

2023 Annual Implementation Plan

for improving student outcomes

Kingsville Primary School (3988)



Submitted for review by Jeff McDonald (School Principal) on 20 December, 2022 at 09:41 AM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 14 February, 2023 at 11:42 AM
Endorsed by Glen Yates (School Council President) on 20 February, 2023 at 06:09 PM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging moving towards Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging moving towards Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>The ability to impact upon the level of achievement relating to the FISO Continua of Practice was considerably more effective due to the year having significantly more stability.</p> <p>An analysis of the school's NAPLAN benchmarking data identified year three students in the top two bands of reading, writing and numeracy perform 'at or above' network schools and 'at' similar schools. For year 5 students in the top two bands they are 'well above' network schools and similar schools in the areas of numeracy and reading and 'above' network schools and similar schools in writing. Teacher judgments affirm that Literacy and numeracy are identified as areas requiring</p>
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	<p>focus for the next SSP, particularly in the area of writing. Significant in addressing these foci is students receiving and providing feedback regarding their learning and, for them to access learning at their particular point of need.</p> <p>When students are challenged and cognitively engaged in the learning process then outcomes are enhanced. Analysis of the data through student surveys and focus group discussion indicated that there was varied opportunity for students to have voice and agency in their learning.</p> <p>Parent and carer involvement in a child's education along with established links with a broad range of people and organisations expands opportunities and improves outcomes. It was recognized that the school sees building on their current level of parent and community engagement as a priority along with, developing a greater parent understanding of the learning process and how to effectively support students</p>
Considerations for 2023	<p>The school will continue build on the Learning Specialist roles Literacy and Numeracy enhancing their influence and contributions to staff development in teaching and learning in these domains. The ongoing development of effective Professional Learning Communities to support planning will continue and be further expanded to encompass communities of practice in the area of student wellbeing. Ongoing whole school development in supporting staff to collect, analyse and action data is seen to be vital ongoing work and, targeted professional development in the area of data literacy will continue.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning growth of every student in English and Mathematics.
Target 2.1	By 2026, the percentage of students in the top two NAPLAN bands will increase: <u>Year 3</u> <ul style="list-style-type: none"> • Reading—71% (2022) to 76% • Writing—58% (2022) to 65% • Numeracy—48% (2022) to 60% <u>Year 5</u> <ul style="list-style-type: none"> • Reading—60% (2022) to 70% • Writing—39% (2022) to 45% • Numeracy—44 % (2022) to 55%

Target 2.2	<p>By 2026, the percentage of Year 5 students achieving above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • Reading—62% (2021) to 72% • Writing—43% (2021) to 50% • Numeracy—56% (2021) to 65%
Target 2.3	<p>By 2026, increase the average percentage of Foundation to Year 6 students working above the expected level against the Victorian Curriculum (teacher judgement):</p> <ul style="list-style-type: none"> • Reading and Viewing—45% (2021) to 65% • Writing—22% (2021) to 40% • Number and Algebra—36% (2021) to 50%
Target 2.4	<p>By 2026, the percentage of positive endorsement for the School Staff Survey factors will increase:</p> <ul style="list-style-type: none"> • Professional learning through peer observation—27% (2021) to 60% • Teacher collaboration—54% (2021) to 70% • Time to share pedagogical content knowledge—46% (2021) to 70% • Skills to measure impact—50% (2021) to 70%
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Develop the capacity of all staff to implement consistent approaches to school improvement that embed a culture of collaboration, learning and accountability.

positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement a shared and responsive teaching and learning model that is informed by evidence-based teaching strategies.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Apply assessment practices to obtain and provide feedback on student attainment and learning growth.
Goal 3	Improve students' engagement and wellbeing.
Target 3.1	<p>By 2026, the percentage of positive endorsement for the AtoSS factors will increase:</p> <ul style="list-style-type: none"> • Student voice and agency—60% (2022) to 75% • Sense of confidence—72% (2022) to 85% • Sense of connectedness—69% (2022) to 80%
Target 3.2	<p>By 2026, the percentage of students indicating low resilience on the AtoSS will decrease:</p> <ul style="list-style-type: none"> • Low resilience—29% (2022) to 10%

Target 3.3	<p>By 2026, the percentage of positive endorsement for the School Staff Survey factor will increase:</p> <ul style="list-style-type: none"> • Parent and community involvement—67% (2021) to 77% (2026)
Target 3.4	<p>By 2026, the percentage of students with the following number of days absent annually will be:</p> <ul style="list-style-type: none"> • 5–9.5 days absent—65% (2021) to 68% • 10–19.5 days absent—24% (2021) to 21%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, leadership and learner agency so that students can act as partners in improving outcomes.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement strategies to foster students' resilience, connectedness and wellbeing.
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen partnerships with parents and carers to enhance student learning, engagement and wellbeing.

