

2024 Annual Implementation Plan

for improving student outcomes

Kent Park Primary School (5082)



Submitted for review by Kieran Denver (School Principal) on 15 April, 2024 at 11:33 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 15 April, 2024 at 11:34 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
	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	
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	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	
	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	
	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	
Considerations for 2024	
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	
To maximise learning growth for all students in Literacy and Numeracy.	Yes	<p>By 2024, the percentage of Year 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> • in Reading from 68 per cent in 2019 to 90 per cent • in Writing from 84 per cent in 2019 to 90 per cent • in Number and Algebra from 73 per cent in 2019 to 90 per cent 	<p>By 2024, the percentage of Year 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:• in Reading from 68 per cent in 2019 to 90 per cent• in Writing from 84 per cent in 2019 to 90 per cent• in Number and Algebra from 73 per cent in 2019 to 90 per cent</p>
		<p>The percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 18% in 2019 to 25% in 2024</p>	<p>The percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 18% in 2019 to 25% in 2024</p>
		<p>To increase the top two bands in NAPLAN: Year 3—The percentage of Year 3 students assessed in the top two NAPLAN Bands will increase in:</p> <ul style="list-style-type: none"> • Reading from 44% in 2019 to 63% in 2024. 	<p>Year 3—The percentage of Year 3 students assessed in the top two NAPLAN Bands will increase in:• Reading from 44% in 2019 to 63% in 2024.• Writing from 49% in 2019 to</p>

		<ul style="list-style-type: none"> • Writing from 49% in 2019 to 63% in 2024. • Numeracy from 36% in 2019 to 52% in 2024. <p>Year 5—The percentage of Year 5 students assessed in the top two NAPLAN Bands will increase in:</p> <ul style="list-style-type: none"> • Reading from 37% in 2019 to 50% in 2024. • Writing from 17% in 2019 to 30% in 2024. • Numeracy from 29% in 2019 to 40% in 2024 	63% in 2024. • Numeracy from 36% in 2019 to 52% in 2024. Year 5—The percentage of Year 5 students assessed in the top two NAPLAN Bands will increase in: • Reading from 37% in 2019 to 50% in 2024. • Writing from 17% in 2019 to 30% in 2024. • Numeracy from 29% in 2019 to 40% in 2024
To engage and empower all students in their learning.	No	To increase the percentage of positive endorsement in the following factors of the Student Attitudes to School Survey: <ul style="list-style-type: none"> • Student Voice and Agency from 72% in 2019 to 80% in 2024 • Motivation and Interest from 80% in 2019 to 86% in 2024 • Self—regulation and Goal Setting from 86% in 2019 to 90% in 2024 	
		To increase the percentage of positive endorsement in the following factors of the School Staff Survey: <ul style="list-style-type: none"> • Promote Student Ownership of Learning Goals from 89% in 2019 to 93% in 2024 • Use Student Feedback to Improve Practice from 89% in 2019 to 93% in 2024 	
		To increase the percentage of positive endorsement in the following factors of the Parent Opinion Survey: <ul style="list-style-type: none"> • Student Voice and Agency from 76% in 2019 to 82% in 2024 • Student Motivation from 73% in 2019 to 82% in 2024 • High Expectations for Success from 87% in 2019 to 91% in 2024 	
To develop students as confident and resilient people.	Yes	To move from blue to gold accreditation within the School Wide Positive Behaviour Framework.	To move from blue to gold accreditation within the School Wide Positive Behaviour Framework

		To reduce all absences from 16.8 average days per student in 2019 to 15.0 in 2024.	To reduce all absences from 16.8 average days per student in 2019 to 15.0 in 2024
		To reduce unapproved absences from 5.2 average days per student in 2019 to 2.0 in 2024.	To reduce unapproved absences from 5.2 average days per student in 2019 to 2.0 in 2024.

