity funding will be used
Bullying incursions across all year levels	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<input type="checkbox"/> Equity funding will be used
Professional development for staff in restorative practices, circle time and Respectful Relationships	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Parent information sessions in bullying and sex and relationships education	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 2	<input type="checkbox"/> Equity funding will be used
KIS 3 Parents and carers as partners	Connected schools priority			
Actions	Use online tools to regularly communicate student learning progress with families to allow them to better understand their child's assessments, growth and goals.			
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> - identify work samples and share these with parents via Seesaw to demonstrate their growth in learning - articulate their learning growth <p>Teachers will;</p> <ul style="list-style-type: none"> - regularly involve students in sharing work samples and commentary with parents via seesaw to evidence learning growth <p>Leaders will;</p> <ul style="list-style-type: none"> - establish a clear model, documentation and timeline for the sharing of learning progress via Seesaw <p>Community will:</p> <ul style="list-style-type: none"> - engage with Seesaw to understand their child's learning. 			
Success Indicators	<p>Students can articulate the progress they have made this year</p> <p>Improved parent opinion survey data for the statement 'teachers communicate with me often enough about my child's progress' (73% positive in 2020)</p> <p>Increased parent engagement with learning tasks on Seesaw (assessed via a school survey administered in terms 2 and 4)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate our expanded use of Seesaw with the wider community to create greater engagement with the platform	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

Work with staff to develop a clear model, documentation and timeline for the sharing of learning progress via Seesaw	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<input type="checkbox"/> Equity funding will be used
Administer a parent survey to understand engagement with, and views of, our sharing of student progress via Seesaw	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	<input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

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

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	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	Organizational Structure	Expertise Accessed	Where
professional development on learning intentions and success criteria	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2				
Identify of the priority cohort of students who have less than 12months of growth in 2020 & implementation of catch-up strategies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4				
Tutors to complete DET training for intervention with priority cohort	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1				
Professional development for staff in restorative practices, circle time and Respectful Relationships	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4				
Work with staff to develop a clear model, documentation and timeline for the sharing of learning progress via Seesaw	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2				

