

2024 Annual Implementation Plan

for improving student outcomes

St Kilda Park Primary School (2460)



Submitted for review by Neil Scott (School Principal) on 05 February, 2024 at 09:28 AM
Endorsed by Rachel George (Senior Education Improvement Leader) on 05 February, 2024 at 10:11 PM
Endorsed by Elisa Webb (School Council President) on 18 March, 2024 at 06:38 PM

Self-evaluation summary - 2024

	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	Embedding
	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	Embedding
	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.	Embedding
	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	Embedding
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	We are still focused on the 4-year Strategic Goals and Strategies identified in our SSP. Instructional practice will continue to be the major focus, initially in Writing and then moving more broadly to work that will more clearly identify our Pedagogical approaches and an instructional model that underpins our learning as a school. We believe that the PLC model worked on and implemented in 2023 will continue to be the framework and vehicle that allows this important work to take place.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise student learning growth and outcomes.	Yes	<p>By 2025 increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 82% (2021) to 85% • reading from 77% (2021) to 80% • writing from 69% (2021) to 75% 	-
		<p>By 2025 increase the number of students in the top two NAPLAN bands in numeracy, reading and writing:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • numeracy from 49% (2021) to 60% • reading from 81% (2021) to 82% • writing from 60% (2021) to 68% <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 60% (2021) to 61% • reading from 68% (2021) to 70% • writing from 23% (2021) to 30% 	89% of Year 3 students achieve 'exceeding' or 'strong' in NAPLAN Writing (was 82% in 2023)88% of Year 5 students achieve 'exceeding or strong' in NAPLAN Writing (was 86% in 2023)

		<p>By 2025 increase the percentage of students achieving 12 months growth each year in (teacher judgements):</p> <ul style="list-style-type: none"> • mathematics in number and algebra from 75% (2020) to 90% • reading and viewing from 82% (2020) to 90% • writing from 77% (2020) to 90% 	88% of students (F-6) achieve 12 months growth in Writing.
		<p>By 2025 increase positive endorsement in Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • stimulated learning from 72% (2020) to 77% • student voice and agency from 51% (2020) to 63% • motivation and interest from 72% (2020) to 77% • self-regulation and goal setting from 78% (2020) to 82% 	78% of Year 4-6 students demonstrate positive responses to stimulated learning on the 2024 Attitudes to School Survey (was 76% in 2023).
Strengthen student wellbeing.	Yes	<p>By 2025 increase teacher positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • collective responsibility from 85% (2020) to 90% • parent and community involvement 88% (2020) to 90% • staff trust in students and parents 84% (2020) to 85% 	88% of staff demonstrate positive responses to collective efficacy questions on the 2024 school staff survey (was 85% in 2023).
		<p>By 2025 increase parent endorsement in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • student voice and agency 75% (2020) to 78% • stimulated learning 78% (2020) to 80% 	95% of Parents demonstrate positive responses to Student Connectedness on the 2024 Parent Opinion Survey Survey (was 94% in 2023).
		<p>By 2025, attendance (three-year average) - decrease the percentage of students with 20 or more absence days from 21% (2018 - 2020) to 16% (2022 – 2024)</p>	73% of Year 4-6 students demonstrate positive responses to Teacher Concern on the 2024 Attitudes to School Survey (was 69% in 2023).

Goal 2	Maximise student learning growth and outcomes.	
12-month target 2.1-month target	-	
12-month target 2.2-month target	89% of Year 3 students achieve 'exceeding' or 'strong' in NAPLAN Writing (was 82% in 2023) 88% of Year 5 students achieve 'exceeding or strong' in NAPLAN Writing (was 86% in 2023)	
12-month target 2.3-month target	88% of students (F-6) achieve 12 months growth in Writing.	
12-month target 2.4-month target	78% of Year 4-6 students demonstrate positive responses to stimulated learning on the 2024 Attitudes to School Survey (was 76% in 2023).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen a whole-school approach to high-quality instructional practice	Yes
KIS 2.b Excellence in teaching and learning	Embed an effective PLC approach	No
KIS 2.c Positive climate for learning	Empower students as agents of their own learning.	No
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.	Based on our School Review and Strategic Plan progress so far, we have identified that building a consistent, well-understood model for Writing Instruction is the right work to focus on in 2024 as this continues to be an area of concern in our overall school data. To do this we will continue to work with an external consultant (Narissa Leung) and utilise the PLC model embedded in 2023. This will allow us to explore and implement high-impact teaching practices for Writing instruction.	
Goal 3	Strengthen student wellbeing.	