Goal 2	To maximise learning growth for all students in Literacy and Numeracy.		
12-month target 2.1-month target	<p>By 2024, the percentage of Year 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> • in Reading from 68 per cent in 2019 to 90 per cent • in Writing from 84 per cent in 2019 to 90 per cent • in Number and Algebra from 73 per cent in 2019 to 90 per cent 		
12-month target 2.2-month target	The percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 18% in 2019 to 25% in 2024		
12-month target 2.3-month target	<p>Year 3—The percentage of Year 3 students assessed in the top two NAPLAN Bands will increase in:</p> <ul style="list-style-type: none"> • Reading from 44% in 2019 to 63% in 2024. • Writing from 49% in 2019 to 63% in 2024. • Numeracy from 36% in 2019 to 52% in 2024. <p>Year 5—The percentage of Year 5 students assessed in the top two NAPLAN Bands will increase in:</p> <ul style="list-style-type: none"> • Reading from 37% in 2019 to 50% in 2024. • Writing from 17% in 2019 to 30% in 2024. • Numeracy from 29% in 2019 to 40% in 2024 		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	To develop teacher capacity to assess, analyse and evaluate student data to inform teaching and learning at the student point of need.	Yes
KIS 2.b Excellence in teaching and learning	To implement and embed the agreed Kent Park Workshop Instructional Model in Literacy and Numeracy.	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.	Not selected as a focus for 2024	
Goal 4	To develop students as confident and resilient people.	
12-month target 4.1-month target	To move from blue to gold accreditation within the School Wide Positive Behaviour Framework	
12-month target 4.2-month target	To reduce all absences from 16.8 average days per student in 2019 to 15.0 in 2024	
12-month target 4.3-month target	To reduce unapproved absences from 5.2 average days per student in 2019 to 2.0 in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	To further embed the School Wide Positive Behaviour approach.	Yes
KIS 4.b Positive climate for learning	To develop an attendance strategy.	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.

To move from blue to gold accreditation within the School Wide Positive Behaviour Framework

To continue to implement the Respectful Relationships initiative.

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for all students in Literacy and Numeracy.
12-month target 2.1 target	By 2024, the percentage of Year 6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase: <ul style="list-style-type: none"> • in Reading from 68 per cent in 2019 to 90 per cent • in Writing from 84 per cent in 2019 to 90 per cent • in Number and Algebra from 73 per cent in 2019 to 90 per cent
12-month target 2.2 target	The percentage of Year 5 students assessed as above NAPLAN benchmark growth in Numeracy will increase from 18% in 2019 to 25% in 2024
12-month target 2.3 target	Year 3—The percentage of Year 3 students assessed in the top two NAPLAN Bands will increase in: <ul style="list-style-type: none"> • Reading from 44% in 2019 to 63% in 2024. • Writing from 49% in 2019 to 63% in 2024. • Numeracy from 36% in 2019 to 52% in 2024. Year 5—The percentage of Year 5 students assessed in the top two NAPLAN Bands will increase in: <ul style="list-style-type: none"> • Reading from 37% in 2019 to 50% in 2024. • Writing from 17% in 2019 to 30% in 2024. • Numeracy from 29% in 2019 to 40% in 2024
KIS 2.a Evaluating impact on learning	To develop teacher capacity to assess, analyse and evaluate student data to inform teaching and learning at the student point of need.
Actions	Classroom teachers will conduct additional assessments for Literacy and Numeracy in term 1, 2024. School tutors will work with classroom teachers to determine interventions in Literacy initially then Numeracy, depending on demand. TLI will conduct MOI to identify students who are below level or have not made 12months growth in numeracy. Staff will participate in PL with focus being on literacy and numeracy and run by Literacy PLT and Numeracy PLT.

