

2018 Annual Implementation Plan

for improving student outcomes

Kingsville Primary School (3988)



Submitted for review by Kathleen Ginnane (School Principal) on 23 November, 2017 at 02:04 PM

Endorsed by John Stone (Senior Education Improvement Leader) on 22 December, 2017 at 08:34 AM

Endorsed by Glen Yates (School Council President) on 01 February, 2018 at 03:04 PM

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Kingsville Primary School (3988)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To maximise the learning in literacy and numeracy for each student.	<ul style="list-style-type: none"> • Teacher assessments against (AusVels) will indicate a minimum of 1.0 progression point per year in all areas of literacy and numeracy • The alignment between teacher judgements (AusVels) and NAPLAN data will show variation to be at a minimum of a 0.5 difference in years 3 and 5 • The percentage of students achieving low growth on NAPLAN relative growth matched cohort reports to be at or less than 10% in each area • The percentage of students achieving high growths on NAPLAN relative growth matched cohort reports to be 	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Increase the percentage of students achieving high growth in writing to 30%, as indicated by NAPLAN data. Increase the percentage of students achieving above their expected age level to 45% as indicated by Victorian Curriculum teacher judgements.	Building practice excellence

	<p>at or more than 40% in each area</p> <ul style="list-style-type: none"> • Maintain the percentage of students in the top two bands between grade 3 and 5 matched cohort data 			
To enhance the engagement in learning for every student	<p>Student opinion as expressed in the Attitudes to School Survey, scores in the teaching and learning variables of</p> <ul style="list-style-type: none"> • learner confidence • school connectedness • stimulating learning • student motivation • teacher effectiveness • teacher empathy <p>- to be all maintained at current above state and regional means with an improvement in each variable by a minimum of 0.25 points</p>	Yes	Increase the percentage of students with a positive response in the area of Student Voice and Agency to above 65% & Increase the percentage of students with a positive response in the area of Learning Confidence to above 75%	Empowering students and building school pride
To enhance support for every student to build their social and emotional well being	<p>Student opinion as expressed via the 5/6 Attitudes to School Survey scores in the Student Relationships and Well-being variables of</p> <ul style="list-style-type: none"> • student morale • school connectedness • student safety <p>- to be all maintained at current or above both state and regional means</p> <p>Parent satisfaction as expressed via the Parent Opinion Survey scores in the variables of</p> <ul style="list-style-type: none"> • school improvement • stimulating learning 	Yes	Increase the percentage of parent's positive response to the area of teacher communication and school improvement to 65%.	Setting expectations and promoting inclusion

	<ul style="list-style-type: none"> • behaviour management • learning focus • transition • general satisfaction • student safety <p>to be all maintained at current or above both state and regional means</p> <p>Scores in the variables of</p> <ul style="list-style-type: none"> • teacher moral • parent input • reporting • extra curricular • homework <p>to be increased to at or above state mean</p> <p>Reduce the mean average student absence rates by a minimum of 15%</p> <p>Reduce unexplained absences to below the state mean</p>			
<p>To monitor the strategic plan and annual implementation plan so that they are appropriately resourced to ensure achievement of the goals</p>	<ul style="list-style-type: none"> • Yearly expenditure within budget • School resources targeted to achieve the goals of the strategic plan • Student achievement data indicates effective allocation of resources and expenditure • Regular financial auditing in line with government compliance to ensure effective equitable and strategic allocation of resources across all budget areas 	<p>No</p>		

Improvement Initiatives Rationale

Evaluation of 2017 achievement overall, along with the analysis of relevant data including teacher judgements, NAPLAN and student, parent, and staff opinion, gained from DET surveys provided a comprehensive progress report. The degree of achievement relating to the success criteria stipulated in the 2017 Annual Implementation Plan contributes further towards achievement of the 4 year target set in the school Strategic Plan.

The analysis of 2017 data indicated progress is being made towards the achievement of targets set to be reached by 2018 in Achievement Engagement Wellbeing and Productivity. In working towards achieving all targets set in the Strategic Plan further specific improvements will be required.

Goal 1	To maximise the learning in literacy and numeracy for each student.
12 month target 1.1	Increase the percentage of students achieving high growth in writing to 30%, as indicated by NAPLAN data. Increase the percentage of students achieving above their expected age level to 45% as indicated by Victorian Curriculum teacher judgements.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Building the capacity of every teacher so that there is high quality and consistent practice across the school

Goal 2	To enhance the engagement in learning for every student
12 month target 2.1	Increase the percentage of students with a positive response in the area of Student Voice and Agency to above 65% & Increase the percentage of students with a positive response in the area of Learning Confidence to above 75%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Provide for students to have greater voice in their learning

Goal 3	To enhance support for every student to build their social and emotional well being
12 month target 3.1	Increase the percentage of parent's positive response to the area of teacher communication and school improvement to 65%.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Improve the connectedness between parents and teachers concerning student learning

Define Evidence of Impact and Activities and Milestones - 2018

Kingsville Primary School (3988)