12-month target 3.1-month target	88% of staff demonstrate positive responses to collective efficacy questions on the 2024 school staff survey (was 85% in 2023).	
12-month target 3.2-month target	95% of Parents demonstrate positive responses to Student Connectedness on the 2024 Parent Opinion Survey Survey (was 94% in 2023).	
12-month target 3.3-month target	73% of Year 4-6 students demonstrate positive responses to Teacher Concern on the 2024 Attitudes to School Survey (was 69% in 2023).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Embed whole-school approaches to wellbeing.	No
KIS 3.b Positive climate for learning	Build teacher capability to identify and respond to student wellbeing needs.	Yes
KIS 3.c Community engagement in learning	Enhance engagement with parents and carers, and the broader community.	No
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.	Our Strategic Plan identified the need to better understand and respond to student opinions and concerns. In 2023 we invested in Pivot as a way to more regularly survey and understand student attitudes and wellbeing across the school. In 2024 we plan to implement this across the school so teachers have clear, accurate data on their students so they can respond promptly.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth and outcomes.
12-month target 2.1 target	-
12-month target 2.2 target	89% of Year 3 students achieve 'exceeding' or 'strong' in NAPLAN Writing (was 82% in 2023) 88% of Year 5 students achieve 'exceeding or strong' in NAPLAN Writing (was 86% in 2023)
12-month target 2.3 target	88% of students (F-6) achieve 12 months growth in Writing.
12-month target 2.4 target	78% of Year 4-6 students demonstrate positive responses to stimulated learning on the 2024 Attitudes to School Survey (was 76% in 2023).
KIS 2.a Building practice excellence	Strengthen a whole-school approach to high-quality instructional practice
Actions	Create clear expectations around high-quality writing instruction which are consistently implemented.
Outcomes	<p>Students will participate in high-quality writing lessons. They will demonstrate growth in this area of learning. They will be able to articulate the learning they are engaging with.</p> <p>Teachers will build their subject & pedagogical knowledge in the area of writing, engaging actively in professional learning. Implement the whole-school expectations around writing instruction.</p> <p>Mid-level leaders will lead high quality professional conversations. Model expectations and practice for others and build professional knowledge. Follow accountability processes to support consistent practices.</p> <p>Principal team will set clear expectations around writing instruction and regularly communicate an explicit improvement direction. Implement accountability processes to ensure that improved practice is implemented consistently across the school. Build capacity for mid-level leaders to hold challenging conversations and hold staff to account. Conduct regular learning walks.</p> <p>Organisational structures will provide clear expectations around writing instruction and meeting structures and professional learning to support evidence informed practice.</p>

Success Indicators	<p>Writing planning will use new planning documents.</p> <p>Learning walks/observations will provide evidence of high-quality writing instruction in all classes that matches the learning sequences planned.</p> <p>Writing Instructional model document will provide evidence of a clear and shared understanding in high-quality writing instruction</p> <p>Meeting observations (Team and PLC) and reflections will demonstrate improved teacher knowledge, dialogue and practice.</p> <p>Teacher judgement data will provide evidence of improved outcomes and growth patterns across classes.</p> <p>Classroom artefacts observable across the school will reflect improvements in practice (anchor charts, modelled writing, mentor texts)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Introduce a consistent writing planning document that reflects the instructional model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>Introduce a writing instructional model with clarity of high impact instructional practices.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Revisit PLC model to ensure clarity and consistency in implementation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$0.00</p>