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - ensure structures are in place for PLC implementation and collaborative planning - will have additional data to compare to the end of 2022 data to analyse students' progress and determine 'point of need' interventions, individual goals in Literacy and Numeracy. - conduct PL to inform staff how to identify students who are making low growth. - will support teachers to build assessment and differentiating practices through clear processes and professional learning - develop classroom and specialist timetables that support the Tutor Learning Initiative staff member to work with students - will support teachers with Tier 3 students to allow for focused learning. <p>Teachers will:</p> <ul style="list-style-type: none"> - inform parents/guardians of student progress, learning goals and interventions/strategies that are planned - provide parents/guardians with an end of Term 1 interview. Follow up will then be provided at the end of Semester 1 - will work with students to co-construct individual learning goals in Literacy and Numeracy and provide targeted and timely feedback to inform students of their progress and to support success in achieving goals - collaboratively plan sequences of lessons that address the differentiated learning needs of students - use the PLC inquiry process, using data to identify then measure improvements in student outcomes - explicitly teach the Workshop Instructional Model - implement the Workshop Instructional Model in all learning areas. <p>Students will:</p> <ul style="list-style-type: none"> - conference with teachers to develop learning goals - develop their understanding of how to achieve success with their learning goals - understand the Workshop Instructional Model and their role in each lesson - will work at the zone of proximal development (point of need) - develop awareness to identify when they have achieved their learning goals.
<p>Success Indicators</p>	<p>Student Term 1 assessment data in Literacy and Numeracy will be collated and shared through SIT groups and year levels.</p> <ul style="list-style-type: none"> - NAPLAN data will be used to analyse student progress for Grade 3 and 5 students. - Teacher collated Literacy and Numeracy data - data wall/SIT meetings/ staff PL - Curriculum documentation will show differentiation and adjustments. - Feedback from TLI sessions will show plans to support students' learning goals. - Essential Assessment data will show students' learning growth. - Formative and summative assessment will reflect student growth. - Students' Individual Education Plans will outline adjustments to meet their needs, implementation, monitoring and evaluation.

	- Victorian Curriculum teacher judgments will identify growth in learning in Literacy and Numeracy.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Assessment data	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Goal 4	To develop students as confident and resilient people.			
12-month target 4.1 target	To move from blue to gold accreditation within the School Wide Positive Behaviour Framework			
12-month target 4.2 target	To reduce all absences from 16.8 average days per student in 2019 to 15.0 in 2024			
12-month target 4.3 target	To reduce unapproved absences from 5.2 average days per student in 2019 to 2.0 in 2024.			
KIS 4.a Intellectual engagement and self-awareness	To further embed the School Wide Positive Behaviour approach.			
Actions	Students will: Re-visit SWPB agreed Values, classroom expectations,			
Outcomes	Teachers will: Re-establishing routines with the return to onsite learning will assist with getting students back to the normal routine of school. Develop consistent classroom rules and expectations, establish rapport within the first two weeks Leaders: Limit staff PL and leadership meetings in first two weeks of term 1 to allow teams to plan together, establish routines etc Identify and support students/families/staff that may not be successfully returning to school Community will: Be kept informed of strategies to support happy, active and healthy kids. Participate in GTKY interviews.			

Success Indicators	<p>Students will: Have agreed classroom rules, expectations, school values, behaviour matrix displayed in their classroom. Values Captains will be elected at the start of the year and will routinely present results of Values system at whole school assemblies.</p> <p>Teachers will: Have documented lesson plans for SWPB sessions Have on display in their classroom, evident in learning walk, classroom rules and expectations behavior matrix, school values, rewards system etc</p> <p>Leaders will: Conduct Learning walks to ensure School Values etc are displayed in classrooms and are widely visible around the school Communicate with community via school newsletter, assembly etc school values, behaviour matrix etc.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue implementation of SWPBS framework	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$189,097.56 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

				<input checked="" type="checkbox"/> Other funding will be used
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$39,708.89	\$39,708.89	\$0.00
Disability Inclusion Tier 2 Funding	\$121,301.00	\$121,301.00	\$0.00
Schools Mental Health Fund and Menu	\$28,087.67	\$28,087.67	\$0.00
Total	\$189,097.56	\$189,097.56	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue implementation of SWPBS framework	\$189,097.56
Totals	\$189,097.56

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue implementation of SWPBS framework	from: Term 1 to: Term 4	\$39,708.89	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Totals		\$39,708.89	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue implementation of SWPBS framework	from: Term 1 to: Term 4	\$121,301.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • <input checked="" type="checkbox"/> Other workforces to support students with disability • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$121,301.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue implementation of SWPBS framework	from: Term 1	\$28,087.67	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p style="text-align: center;">This activity will use Mental Health Menu programs</p>

	to: Term 4		○ Employ CRT to release staff member
Totals		\$28,087.67	

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
Continue implementation of SWPBS framework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> SWPBS leader/team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day 	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site