2018 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)

Submitted for review by Neil Scott (School Principal) on 12 November, 2017 at 02:02 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 05 December, 2017 at 04:22 PM
Endorsed by Mette Aiken-Petersen (School Council President) on 13 December, 2017 at 08:32 AM

VICTORIA State Government | Education and Training

Self-evaluation Summary - 2018

St Kilda Park Primary School (2460)

	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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards 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	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	Our School peer review process undertaken during 2017 has been invaluable in identifying clearly where we stand as a school and which areas we need to focus on next. The FISO continua allows us to dig deeper into these ideas and provide some clear guidance on what progress will look like in specific FISO areas. The areas identified through the continua correspond largely with the goals and KIS set by our Review panel and built upon in our 2019-2021 School Strategic Plan.
Considerations for 2019	As the first year of our new Strategic Plan, 2018 is a key year to sensitively lay the foundations for the changes we wish to implement over the next four years. St Kilda Park is a high-performing school with strong data in terms of student learning and parent, staff and student satisfaction and we must be careful to understand and value what is good and work with this as we plan for change. Our Strategic Plan goals around ensuring learning growth for all students and building greater engagement of parents in their child's learning are underpinned by the interlinked concepts of growth mindset, challenge and feedback. We are very mindful of the need to introduce these concepts to staff, students and the wider community in a way that is meaningful and structured to create shared mental models that will allow later work on specific practices and strategies to have a sound foundation. For this reason we will engage external expertise to act as a guide and critical friend on this journey and ensure actions and changes are planned, methodical, steady and fully understood before we look to

	move on. We believe this measured approach is most likely to create long-lasting and worthwhile change that will lead to the outcomes we desire.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

St Kilda Park Primary School (2460)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target

Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
|---|---|---|---|---|
| To ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year. | 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 | Yes | In 2018;
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% of all students.
In Number this will be 97% of all students.

The percentage of students who remain in the top two NAPLAN bands from our 2016 Year 3 data to our | Building practice excellence |

	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		2018 Year 5 data will be: Reading 75% Writing 50% Number 80% The 2018 Student Attitudes to School Survey will show the following percentile results when compared with other schools; Differentiated Learning Challenge 74% Stimulated Learning 82.5% Motivation & Interest 70.5% Self-Regulation & Goal Setting 56.9% Student Voice & Agency 77.7%	
To strengthen the partnership with the school community to achieve expected learning growth for all students.	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.	Yes	Parent Opinion Survey data for 'Learning Focus' will increase from 83% positive to 90% positive responses. Absence days per student will be fewer than 2017	Parents and carers as partners

Improvement Initiatives Rationale

As set out in our new School Strategic Plan, we look to build upon and further improve a positive, stable and successful school that has made clear improvements during the previous Strategic Plan.
A key goal identified during the recent review was to ensure that every student makes a minimum of 12 months growth in his or her learning each year.
The school will continue to focus on 'Build Practice Excellence' to build on the data literacy, differentiation and collaborative Professional Learning Community model that has been a major recent focus in the previous Strategic Plan, which has led to improved learning outcomes for our students. In addition, the school will also undertake

work in the area of Growth Mindset in order to inform student, staff and community perceptions and practices around learning - what do successful learners do and what does successful learning look like?

This focus will aim to provide a greater level of challenge for all and encourage all of our students to take on that challenge, even if this appears difficult. Through this 'Growth Mindset' focus, we aim to ensure every child makes 12 months growth each school year, regardless of starting point and increase our student opinion data around stimulating learning and teacher effectiveness.

This focus will also extend to 'Parent and carers as partners' and how we better engage our parent community, in particular how we more regularly communicate and report on student progress and learning growth will be an area of focus.

Over the course of this Strategic Plan, we will develop, implement and embed a shared, common understanding of a Growth Mindset. Teacher Capacity will be built to enable structures, tools and skills to be established to ensure that successful learning is seen in the context of growth. Alongside this will be a focus on building greater student voice and agency in learning and the school will improve our use of web-based communications and ongoing reporting structures.

