

2018 Annual Implementation Plan

for improving student outcomes

St Kilda Primary School (1479)



Submitted for review by Sue Higgins (School Principal) on 22 November, 2017 at 06:57 PM

Endorsed by Sarah Burns (Senior Education Improvement Leader) on 24 November, 2017 at 08:29 PM

Endorsed by Ben Pratt (School Council President) on 15 December, 2017 at 12:00 PM

Self-evaluation Summary - 2018

St Kilda Primary School (1479)

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	<p>Our community has a clear focus and a strategy including a collaborative approach to finding solutions. We have developed a school climate that is supportive, inclusive, safe, encourages risk taking and has a high degree of relational trust. The school environment is dynamic and stimulating, where children and staff are supported in reaching their personal best. We have strong links to the wider community and encourage our children to engage in a positive and authentic way. Our 2017 School Fete was a highlight and provided an opportunity for our students to be active citizens in our community.</p> <p>We have a strong professional learning community where teachers feel valued and are supported to reflect on their practice with the support of their peers and leadership. We have established a number of teaching frameworks that support the best learning for students and the impact of this consistency is beginning to be seen in our teacher judgment data. We hope this improvement will be reflected in our 2018 Y3 NAPLAN data. Our digital portfolios continue to develop the learning partnership with parents and ensures they are informed about their child's learning in real time.</p> <p>Our school works closely with a range of external organisations and our students generally feel that they have the skills and knowledge to be able to have an impact on the world around them.</p>
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	<p>With the increasing complexity and number of welfare issues we have constantly reflected on our approaches and developed a highly effective welfare program with a high level of engagement across a variety of sectors. The impact of this program has been most profound on teachers and how they now effectively include the children in our community. As a result of the education and support there is now a whole school commitment to supporting children and their families.</p>
Considerations for 2019	<p>We need to continue to work on teacher content and pedagogical content with consideration of the frameworks. As we have new teams next year, including a couple of graduate teachers, we feel it will be essential to build on our community of learners and develop an effective peer observation programs. We see Year Level Team Leaders as having a key role in this work. As a result of a staff survey that we completed in October we are now aware of expert staff who will be able to be mentors in 2018 and beyond.</p> <p>We have become aware of the importance of developing consistency in expectations of weekly planning and meeting the needs of small groups, constructive feedback and the development of success criteria.</p> <p>As our children begin to achieve at a higher level we feel we need to review how we address the needs of these children.</p> <p>We feel well placed to focus on fine tuning and creating a program that encapsulates our whole community in identifying, addressing and building emotional capacity to build a strong, respectful and resilient whole school family.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

St Kilda Primary School (1479)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12	

			months against your Strategic Plan target.	
To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community.	15% improvement in children working above the expected level in literacy and numeracy according to teacher judgement compared to 2015 30% of Year 5 children showing 'high' growth in NAPLAN in numeracy, reading and writing Less than 20% of Year 5 children showing 'low' growth in NAPLAN in numeracy, reading and writing	Yes	Maintain the current percentage of children working above expected level in Reading, Writing and Numeracy in P-3. Increase the current percentage of children working above expected level: Y4: Numeracy by 5% (33%), Writing 5% (31%) Y5: Reading by 6% (44%) and Numeracy by 5% (37%) Y6: Reading by 5% (47%), Writing by 5% (32%) and Numeracy by 5% (42%)	Building practice excellence
Build a community of learners who are all actively engaged in the learning process and share the same values and beliefs.	15% improvement in children working above the expected level in Literacy and Numeracy according to teacher judgement compared to 2015 30% of Year 5 children showing 'high' growth in NAPLAN in Numeracy, Reading and Writing Less than 20% of Year 5 children showing 'low' growth in NAPLAN in Numeracy, Reading and Writing	No	All teachers move to the next level according to the success criteria identified in the agreed frameworks rubrics.	
To have an environment that supports and encourages student voice and agency in learning and	15% improvement in children working above the expected level in Literacy and Numeracy according to teacher judgement compared to 2015	Yes	Increase the percentage of children who are at 'low risk' according to the CASEA survey. (Details to be	Empowering students and building school pride

