2021 Annual Implementation Plan

for improving student outcomes

St Kilda Primary School (1479)

Submitted for review by Susan Higgins (School Principal) on 08 February, 2021 at 10:26 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 23 February, 2021 at 04:37 PM
Endorsed by Peta Wetzels (School Council President) on 09 March, 2021 at 10:07 AM

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 moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling

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

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

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

Enter your reflective comments	All staff at SKPS were dedicated to providing the most engaging and supportive learning opportunities for our children throughout the year. There was a strong focus on the wellbeing of children, parents and teachers throughout the year. This has ensured that the majority of children, parents and staff have been able to re-engage upon the return to school. We feel that we can be proud of our achievements in 2020.
Considerations for 2021	The DET priority areas will be a strong focus for our school in 2021. We feel that providing rich learning experiences involving the community will support our children and their families to engage in positive learning experiences which will have an impact on their social, emotional and cognitive development.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	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 Building communities	Connected schools priority
Goal 2	Improve student achievement and learning growth in writing.
Target 2.1	Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5: • Year 3 Writing to increase from 57% (2018) to 70% or above • Year 5 Writing to increase from 27% (2018) to 70% or above
Target 2.2	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.

Target 2.3	By 2023, the percentage positive endorsement in the Staff Survey will be:
	• Professional learning through peer observation—60% or above (from 37.5% in 2019)
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a shared instructional model for teaching writing consistently across the school.
Key Improvement Strategy 2.b Curriculum planning and assessment	Strengthen the capacity of teachers and teams to use assessment data and evidence to plan a differentiated teaching and learning program for writing that targets point of learning need of all students, including high performing students.
Key Improvement Strategy 2.c Building practice excellence	Use coaching, modelling, peer observation and feedback in professional learning to enable greater consistency, shared accountability and collective responsibility for improved outcomes in writing.
Goal 3	Improve student achievement and learning growth in numeracy.
Target 3.1	By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above.
Target 3.2	In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.
Target 3.3	By 2023 the percentage positive endorsement of Staff Survey will be:

	• Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019)
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop a continua of mathematical concepts and skill development through planning for numeracy teaching and learning.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Develop and embed a shared model for assessing numeracy consistently across the school.
Key Improvement Strategy 3.c Evaluating impact on learning	Implement a teacher inquiry process that enables teachers to analyse numeracy assessment data, use it to inform teaching and evaluate the impact of teaching on student learning.
Key Improvement Strategy 3.d Building practice excellence	Challenge and support teachers to improve their instructional practices through participation in a peer observation and feedback process
Goal 4	Improve student agency and social engagement.
Target 4.1	By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%.
Target 4.2	By 2023, the AToSS factor 'Student Voice and Agency' will increase for • Year 4 boys from 85% to 90% • Year 5 boys from 77% to 90%

	By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15%
Target 4.3	By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Develop students' skills and capability to set their own goals, reflect on and direct their own day to day learning
Key Improvement Strategy 4.b Parents and carers as partners	Enhance learning partnerships and communication between students, parents and the school so families can understand the learning progress of their children and how to effectively support learning.
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Build teachers' capacity to involve students in continuous school improvement.

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	In 2021, the percentage of students making high relative learning growth from Term 1 to Term 4 in English will be 20% or greater.
Improve student achievement and learning growth in writing.	No	Across 2020–23, increase the percentage of students in the top two bands in Year 3 to Year 5: • Year 3 Writing to increase from 57% (2018) to 70% or above • Year 5 Writing to increase from 27% (2018) to 70% or above	
		In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in writing using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.	

		By 2023, the percentage positive endorsement in the Staff Survey will be: • Professional learning through peer observation—60% or above (from 37.5% in 2019)	
Improve student achievement and learning growth in numeracy.	No	By 2023, increase the percentage of students in the NAPLAN top two bands in numeracy in Year 5 from 42% (2018) to 60% or above.	
		In each year of the SSP, 90% of students will demonstrate 12 months or more learning growth in numeracy using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.	
		By 2023 the percentage positive endorsement of Staff Survey will be: • Teacher collaboration—Staff seek advice from colleagues and participate in collaborative discussion to improve teaching and learning to be 80 or above (from 62.4 in 2019)	

Improve student agency and social engagement.	No	By 2023, the Parent Survey factor 'Teachers communicate with me often enough about my child's progress' will increase from 64% (2019) to 75%.	
		By 2023, the AToSS factor 'Student Voice and Agency' will increase for • Year 4 boys from 85% to 90% • Year 5 boys from 77% to 90% By 2023, the absence data for the Year 5 Boys will decrease from 31% (2019) to 15%	
		By 2023, the AToSS factor 'Motivation and Interest: 'I am learning things that interest me' will increase for Year 5 boys from 72% to 85%.	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	In 2021, the percentage of students making high relative learning growth from Term 1 to Term 4 in English will be 20% or greater.

Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	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	In 2021, the percentage of students making high relative learning growth from Term 1 to Term 4 in English will be 20% or greater.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop data literacy of all staff to inform their understanding of students' needs and progress and identify students requiring additional support. Continue to focus on the impact of highly collaborative practices on student learning
Outcomes	Leaders will: Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams Establish negotiated accountability measures, including Observing to Learn Provide the opportunity for collective understanding of goal setting and feedback to be developed Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students Teachers will: Plan for rich learning where students can access the task at their own level and be extended easily Discuss student growth data and moderate work samples in PLC teams Have created documents and have evidence to track the learning journey of the students and target teaching on a weekly basis. Support students in setting and evaluating goals and provide feedback formative and summative, during and after tasks/activities Students will: Know how to engage in learning from the explicit teaching of the 6 Competencies of Deep Learning and Learning Power habits
Success Indicators	Planning documents that show the implementation of deep learning Student responses to the Learning Power Survey Documents and evidence that show the regular tracking and recording of learner growth Teachers will have a clear picture of the learning growth of all students in their class and cohort, evident through their conversations,

	data documents and teacher judgement data PLC meeting minutes that show the conversations around data collection and future planning				
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**		**Budget**
Analyse 2020 data and Identify students for intervention and tutoring	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	☑ PLP Priority	from: Term 1 to: Term 1		$150,000.00 ☑ Equity funding will be used
Plan professional learning for all staff to support differentiation, data analysis and deep learning	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2		$0.00 ☐ Equity funding will be used
Provide time for PLC meetings for teachers to analyse on data and use it to plan for the learning of students	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2		$0.00 ☐ Equity funding will be used
Set up observation system and protocols to enable all staff to engage in observing to learn	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1		$0.00 ☐ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				

Actions	Embed deep learning to help engage children in all areas of the curriculum and in varied learning environments Continue to monitor and support students and their families
Outcomes	Leaders will: Monitor and strengthen the whole school approaches to welfare and wellbeing of all student and their families Teachers will: Ensure all wellbeing protocols are followed to ensure appropriate and timely responses are made to support student wellbeing Students will: Be happily engaged in learning in indoor and outdoor environments and this is supported by their interests and an ability to drive their learning through their knowledge of the 6Cs and Learning Power. Show behaviour that reflects the school values in their daily behaviours and attitudes. Will feel supported in their learning and wellbeing. Will feel the benefits of living an active lifestyle, with increased energy levels and a more informed knowledge base around what a healthy lifestyle means.
Success Indicators	Planning documents, work samples and survey results that show students being actively engaged with strong community relationships and showing a sense of pride and happiness in their learning. Compass Chronicle posts that show the tracking of student wellbeing and learning The design of learning spaces in the new building reflect the needs and wishes of the children. A RAP created through whole community engagement.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning and time for teachers to plan for the needs and interests of their students to support engagement	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$60,000.00 ☐ Equity funding will be used
Establish Buddy Program, including local Kinders	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Develop a physical education program that helps teachers develop the skills for a variety of activities	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Wellbeing team will monitor Compass Chronicle posts to plan appropriate responses	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed a strong community of students, parents and teachers through a range of deep learning experiences, community events and considered communication. Continue to work with the Communication and Community Engagement Subcommittee of School Council to effectively communicate about learning and wellbeing			
Outcomes	Leaders will: Work with students, staff, parents and the wider community to create strong community connectedness and support the wellbeing of all students and their families Teachers will: Consider the role of parents and the wider community when planning for learning Consider the needs and interests of the children Students and their families will: Feel an increased connectedness with the school			
Success Indicators	Children and teachers sharing the learning journey through digital technology- e.g. Seesaw, Compass. Increased attendance and support at all parent and community events, with a diverse representation of our community engaging. All Class Community Reps feel empowered to engage their class community in a variety of ways.			
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Communication and Community Engagement Subcommittee review the school website	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used
Year Level Teams will focus on planning the learning around community that will culminate in the community day	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used
BYOD and managing digital technology session to inform families about the use of digital technologies.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Revisit our vision and mission statements and school values share our story with our community and empower them to engage with us.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Use the Quality Beginnings Program for teachers and students establish strong class, cohort and cross cohort relationships.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Revising the Meet the Teacher Meetings to be a more informal, community event where parents and carers can also take the time to connect with each other.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used

Create a Reconciliation Plan	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$150,000.00	$16,504.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$150,000.00**	**$16,504.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Analyse 2020 data and Identify students for intervention and tutoring	from: Term 1 to: Term 1	☑ School-based staffing	$150,000.00	$16,504.00
Totals			**$150,000.00**	**$16,504.00**

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	Organisational Structure	Expertise Accessed	Where
Analyse 2020 data and Identify students for intervention and tutoring	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Plan professional learning for all staff to support differentiation, data analysis and deep learning	☑ School Improvement Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Provide time for PLC meetings for teachers to analyse on data and use it to plan for the learning of students	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Set up observation system and protocols to enable all staff to engage in observing to learn	☑ School Improvement Team	from: Term 1 to: Term 1	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Provide professional learning and time for teachers to plan for the needs and interests of their students to support engagement	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Year Level Teams will focus on planning the learning around community that will culminate in the community day	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site