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 2018; 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% of all students. In Number this will be 97% of all students. The percentage of students who remain in the top two NAPLAN bands from our 2016 Year 3 data to our 2018 Year 5 data will be: Reading 75% Writing 50% Number 80% The 2018 Student Attitudes to School Survey will show the following percentile results when compared with other schools; Differentiated Learning Challenge 74% Stimulated Learning 82.5% Motivation & Interest 70.5% Self-Regulation & Goal Setting 56.9% Student Voice & Agency 77.7%
FISO Initiative	Building practice excellence
Key Improvement Strategies	

KIS 1	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.
12 month target 2.1	Parent Opinion Survey data for 'Learning Focus' will increase from 83% positive to 90% positive responses. Absence days per student will be fewer than 2017
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.

Define Evidence of Impact and Activities and Milestones - 2018

St Kilda Park Primary School (2460)

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 2018; 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% of all students. In Number this will be 97% of all students. The percentage of students who remain in the top two NAPLAN bands from our 2016 Year 3 data to our 2018 Year 5 data will be: Reading 75% Writing 50% Number 80% The 2018 Student Attitudes to School Survey will show the following percentile results when compared with other schools; Differentiated Learning Challenge 74% Stimulated Learning 82.5%

	Motivation & Interest 70.5% Self-Regulation & Goal Setting 56.9% Student Voice & Agency 77.7%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	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 year level teams.
Evidence of impact	Senior Leaders: coaching and mentoring role working with team leaders provide targeted PD for all staff understanding the needs of each staff member to support their development Middle Leaders: lead discussions and implement Growth mindset and Writing practices at a team level. ensure consistency across level teams in the implementation of AIP actions and in teaching and learning Teachers: be data literate working collaboratively to analyse data and plan flexible teaching and learning demonstrating an understanding and implementation of growth mindset greater level of consistency through the work of teams competently utilise learning tools to enable student agency increased capacity, knowledge and skills in the areas of student agency and growth mindset demonstrate understanding of students strengths in writing provides effective and timely feedback to students Students: understanding where their point of need learning is can articulate their personal learning goals

having a voice in their learning
students will understand what success looks like, and why they need to improve
confident in seeking further explanation of concepts
demonstrate features of a growth mindset
accepts feedback and uses it effectively

Parents:
understand how their child learns Writing
understand what their child's learning goals are
supports their child's resilient attitude towards learning
demonstrates and models growth mindset for their children

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Challenging Learning Curriculum Day 23rd March - Led by George Telford to introduce the key concepts around growth mindset and the crucial links between growth mindset, challenge and feedback. We will discuss the specific actions that teachers take daily to develop growth mindsets in their learners. Continued Professional Development, discussion and readings to develop agreed mental models around growth mindset and what a growth mindset school feels, looks and sounds like.	All Staff	☑ Yes	from: Term 1 to: Term 1	$11,000.00 ☑ Equity funding will be used
Challenging Learning Baseline Visit - classroom observations and discussions conducted by George Telford to assess our starting point, audit our current practices, and the next key steps.	All Staff	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Following staff professional development around growth mindset, the creation of a public 'growth wall' to demonstrate all staff members undertaking learning something new and the struggle to make this happen. This will be regularly updated to show the value of a growth mindset, accepting challenge and the 'untidy' nature of the learning process.	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