increases the level of engagement of students.	30% of Year 5 children showing 'high' growth in NAPLAN in Numeracy, Reading and Writing Less than 20% of Year 5 children showing 'low' growth in NAPLAN in Numeracy, Reading and Writing		included when we receive the 2017 data)	
Create a strong professional learning community that ensures the students at SKPS develop the dispositions that will allow them to reach high levels of achievement	15% improvement in children working above the expected level in Literacy and Numeracy according to teacher judgement compared to 2015 30% of Year 5 children showing 'high' growth in NAPLAN in Numeracy, Reading and Writing Less than 20% of Year 5 children showing 'low' growth in NAPLAN in Numeracy, Reading and Writing	No	Create a school resource that combines the 6Cs, school values and Learning Power Survey dispositions that supports effective feedback and discussion of learning.	

Improvement Initiatives Rationale	
<p>We believe we need to continue to focus on 'Building Practice Excellence' and 'Building Leadership Teams' to ensure we have consistency and high expectations of all teaching staff to embed frameworks, refine practice and improve feedback skills. When there is consistency and precision of practice and expectations school wide, staff and children can build their skills and knowledge most effectively. We were pleased to see that we have reached our SSP targets for teacher judgement across P-2 as a result of our work and so we aim to continue to embed these practices and philosophies across the school in the coming years. In response to the agreed frameworks teacher survey (Oct 2017) we will continue to develop a differentiated approach to professional learning and introduce a peer observation program and mentoring system to meet the needs of individual teachers. We know that shifts in practice occur when there is a focus on capacity building of the teachers within our school.</p> <p>We believe when children are cognitively, emotionally and socially engaged and school is 'irresistibly engaging' the children achieve a high level of success. By focusing on the emotional capabilities of our community we know this will have a powerful impact on student learning and empower students and build school pride.</p>	

Goal 1	To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community.
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12 month target 1.1	Maintain the current percentage of children working above expected level in Reading, Writing and Numeracy in P-3. Increase the current percentage of children working above expected level: Y4: Numeracy by 5% (33%), Writing 5% (31%) Y5: Reading by 6% (44%) and Numeracy by 5% (37%) Y6: Reading by 5% (47%), Writing by 5% (32%) and Numeracy by 5% (42%)
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Continue to build the capacity, knowledge and skills of teachers to ensure that they address the identified needs of the children in Reading.

Goal 2	To have an environment that supports and encourages student voice and agency in learning and increases the level of engagement of students.
12 month target 2.1	Increase the percentage of children who are at 'low risk' according to the CASEA survey. (Details to be included when we receive the 2017 data)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To develop a program with the Year 4 cohort to embed student voice, agency and leadership into the school culture and create an authentic partnership throughout the school.

Define Evidence of Impact and Activities and Milestones - 2018

St Kilda Primary School (1479)

