2018 Annual Implementation Plan
for improving student outcomes

Kingsville Primary School (3988)

Submitted for review by Kath 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

Self-evaluation Summary - 2018

Kingsville Primary School (3988)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis

Excellence in teaching and learning		Building practice excellence	Embedding	The school has a well understood protocols around professional development, there is a clear line of sight between the school goals and individual teachers performance and development goals as well as the school professional development plans. As a result of the loss of experienced teachers in the literacy coordinator roles, a key goal for the school has been to develop small team of teacher to be leaders in literacy. These students have been provided with Bastow training.
		Curriculum planning and assessment	Embedding	Significant gains have been made in the area of increasing high reliability in teaching practice across the school, major drivers have been the development of learning walks, creation and training of a leading literacy team, auditing of the units or work against the Victorian Curriculum and continuous in school professional development. Work had begun on improving methods of reporting to parents on student progress to ensure processes are timely and relevant, this needs to be built on in 2018 and imbedded across the school community.
		Evidence-based high-impact teaching strategies	Embedding	Significant gains have been made in the area of increasing high reliability in teaching practice across the school, major drivers have been the development of learning walks, creation and training of a leading literacy team, auditing of the units or work against the Victorian Curriculum and continuous in school professional development. Work had begun on improving methods of reporting to parents on student progress to ensure processes are timely and relevant, this needs to be built on in 2018 and imbedded across the school community.
		Evaluating impact on learning	Evolving moving towards Embedding	The school assessment policy and assessment schedule set clear expectations for teacher. Planning time for teachers to collaborate is highly valued at the school and significant resources are used to allow for collaboration. Teachers have two hours a week in levels to plan and have one day a term as a planning day.

Professional leadership		Building leadership teams	Embedding	The leadership of the school has structured the professional learning communities of the school in a way that has led to consistency in practice, allowed constructive feedback, collaboration between teachers and consultation.
		Instructional and shared leadership	Evolving moving towards Embedding	A leadership member participates in the 1 hour collaborative planning of each level once a week, they are actively involved in the discussions with teachers about instructional matters and that students are systematically monitored. The leadership regularly reviews student data to identify potential school improvement initiatives. The school has assigned responsibilities for teachers as curriculum leaders in the areas of literacy, maths, science, technology, language, gifted and talented and personal and social.
		Strategic resource management	Evolving	There is a clear line of sight between the strategic plan, AIP and budget allocations, as well as a line of sight between the strategic plan, AIP and staff performance plans. The professional learning of the school is then created to meet these goals, including the creation of an expert literacy teams to deliver quality literacy PD to staff.
		Vision, values and culture	Emerging moving towards Evolving	The school has a clear vision and set of values that underpins everything that we do. It is clear however, due to feedback, that the school governing body needs to be better inducted and more explicitly exposed to the vision and values of the school.

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	Through the new Junior school council model, students have greater access to leadership roles that lead to influence in decision making. The school has continued to developing the staff and student understanding of agency, how it relates inquiry based learning and how agency leads to greater student motivation and confidence by allowing students to assess their own progress.
		Setting expectations and promoting inclusion	Evolving moving towards Embedding	The structure and language of the Primary Years Program allows the school to set clear agreed approaches to setting expectations and promoting inclusion. The school has well developed polices around wellbeing and behaviour, including essential agreements, esmart protocols, child safe standards, restorative practice approach and a curriculum that includes units of work that promote inclusion.
		Health and wellbeing	Emerging moving towards Evolving	The school has a documented wellbeing and engagement policy that is understood by staff. This is also provided to the school community. The student opinion data over the last three years has indicated that work needs to be done around increasing the students positivity towards school, in particular providing opportunities for student voice. A selection of the parent community has also indicated a want for a specialised wellbeing program for students to support their relationship building.
		Intellectual engagement and self-awareness	Evolving moving towards Embedding	The student opinion data indicates that students feel that teachers set high expectations for them. Individual students goals are expected in the curriculum areas of reading, writing and maths. Levels collaboratively plan to create engaging units of work that incorporate pre assessment tasks and opportunities for students to take meaningful purposeful action based on their learning.

Community engagement in learning	Building communities	Evolving moving towards Embedding	The school community has many opportunities to be engaged in the life of the school, including Friends of Kingsville sub committees, school council, PYP evaluation process, student led conferences and fundraising events. The share and connect events have also been very successful in involving parents in the work that students are doing in class, they are open door events where students share their learning at twice yearly times.
	Global citizenship	Embedding moving towards Excelling	The curriculum of the schools is regularly audited to include multiple perspectives and cultural connections. An inquiry instructional model is used they allows for student initiated actions. A learner profile is common across the school that uses a set of attributes to identify what an internationally minded person displays. This is common language across the school community.
	Networks with schools, services and agencies	Evolving	The school has a number of community connections including with Fire Brigade Victoria, Life Saving Victoria, responsible pet ownership, nursing Victoria. The school also has strong educational partnerships with the local government schools, the Victorian PYP network of schools and the Western PYP Coordinators network.
	Parents and carers as partners	Evolving moving towards Embedding	There are procedures in place but the school does not have a published policy for dealing with parent concerns. There is a high level of involvement by parents, through class helpers and attendance at open school events. Parent opinion survey indicates a high satisfaction level for the area of parent involvement, but a lower satisfaction in respect to communication between teachers and parents about student learning.