In Semester 2 begin to introduce the concept of growth mindset into the learning of the school, including classroom practice, utilising the specific actions that teachers take daily to develop growth mindsets in their learners. The specifics of these actions will be determined by the comprehensive audit carried out during Semester 1.	All Staff	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Identification of priority cohort - students working 12 months ahead of age expectation in Reading, Writing and Number. Identification by name of Year 5 students who achieved in the top two NAPLAN bands in 2016 and an action plan created to provide greater extension.	Leadership Team	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
SPA PD. Through our meeting schedule staff will continue to work with SPA, being led to analyse a wide range of cohort data and identify key learning needs from this analysis. This data analysis will then drive discussions at PLT meetings to ensure learning is pitched at the correct level to challenge all students and ensure progress is made.	All Staff	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Mid and end cycle PDPs will focus on learning growth with an expectation that all students make 12 months progress in Reading, Writing and Number. Staff will be supported to understand student starting points, and at mid cycle meetings, pinpoint students who have not made 6 months growth in Semester 1. Teams will collaboratively monitor these students closely and put in place actions to ensure sufficient learning growth is made in semester 2.	Principal	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Appoint a student voice and agency leader and team to lead this work. Research other schools and practices that demonstrate best practice in this area Investigate and continue to build consistency in student goal setting in number and writing. Audit of current goal setting practices used by teams. Professional Learning on effective feedback as a part of our work with Challenging Learning.	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Audit of current Writing curriculum - What are we teaching at each level? How often and on what basis? How do we assess and moderate within teams? How do we use this understanding in our teaching? How are we implementing VCOP/Big Writes? Research undertaken by Leadership Team and Literacy Leader to investigate the approaches to teaching Writing and provision of effective and timely feedback at network schools with strong student outcomes in this area. Work undertaken by the Curriculum Leading Teacher, Literacy Leader and Literacy action team to develop whole school guidelines and documentation for the teaching of Writing, building upon our current practice and providing a clearly structured writing curriculum that strongly focuses on core writing skills at younger levels and then builds upon these foundations using High Impact Teaching Strategies (HITS).	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☐ 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	Parent Opinion Survey data for 'Learning Focus' will increase from 83% positive to 90% positive responses. Absence days per student will be fewer than 2017
FISO Initiative	Parents and carers as partners
Key Improvement Strategy 1	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 parent community to develop a shared and common understanding of the concepts of growth mindset, challenge and feedback. Educate our school community on the communication channels currently used, including refining the use of web tools that support parents to be active contributors in their child's learning. Audit our student attendance data to find out the nature of our high number of student absences and to begin a process of educating students and parents on the impact of absences on student learning. Investigate continuous reporting to better provide timely and detailed information on student progress.
Evidence of impact	Senior Leaders: coaching and mentoring role

working with parent community to communicate key actions
model growth mindset for the school community and inspire them to take on their own challenges
communicates the importance of being at school and being on time.
celebrates growth mindset achievements with the community and improvements in attendance.

Middle Leaders:
lead discussions and implement Growth mindset and Writing practices at a team level.
ensure consistency across level teams in the implementation of AIP actions and in teaching and learning

Teachers:
demonstrating an understanding and implementation of growth mindset
greater level of consistency through the work of teams
provides effective and timely feedback to students
use a common mental model and language around growth mindset
communicates the importance of being at school and being on time.

Students:
understanding where their point of need learning is
can articulate their personal learning goals
having a voice in their learning
students will understand what success looks like, and why they need to improve
confident in seeking further explanation of concepts
demonstrate features of a growth mindset
accepts feedback and uses it effectively

Parents:
understand how their child learns Writing
understand what their child's learning goals are
supports their child's resilient attitude towards learning
demonstrates and models growth mindset for their children

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Following staff professional development around growth mindset, the creation of a public 'growth wall' to demonstrate all staff members undertaking learning something new and the struggle to make this happen. This will be regularly updated to show the value of a growth mindset, accepting challenge and the 'untidy' nature of the learning process. Encourage parents to support this work and demonstrate resilience by taking on a learning challenge of their own to demonstrate struggle and growth.	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
In early Term 3 organise a parent information evening with Challenging Learning, to communicate and educate our community on the key directions and the work we are doing around growth mindset, feedback and challenge.	Principal	☐ No	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Regular communication to parents on the work being done amongst staff and then in classrooms around growth mindset, challenge and feedback. Sharing of resources for the parent community to use at home to reinforce our key messages and foster the types of discussion that support students to develop growth mindsets and see success in terms of improvement.	Leadership Team	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Share and publicise our new "Communication Chart" that allows a snapshot view of how the school communicates with the community. Continue to explore ways that we can use web tools, both existing and new, to better communicate and involve parents in the learning taking place at school. This could include suggested questions or ways that parents can follow up learning at home.	Principal	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Develop new school website to streamline the way we share information with parents.	Principal	☐ No	from: Term 1 to: Term 2	$12,000.00 ☐ Equity funding will be used
Continue to explore the methods of continuous reporting employed by other schools.	Leadership Team	☐ No	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