Goal 1	To have a consistent approach to deep learning and teaching, with high expectations of achievement for all members of the learning community.
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12 month target 1.1	<p>Maintain the current percentage of children working above expected level in Reading, Writing and Numeracy in P-3. Increase the current percentage of children working above expected level: Y4: Numeracy by 5% (33%), Writing 5% (31%) Y5: Reading by 6% (44%) and Numeracy by 5% (37%) Y6: Reading by 5% (47%), Writing by 5% (32%) and Numeracy by 5% (42%)</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Continue to build the capacity, knowledge and skills of teachers to ensure that they address the identified needs of the children in Reading.			
Actions	<p>Development of a peer observation program using the Gates Foundation paper: Ensuring Accurate Feedback from Observations. Develop teacher capacity to understand and effectively analyse multiple sources of student reading data. Support the Specialist Learning Teachers (x2) to embed excellent practice in P-3 and Y4-6 in the areas of focused/small group teaching and the creation of success criteria rubrics for Reading to ensure focused teaching, effective goal setting, success criteria and feedback. Create a structure for Year Level Team Leaders to feed back to Leadership Team (including Specialist Learning Teachers) about the progress and direction of their team in relation to the frameworks for Reading</p>			
Evidence of impact	<p>Students will: Understand what they need to do to experience success and what they need to do in order to improve. Be able to reflect deeply on their learning and begin to independently set their own learning goals.</p> <p>Teachers will: Be able to use the data to plan differentiated learning from point of need and identify success criteria for future learning. Be able to give effective, constructive and timely feedback to their colleagues about their practice. Be able to give specific, constructive and timely feedback to their students in relation to their learning goals. Be able to identify their goals and where they have made improvement in their practice using our school agreed teaching frameworks.</p> <p>Leaders will: Know how well the teachers' planning and classroom practice are aligned in reading. Know the impact of a formal peer observation program on teacher practice.</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Ensure new and returning staff are supported to use agreed frameworks and practice (focused teaching, goal setting, development of success criteria and feedback). Days out of the classroom will be given to work closely with Leading Teacher (Curriculum)	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Review the agreed frameworks and identify individual areas for growth for all staff and identify experts to model good practice in the teaching of reading, specifically the key comprehension strategies.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review agreed high impact teaching strategies and create a shared philosophy statement around the structure of a weekly planner.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a peer observation training program and trial with YLTL, Learning Specialists and identified expert teachers.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Use professional practice days for teams to set improvement goals in relation to our agreed frameworks and use the agreed philosophy to review their weekly planning documents and refine the 2017 Reading Pedagogy documents to ensure all new staff have the same understanding.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$10,400.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To have an environment that supports and encourages student voice and agency in learning and increases the level of engagement of students.
12 month target 2.1	Increase the percentage of children who are at 'low risk' according to the CASEA survey. (Details to be included when we receive the 2017 data)
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 1	To develop a program with the Year 4 cohort to embed student voice, agency and leadership into the school culture and create an authentic partnership throughout the school.			
Actions	<p>Development of a new partnership with the CYMHS and Schools Early Action (CASEA) unit.</p> <p>Review all data sets (Resilience Survey, CASEA SDQs, AtoSS) in line with the Resilience, Rights and Respectful Relationships Program to create a SKPS specific philosophy and approach.</p> <p>Develop teachers' knowledge and capabilities to support the children to develop their emotional capabilities.</p> <p>Support student voice and agency by working in partnership with adults to analyse the data, identify areas of need and develop resources that will empower them to socially, emotionally and cognitively engage in school.</p> <p>Develop and implement a plan to communicate the importance of resilience and emotional intelligence across the community.</p>			
Evidence of impact	<p>The students will:</p> <ul style="list-style-type: none"> Have a strong sense of pride in our school Be able to explain and enact the strategies they have been taught to manage challenging situations inside and outside the classroom. Be able to engage cognitively in the learning so that they can achieve greater success. Feel like they have a strong voice and feel that they have a role in the decision making processes that directly impact them at school. <p>The teachers will:</p> <ul style="list-style-type: none"> Have a strong sense of pride in our school Be able to effectively and consistently support children with the agreed language and strategies so that they can fully engage in school and have high levels of academic achievement. Be able to articulate the philosophy behind our practice to all members of the community. Understand how students can act as partners in school improvement. <p>Leadership will:</p> <ul style="list-style-type: none"> Have a strong sense of pride in our school Be able to analyse complex data sets and use this information to create a highly supportive and positive school environment. Know that the whole school community will have a deep knowledge of the strategies and language that can be used to support resilience and emotional intelligence in families. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Analyse the student data sets with CASEA staff and identify focus areas for professional learning for staff.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Work with the Year 4 teachers to create an action plan to include the children in the discussions around the data.	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement the action plan with the Year 4 children and support them in determining how to share their new knowledge and skills with the whole community (include review of school values and rights and responsibilities of staff, children and parents).	Wellbeing Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The Year 4 children to conduct professional learning for students, staff and parents.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