Enter your reflective comments	The self evaluation processes is an opportunity to ensure that the school's performance across all aspects is being monitored and analysed so that adjustments can be made to maintain the school's continual improvement. The focus on Curriculum planning and assessment and Empowering students and building school pride, in this AIP, has seen the embedding of significant processes and procedures to improve teaching and learning and a positive climate for learning. Curriculum planning and assessment: The school has come away from this improvement strategy with a better understanding of staff's skills, knowledge and abilities to deliver a guaranteed and viable curriculum model that is the preferred approach to teaching and learning across the school. It has provided the school leadership with an insight into areas of strength to build from and areas that require future planning to ensure that high levels of engagement and practice are being delivered. Committing funds and time to upskill literacy leaders within the school has seen succession planning ensuring high levels of skills, knowledge and practice is being retained within the school. The use of instructional walks to view best practices and the expectation to reflect and discuss explicit pedagogical has allowed for leadership to facilitate professional learning and development within the school environment. The continued development of the Compass management system's tools is seeing assessment and reporting modes being developed and implemented by the school to understand and report on student learning Empowering students and building school pride. The school has taken a proactive approach to providing greater voice and agency for students during 2018. Across the school there is a greater awareness by staff of what agency means and how it is provided in the context of teaching and learning. The skills of the staff to allow for students to access this is ongoing with staff at varies levels
Considerations for 2019	• Review progress and effectiveness of improvement initiatives • Decide if they are still priorities for the school • Structure actions and success criteria to ensure initiatives are moving forward and are improving outcomes for the school
Documents that support this plan	KPS 2017 AIP - End of Cycle review.docx (0.25 MB)

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 Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To maximise the learning in literacy and numeracy for each student.	• 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	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

	• at or more than 40% in each area • 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	Student opinion as expressed in the Attitudes to School Survey, scores in the teaching and learning variables of • learner confidence • school connectedness • stimulating learning • student motivation • teacher effectiveness • teacher empathy - to be all maintained at current above state and regional means with an improvement in each variable by a minimum of 0.25 points	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	Student opinion as expressed via the 5/6 Attitudes to School Survey scores in the Student Relationships and Well-being variables of • student morale • school connectedness • student safety - to be all maintained at current or above both state and regional means Parent satisfaction as expressed via the Parent Opinion Survey scores in the variables of • 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

	• behaviour management • learning focus • transition • general satisfaction • student safety to be all maintained at current or above both state and regional means Scores in the variables of • teacher moral • parent input • reporting • extra curricular • homework to be increased to at or above state mean Reduce the mean average student absence rates by a minimum of 15% Reduce unexplained absences to below the state mean			
To monitor the strategic plan and annual implementation plan so that they are appropriately resourced to ensure achievement of the goals	• 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	No		

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	Ensure a Professional Development/Curriculum day with a dedicated focus on writing Develop a consistent approach to the practice of writing across the school Develop and implement a comprehensive and sequential vocabulary program across the school Creation of a continuum of learning for writing Establish a dedicated literacy school improvement team Appoint and support literacy leaders
Evidence of impact	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 Staff feedback through school improvement sessions indicates 100% of staff have an understanding of the expected and required instruction practices in writing at KPS

	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)	☑ Yes	from: Term 2 to: Term 2	$8,000.00 ☑ 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	☑ Yes	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used
A writing continuum of learning has been developed and is utilised by staff	School Improvement Team	☑ Yes	from: Term 2 to: Term 4	$2,000.00 ☑ 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)	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☑ 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

	Further incorporate differentiation for students learning needs and styles into collaborative planning and reflection Further develop and implement strategies to promote responsible student initiated action both within and beyond the school community Initiate the process for establishing a Reconciliation Action Plan Investigate programs and initiatives to support student empowerment and wellbeing
Evidence of impact	100% of staff have completed the beginning of year unit of inquiry 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% 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 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

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	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Trial implementation of the (CogAT) Cognitive Abilities testing for a specific level/levels	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 4	$4,000.00 ☐ 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)	☑ Yes	from: Term 2 to: Term 4	$5,000.00 ☐ Equity funding will be used
Unit of inquiry reflections will indicate that students are taking purposeful and meaningful action	Assistant Principal	☑ Yes	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Unit of inquiry planners will show the differentiation that is happening to support individual leaning needs	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
A committee/focus group established to investigate the development of a KPS RAP	Principal	☐ No	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used
Investigation of programs and initiatives to support student empowerment and wellbeing carried out	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 4	$8,000.00 ☑ 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	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

A refined system for reporting to parents will be in place	Assistant Principal	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
An induction program for the school council developed and implemented	Assistant Principal	☐ No	from: Term 1 to: Term 1	$0.00 ☐ 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	☑ Curriculum development	☑ Whole School Student Free Day	☑ External consultants Keay Cobbin and Steve Willy	☑ 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	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ On-site
A writing continuum of learning has been developed and is utilised by staff	School Improvement Team	from: Term 2 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ 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	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders	☑ 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	☑ Planning	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Unit of inquiry reflections will indicate that students are taking purposeful and meaningful action	Assistant Principal	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ 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)