

2021 Annual Implementation Plan

for improving student outcomes

Seaford Park Primary School (5191)



Submitted for review by Patrick Halpin (School Principal) on 04 November, 2020 at 09:58 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 08 February, 2021 at 05:15 PM
Endorsed by Kylie Tomlinson (School Council President) on 09 February, 2021 at 09:48 AM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

Positive climate for learning	Empowering students and building school pride	Emerging
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>Seaford Park Primary School has made some progress along the continua this year, particularly in the area of Professional leadership. There were several other areas in which we have identified certain strengths but it was agreed that we do not yet fully satisfy the criteria to move forward. It is expected that, in line with our 2021 AIP goals and planned work in relation to School-Wide Positive Behaviour Supports and Professional Learning Communities, we will be able to move several more of the components from Emerging to Evolving. The School Improvement Team are excited about our work going forward and the impact that focusing our work on clearly defined goals will have on our school performance.</p>
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Considerations for 2021	<p>Positive climate for learning - there is a lot of talk around the school about inappropriate behaviours and disengagement.</p> <p>Uncertainty around the Principal.</p> <p>Budgetary restraints as a result of a significant reduction in equity funding (approximately \$60,000)</p> <p>Potential further outbreaks of Coronavirus</p> <p>Long term impacts of remote and flexible learning this year</p>
Documents that support this plan	

SSP Goals Target and KIS


Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.ay Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.by Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.cy Building communities	Connected schools priority
Goal 2	Improve student outcomes in literacy and numeracy.
Target 2.1	<p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>
Target 2.2	<p>By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.</p>
Target 2.3	<p>By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.</p>
Target 2.4	By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).
Key Improvement Strategy 2.ay Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.
Key Improvement Strategy 2.by Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 2.cy Evidence-based high-impact teaching strategies	Implement a process of collaborative goal setting and feedback between teachers and students

Key Improvement Strategy 2.dy Evaluating impact on learning	Use data to inform and evaluate practice.
Goal 3	To improve student positive climate for learning.
Target 3.1	<p>By 2023 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> • 'student voice and agency' from 57% (2019) to 75% (2023). • 'effective classroom behaviour' from 77% (2019) to 85% (2023). • 'attitudes to attendance' from 79% (2019) to 85% (2023). <p>By 2023 to reduce the percentage of 20 or more days absence to 18%.</p>
Target 3.2	By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).
Target 3.3	By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).
Key Improvement Strategy 3.ay Health and wellbeing	Embed a consistent approach to student wellbeing and engagement
Key Improvement Strategy 3.by Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 3.cy Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.
Goal 4	To improve student wellbeing, inclusion and engagement.
Target 4.1	<p>By 2023 increase the positive endorsement of the AtoSS factors</p> <ul style="list-style-type: none"> • 'sense of connectedness' from 78% (2019) to 82% (2023). • 'self regulation and goal setting' from 81% (2019) to 85% (2023).
Target 4.2	<p>By 2023 increase the positive endorsement of the SSS factors</p> <ul style="list-style-type: none"> • 'staff professional safety' from 65% (2019) to 80% (2023). • 'trust in students and parents' from 48% (2019) to 55% (2023)' • 'shielding/buffering' from 51% (2019) to 56% (2023)

Key Improvement Strategy 4.ay Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
Key Improvement Strategy 4.by Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>75% of students will achieve at least one year's growth in Mathematics in the 12 month period ending December 2021, as measured by the PAT assessment. This will be monitored throughout the year as we evaluate the impact of our inquiry cycles as a PLC.</p> <p>All students supported through the Tutor Learning Program will make progress towards their IEP goals, as assessed by twice termly assessments.</p> <p>Increase the positive endorsement of the AtoSS factors: 'effective classroom behaviour' from 88% to 90% 'sense of connectedness' from 78% to 80% 'self regulation and goal setting' from 76% to 80% Progress towards this goal will be monitored through termly snapshot surveys</p> <p>Increase the positive endorsement of the SSS safety and wellbeing module from 70% to 75% 'staff professional safety' from 65% to 70% 'trust in students and parents' from 48% to 50% Progress towards this goal will be monitored through termly snapshot surveys</p> <p>Increase the positive endorsement of the POS teacher communication from 59% to 65%. Progress towards this goal will be monitored through termly snapshot surveys</p>
Improve student outcomes in literacy and numeracy.	No	<p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>	
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		By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).	
To improve student positive climate for learning.	No	By 2023 increase the positive endorsement of the AtoSS factors; <ul style="list-style-type: none"> 'student voice and agency' from 57% (2019) to 75% (2023). 'effective classroom behaviour' from 77% (2019) to 85% (2023). 'attitudes to attendance' from 79% (2019) to 85% (2023). By 2023 to reduce the percentage of 20 or more days absence to 18%.	
		By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).	
		By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).	
To improve student wellbeing, inclusion and engagement.	No	By 2023 increase the positive endorsement of the AtoSS factors <ul style="list-style-type: none"> 'sense of connectedness' from 78% (2019) to 82% (2023). 'self regulation and goal setting' from 81% (2019) to 85% (2023). 	
		 By 2023 increase the positive endorsement of the SSS factors <ul style="list-style-type: none"> 'staff professional safety' from 65% (2019) to 80% (2023). 'trust in students and parents' from 48% (2019) to 55% (2023) 'shielding/buffering' from 51% (2019) to 56% (2023) 	