St Kilda Primary School (1479)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review the agreed frameworks and identify individual areas for growth for all staff and identify experts to model good practice in the teaching of reading, specifically the key comprehension strategies.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Review agreed high impact teaching strategies and create a shared philosophy statement around the structure of a weekly planner.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Create a peer observation training program and trial with YLTL, Learning Specialists and identified expert teachers.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Use professional practice days for teams to set improvement goals in relation to our agreed frameworks and use the agreed philosophy to review their weekly planning documents and refine the 2017 Reading Pedagogy documents to ensure all new staff have the same understanding.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The Year 4 children to conduct professional learning for students, staff and parents.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants CASEA staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[2016 T1 Meeting Schedule.pdf \(0.06 MB\)](#)

[2017 Sem 1 TJ growth data.xlsx \(0.16 MB\)](#)
[2017 TJ comparison data.xlsx \(0.16 MB\)](#)
[2017 Y3 Reading Philosophy.docx.pdf \(0.08 MB\)](#)
[Building learning power 10 and 11.10.17.pptx \(3.96 MB\)](#)
[Curriculum Day 14.3.17.pptx \(2.83 MB\)](#)
[Curriculum day 9.6.17.pptx \(3.24 MB\)](#)
[LPS student responses 2017.xls \(0.1 MB\)](#)
[Prep Infographic.docx.pdf \(3.85 MB\)](#)
[T2 Staff Meeting Schedule.pdf \(0.08 MB\)](#)
[T3and4 Staff Meetings.docx \(0.02 MB\)](#)
[Y1 Infographic.docx.pdf \(3.86 MB\)](#)
[Y2 Infographic.docx.pdf \(3.04 MB\)](#)

Dimension 2

[2017 whole school key learning.xlsx \(0.1 MB\)](#)
[Daily 5 Sem 2 2017.pdf \(0.04 MB\)](#)
[S1 Backward Design Unit- How can we make sustainable food choices .docx \(0.34 MB\)](#)
[S2 Backward Design Unit- Fete.docx \(0.02 MB\)](#)
[Staff meeting 24.7.17- review of SMILe.pdf \(0.07 MB\)](#)

Dimension 5

[Team leader Jan 2017 .pptx.pdf \(4.26 MB\)](#)

Dimension 9

[Leadership Rubric.pdf \(0.06 MB\)](#)
[S1 Backward Design Unit- How can we make sustainable food choices .docx \(0.34 MB\)](#)
[S2 Backward Design Unit- Fete.docx \(0.02 MB\)](#)
[Whole school events.xlsx \(0.01 MB\)](#)

Dimension 10

[2016 Student Engagement and Inclusion policy St Kilda Primary School.docx \(1.05 MB\)](#)
[2017 Year 5%2F6 Quality Beginnings .pdf \(0.33 MB\)](#)
[IELLEN Nomination SEIL Letter of support.pdf \(0.11 MB\)](#)
[SFYS CityGate Proeject WISA Conference August2017 printversion2.pptx \(3.94 MB\)](#)
[STEP data Oct 2015 - Aug 2017.docx \(0.02 MB\)](#)
[STEP Data Summary Aug 2017.pdf \(0.57 MB\)](#)
[STEP Sep Oct 16 2017.docx \(0.02 MB\)](#)
[Susie the Happy Dog.pdf \(0.11 MB\)](#)
[Susie the SKPS Happy Dog - A book about me \(1\).pdf \(1.53 MB\)](#)
[The Happy Palace!.pptx \(2.65 MB\)](#)

Dimension 13

[2017 Parents as Numeracy Classroom Helpers compressed course.pptx \(3.82 MB\)](#)

[2017 Parents as Tutors course.pptx \(5.74 MB\)](#)
[2017 Parents as Tutors P-2 Literacy and Numeracy.pptx \(4.18 MB\)](#)
[client zoonoses handout 2016 UPDATED.docx \(0.07 MB\)](#)
[Deakin Uni ALL Play program.pdf \(0.08 MB\)](#)
[Parents as Helpers Reading 2017.pptx \(1.11 MB\)](#)
[SFYS funding - Sensory Room.pdf \(0.08 MB\)](#)
[Social Cohesion Partnership Project - Victoria Police.pdf \(0.15 MB\)](#)
[Susie the SKPS Happy Dog - A book about me \(1\).pdf \(1.53 MB\)](#)
[Transition Letter 2017.docx \(0.24 MB\)](#)