Goal 1	To maximise the learning in literacy and numeracy for each student.
12 month target 1.1	Increase the percentage of students achieving high growth in writing to 30%, as indicated by NAPLAN data. Increase the percentage of students achieving above their expected age level to 45% as indicated by Victorian Curriculum teacher judgements.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Building the capacity of every teacher so that there is high quality and consistent practice across the school
Actions	<p>Ensure a Professional Development/Curriculum day with a dedicated focus on writing</p> <p>Develop a consistent approach to the practice of writing across the school</p> <p>Develop and implement a comprehensive and sequential vocabulary program across the school</p> <p>Creation of a continuum of learning for writing</p> <p>Establish a dedicated literacy school improvement team</p> <p>Appoint and support literacy leaders</p>
Evidence of impact	<p>As evidenced from learning walks and walk throughs, 80% of teachers will show evidence of meeting 100% of the KPS success criteria in best practice writing instruction</p> <p>Staff feedback through school improvement sessions indicates 100% of staff have an understanding of the expected and required instruction practices in writing at KPS</p>

	School analytics (NAPLAN data and Vic Curriculum teacher judgements) show increase in student writing outcomes to 30% high growth in NAPLAN and a school average 45% above expected age according to teacher judgements			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff participating in whole school professional development day with a dedicated focus on writing	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 2	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A set of non-negotiables for the instruction of writing are in place and understood across the school	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A writing continuum of learning has been developed and is utilised by staff	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A designated literacy school improvement team is created and has a clear focus to lead, review and fine-tune the approach to writing in the school	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To enhance the engagement in learning for every student
12 month target 2.1	Increase the percentage of students with a positive response in the area of Student Voice and Agency to above 65% & Increase the percentage of students with a positive response in the area of Learning Confidence to above 75%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Provide for students to have greater voice in their learning
Actions	Develop a whole school unit of inquiry to start the year that focuses around empowering students and providing opportunities for greater voice in their learning

	<p>Further incorporate differentiation for students learning needs and styles into collaborative planning and reflection</p> <p>Further develop and implement strategies to promote responsible student initiated action both within and beyond the school community</p> <p>Initiate the process for establishing a Reconciliation Action Plan</p> <p>Investigate programs and initiatives to support student empowerment and wellbeing</p>			
Evidence of impact	<p>100% of staff have completed the beginning of year unit of inquiry</p> <p>Increase the percentage of students with a positive response in the area of Student Voice and Agency to above 65%</p> <p>Increase the percentage of students with a positive response in the area of Learning Confidence to above 75%</p> <p>Greater evidence of students taking meaningful action as seen through an increase in newsletter items, unit of inquiry reflections, school assembly presentations, grade 6 exhibition and share and connects involving student action</p> <p>A school environment which is inclusive of the needs and aspirations of all students, and values Aboriginal and/or Torres Strait Islander cultures, students, families and community as evidenced by a minimum 85% positive response rate to the factor of Respect for diversity in the Parent Opinion survey</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A beginning of year unit of inquiry that focuses on empowering students will be in place to support teachers	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Trial implementation of the (CogAT) Cognitive Abilities testing for a specific level/levels	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Enrichment programs are running to support the different passions, interests and learning needs of students' e.g. debating, robotics, choir and maths clubs, groups and/or competitions	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Unit of inquiry reflections will indicate that students are taking purposeful and meaningful action	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Unit of inquiry planners will show the differentiation that is happening to support individual leaning needs	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A committee/focus group established to investigate the development of a KPS RAP	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Investigation of programs and initiatives to support student empowerment and wellbeing carried out	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To enhance support for every student to build their social and emotional well being			
12 month target 3.1	Increase the percentage of parent's positive response to the area of teacher communication and school improvement to 65%.			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Improve the connectedness between parents and teachers concerning student learning			
Actions	Review and refine reporting of student progress to parents Develop an Induction Program to ensure the school council is informed about all aspects of the Primary Years Program			
Evidence of impact	Parent opinion survey data will indicate an increase in positive response to the factor of teacher communication to 65% As indicated in evaluation questions at completion of induction program school council members will have a greater understanding of the Primary Years Program			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review of the communication processes regarding student progress to parents completed	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

A refined system for reporting to parents will be in place	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
An induction program for the school council developed and implemented	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Kingsville Primary School (3988)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff participating in whole school professional development day with a dedicated focus on writing	Curriculum Co-ordinator (s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Keay Cobbin and Steve Willy	<input checked="" type="checkbox"/> On-site
A set of non-negotiables for the instruction of writing are in place and understood across the school	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
A writing continuum of learning has been developed and is utilised by staff	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
A designated literacy school improvement team is created and has a clear focus to lead,	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

review and fine-tune the approach to writing in the school						
Enrichment programs are running to support the different passions, interests and learning needs of students' e.g. debating, robotics, choir and maths clubs, groups and/or competitions	Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Unit of inquiry reflections will indicate that students are taking purposeful and meaningful action	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[KPS 2017 AIP - End of Cycle review.docx \(0.25 MB\)](#)