	<input checked="" type="checkbox"/> School leadership team		to: Term 2	
Professional learning and PLC cycles to build teacher practice during the initial phase of the writing lesson.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Creating structures for sharing, celebration and accountability to ensure that improved practices are implemented consistently.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Strengthen student wellbeing.			
12-month target 3.1 target	88% of staff demonstrate positive responses to collective efficacy questions on the 2024 school staff survey (was 85% in 2023).			
12-month target 3.2 target	95% of Parents demonstrate positive responses to Student Connectedness on the 2024 Parent Opinion Survey Survey (was 94% in 2023).			
12-month target 3.3 target	73% of Year 4-6 students demonstrate positive responses to Teacher Concern on the 2024 Attitudes to School Survey (was 69% in 2023).			
KIS 3.b Health and wellbeing	Build teacher capability to identify and respond to student wellbeing needs.			
Actions	Build teacher capacity to understand and address student emotions, attitudes and opinions. Create an inclusive school community that celebrates diversity.			

Outcomes	<p>Students will articulate how they are feeling, regulate emotions and celebrate differences. Regularly engage with surveys to share how they are feeling</p> <p>Teachers will administer and unpack student wellbeing data from Pivot to inform future focus. They will share this data with their students and promptly address student concerns. They will include circle time and social and emotional learning as a regular part of their teaching.</p> <p>Mid-level leaders will lead the implementation of Pivot as a tool to regularly gather student opinion. They will lead high quality professional conversations and lead professional learning. Model expectations and practice for others and build professional knowledge. Follow accountability processes to support consistent practices.</p> <p>Principal team will oversee the process and analyse data to understand whole-school and cohort trends in wellbeing data. Build capacity for mid-level leaders to hold challenging conversations and hold staff to account. Conduct regular learning walks. Communicate an explicit improvement direction and share trends and improvements with the school community.</p> <p>Organisational structures will provide meeting structures and professional learning time to implement Pivot.</p>			
Success Indicators	<p>Completed baseline Pivot surveys during term 1 for all classes</p> <p>Social and Emotional learning/Circle Time planning will address highlighted areas of concern from Pivot surveys</p> <p>Structures will be created to highlight students identified as 'in need' from Pivot surveys. This will facilitate additional intervention and communications between school and home.</p> <p>Pivot and AToSS data will evidence improvements in student attitudes and opinions.</p> <p>Meeting observations and reflections will demonstrate improved teacher knowledge, dialogue and practice in this area.</p> <p>Standing up to racism action plan and anti-racism policy are created.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Introduce Pivot surveys and gather baseline data during term 1.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$4,000.00</p>

	<input checked="" type="checkbox"/> Wellbeing team			<input checked="" type="checkbox"/> Other funding will be used
Curriculum Day to unpack Pivot data and plan for social and emotional learning to address the data.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implementation of Social and Emotional learning to communicate and address the concerns, attitudes and opinions gathered via the Pivot surveys	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage with the Centre for Multicultural Youth 'Standing up to Racism' resources to create an action plan and policy to support inclusion.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$16,816.00	\$0.00	\$16,816.00
Disability Inclusion Tier 2 Funding	\$125,791.29	\$0.00	\$125,791.29
Schools Mental Health Fund and Menu	\$43,144.01	\$0.00	\$43,144.01
Total	\$185,751.30	\$0.00	\$185,751.30

Activities and milestones – Total Budget

Activities and milestones	Budget
Introduce a writing instructional model with clarity of high impact instructional practices.	\$3,000.00
Implementation of Social and Emotional learning to communicate and address the concerns, attitudes and opinions gathered via the Pivot surveys	\$1,000.00
Totals	\$4,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Introduce a writing instructional model with clarity of high impact instructional practices.	from: Term 1		

	to: Term 4		
Implementation of Social and Emotional learning to communicate and address the concerns, attitudes and opinions gathered via the Pivot surveys	from: Term 2 to: Term 4		
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Introduce a writing instructional model with clarity of high impact instructional practices.	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Introduce a writing instructional model with clarity of high impact instructional practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Revisit PLC model to ensure clarity and consistency in implementation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Professional learning and PLC cycles to build teacher practice during the initial phase of the writing lesson.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)					
Curriculum Day to unpack Pivot data and plan for social and emotional learning to address the data.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site