Audit of all absences for 2017 to determine the major reasons for our higher than average absence data.	Assistant Principal	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop a system of monitoring student absences on a class level and of promoting and celebrating students and classes with low absence data.	Assistant Principal	☐ No	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used
Creation of personal 'growth walls' in learning spaces to provide a place for student to celebrate their growth mindsets and to demonstrate progress in learning and the process of challenge, struggle, goal setting and learning.	All Staff	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

St Kilda Park Primary School (2460)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Challenging Learning Curriculum Day 23rd March - Led by George Telford to introduce the key concepts around growth mindset and the crucial links between growth mindset, challenge and feedback. We will discuss the specific actions that teachers take daily to develop growth mindsets in their learners. Continued Professional Development, discussion and readings to develop agreed mental	All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Whole School Student Free Day	☑ External consultants Challenging Learning	☑ Off-site TBC

models around growth mindset and what a growth mindset school feels, looks and sounds like.						
Following staff professional development around growth mindset, the creation of a public 'growth wall' to demonstrate all staff members undertaking learning something new and the struggle to make this happen. This will be regularly updated to show the value of a growth mindset, accepting challenge and the 'untidy' nature of the learning process.	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Challenging Learning	☑ On-site
SPA PD. Through our meeting schedule staff will continue to work with SPA, being led to analyse a wide range of cohort data and identify key learning needs from this analysis. This data analysis will then drive discussions at PLT meetings to ensure learning is pitched at the correct level to challenge all students and ensure progress is made.	All Staff	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Mid and end cycle PDPs will focus on learning growth with an expectation that all	Principal	from: Term 1 to: Term 4	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

students make 12 months progress in Reading, Writing and Number. Staff willl be supported to understand student starting poins, and at mid cycle meetings, pinpoint students who have not made 6 months growth in Semester 1. Teams will collaboratively monitor these students closely and put in place actions to ensure sufficient learning growth is made in semester 2.						
Appoint a student voice and agency leader and team to lead this work. Research other schools and practices that demonstrate best practice in this area Investigate and continue to build consistency in student goal setting in number and writing. Audit of current goal setting practices used by teams. Professional Learning on effective feedback as a part of our work with Challenging Learning.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day	☑ SEIL	☑ On-site
Audit of current Writing curriculum - What are we teaching at each level? How often and on what basis? How do we assess and	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site

moderate within teams? How do we use this understanding in our teaching? How are we implementing VCOP/Big Writes? Research undertaken by Leadership Team and Literacy Leader to investigate the approaches to teaching Writing and provision of effective and timely feedback at network schools with strong student outcomes in this area. Work undertaken by the Curriculum Leading Teacher, Literacy Leader and Literacy action team to develop whole school guidelines and documentation for the teaching of Writing, building upon our current practice and providing a clearly structured writing curriculum that strongly focuses on core writing skills at younger levels and then builds upon these foundations using High Impact Teaching Strategies (HITS).						
Following staff professional development around growth mindset, the creation of a public 'growth wall' to demonstrate all staff members undertaking	Leading Teacher(s)	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants George Telford - Challenging Learning	☑ On-site

learning something new and the struggle to make this happen. This will be regularly updated to show the value of a growth mindset, accepting challenge and the 'untidy' nature of the learning process. Encourage parents to support this work and demonstrate resilience by taking on a learning challenge of their own to demonstrate struggle and growth.					

Documents that support the plan

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

Dimension 1
    Meeting_schedule_ Term 4_2017.doc (0.05 MB)
Dimension 8
    SSP Poster 2.pdf (0.62 MB)
Dimension 16
    communication chart.pdf (0.19 MB)
    parent helpers.JPG (0.07 MB)
2018 Annual Implementation Plan
    School Strategic Plan 2018-2021.docx (0.14 MB)
    School Summary Report.pdf (1.86 MB)
    SKiPPS Pre-review Self-evaluation.pdf (2.06 MB)
    St Kilda Park PS Peer Review Report.docx (0.37 MB)
    Staff, student, parent feedback.pdf (0.49 MB)
    St_Kilda_Park_Primary_School_2017_Annual_Implementation_Plan_2460 end cycle.docx (0.13 MB)