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By end 2023 achieve the following results - Teacher judgments: 90% of students will achieve at or above the expected level in Number and Algebra 90% of students will achieve at or above the expected level in Reading and Viewing 85% of students will achieve at or above the expected level in Writing NAPLAN: 72% of level 3 students will be in the top two bands in Reading 60% of level 3 students will be in the top two bands in Writing 52% of level 3 students will be in the top 2 bands in Numeracy 63% of level 5 students will be in the top two bands in Reading 41% of level 5 students will be in the top two bands in Writing 47% of level 5 students will be in the top two bands in Numeracy Student wellbeing: Achieving 80% positive endorsement via responses in the Attitudes to School Survey for the following Domains and Factors Domain: Learning characteristics and dispositions</p>

			Factors: * motivation and interest * perseverance * sense of confidence Domain: Emotional and relational engagement Factor: * emotional awareness and regulation
Maximise the learning growth of every student in English and Mathematics.	No	By 2026, the percentage of students in the top two NAPLAN bands will increase: <u>Year 3</u> <ul style="list-style-type: none"> • Reading—71% (2022) to 76% • Writing—58% (2022) to 65% • Numeracy—48% (2022) to 60% <u>Year 5</u> <ul style="list-style-type: none"> • Reading—60% (2022) to 70% • Writing—39% (2022) to 45% • Numeracy—44 % (2022) to 55% 	
		By 2026, the percentage of Year 5 students achieving above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> • Reading—62% (2021) to 72% • Writing—43% (2021) to 50% • Numeracy—56% (2021) to 65% 	
		By 2026, increase the average percentage of Foundation to Year 6 students working above the expected level against the Victorian Curriculum (teacher judgement): <ul style="list-style-type: none"> • Reading and Viewing—45% (2021) to 65% • Writing—22% (2021) to 40% • Number and Algebra—36% (2021) to 50% 	
		By 2026, the percentage of positive endorsement for the School Staff Survey factors will increase: <ul style="list-style-type: none"> • Professional learning through peer observation—27% (2021) to 60% 	

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Improve students' engagement and wellbeing.	No	<p>By 2026, the percentage of positive endorsement for the AtoSS factors will increase:</p> <ul style="list-style-type: none"> • Student voice and agency—60% (2022) to 75% • Sense of confidence—72% (2022) to 85% • Sense of connectedness—69% (2022) to 80% 	
		<p>By 2026, the percentage of students indicating low resilience on the AtoSS will decrease:</p> <ul style="list-style-type: none"> • Low resilience—29% (2022) to 10% 	
		<p>By 2026, the percentage of positive endorsement for the School Staff Survey factor will increase:</p> <ul style="list-style-type: none"> • Parent and community involvement—67% (2021) to 77% (2026) 	
		<p>By 2026, the percentage of students with the following number of days absent annually will be:</p> <ul style="list-style-type: none"> • 5–9.5 days absent—65% (2021) to 68% • 10–19.5 days absent—24% (2021) to 21% 	

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
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<p>12-month target 1.1-month target</p>	<p>By end 2023 achieve the following results -</p> <p>Teacher judgments: 90% of students will achieve at or above the expected level in Number and Algebra 90% of students will achieve at or above the expected level in Reading and Viewing 85% of students will achieve at or above the expected level in Writing</p> <p>NAPLAN: 72% of level 3 students will be in the top two bands in Reading 60% of level 3 students will be in the top two bands in Writing 52% of level 3 students will be in the top 2 bands in Numeracy 63% of level 5 students will be in the top two bands in Reading 41% of level 5 students will be in the top two bands in Writing 47% of level 5 students will be in the top two bands in Numeracy</p> <p>Student wellbeing: Achieving 80% positive endorsement via responses in the Attitudes to School Survey for the following Domains and Factors Domain: Learning characteristics and dispositions Factors: * motivation and interest * perseverance * sense of confidence Domain: Emotional and relational engagement Factor: * emotional awareness and regulation</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>	
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>	

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 2023.