Goal 1	2021 Priorities Goal
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12 Month Target 1.1	75% of students will achieve at least one year's growth in Mathematics in the 12 month period ending December 2021, as measured by the PAT assessment. This will be monitored throughout the year as we evaluate the impact of our inquiry cycles as a PLC.	
	All students supported through the Tutor Learning Program will make progress towards their IEP goals, as assessed by twice termly assessments.	
	Increase the positive endorsement of the AtoSS factors: 'effective classroom behaviour' from 88% to 90% 'sense of connectedness' from 78% to 80% 'self regulation and goal setting' from 76% to 80% Progress towards this goal will be monitored through termly snapshot surveys	
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	Increase the positive endorsement of the POS teacher communication from 59% to 65%. Progress towards this goal will be monitored through termly snapshot surveys	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	
KIS 3 Building communities	Connected schools priority	
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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	<p>75% of students will achieve at least one year's growth in Mathematics in the 12 month period ending December 2021, as measured by the PAT assessment. This will be monitored throughout the year as we evaluate the impact of our inquiry cycles as a PLC.</p> <p>All students supported through the Tutor Learning Program will make progress towards their IEP goals, as assessed by twice termly assessments.</p> <p>Increase the positive endorsement of the AtoSS factors: 'effective classroom behaviour' from 88% to 90% 'sense of connectedness' from 78% to 80% 'self regulation and goal setting' from 76% to 80% Progress towards this goal will be monitored through termly snapshot surveys</p> <p>Increase the positive endorsement of the SSS safety and wellbeing module from 70% to 75% 'staff professional safety' from 65% to 70% 'trust in students and parents' from 48% to 50% Progress towards this goal will be monitored through termly snapshot surveys</p> <p>Increase the positive endorsement of the POS teacher communication from 59% to 65%. Progress towards this goal will be monitored through termly snapshot surveys</p>			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Develop the structures, programs and approaches required to build teacher capability in the use of data to support all students at their point of learning need, and to ensure greater consistency of practice across classes.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - demonstrate higher levels of engagement in Mathematics lessons - demonstrate progress against the specific areas of focus developed as part of our whole school PLC approach <p>Teachers will:</p> <ul style="list-style-type: none"> - share student performance data and research best practice in Mathematics teaching - support and challenge each other during discussions in relation to best practice - engage in professional development <p>Leaders will:</p> <ul style="list-style-type: none"> - observe consistent teaching practices across the school - model professional conversations - challenge the status quo whilst supporting teachers to upskill and build their capacity - share whole school data and celebrate successes 			
Success Indicators	PLC meeting minutes SIT meeting minutes Photographs of the data wall (pre and post) Planning documents Data for Maths - NAPLAN, PAT, Teacher Judgements Teacher judgement data for Maths Student feedback on Mathematics lessons (pre and post)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Teacher understanding of PLC practices will be built through engagement with the online modules and the PLC division. Progress will be measured against the PLC Matrix at the end of each semester.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will be asked for their feedback on their Mathematics lessons, using the agreed structures and protocols.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will conduct agreed Mathematics assessments and student data will be added to the whole-school data wall at least once per term. This data will form the basis of our weekly discussions and agreed practices.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher professional development needs will be identified through our whole school PLC discussions and best practice researched and discussed	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff will follow the inquiry cycle for implementation and will review and monitor progress at weekly PLC meetings.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
An intervention teacher will be employed through the Tutor Learning Program to support the development of Maths learning and teaching across the school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Daily whole school Maths enhancement sessions will be introduced with a focus on number sense and fluency.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Develop and resource clear and consistently applied approaches to student health and wellbeing.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - observe consistent teaching practices across the school <p>Staff will:</p> <ul style="list-style-type: none"> - engage in professional conversations using a shared language of positive behaviour management <p>Students will:</p> <ul style="list-style-type: none"> - articulate the behaviour expectations during all school-related events 			
Success Indicators	SWPBS continuum SIT meeting minutes Notes from learning specialist feedback meetings			

	Observational notes from learning walks Fewer challenging behaviours requiring support from the assistant principal or principal Attitudes to School Survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All staff will complete training in SWPBS and will develop agreed structures and protocols, supported by the learning specialist. Progress will be evaluated termly through the completion of the SWPBS Matrix.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Structures and protocols will be discussed with the students and their feedback will be gathered at least once per term through an age appropriate snapshot survey.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
A sensory space will be designed for use by children who require emotional and behavioural regulation supports, in consultation with the OT from Biala	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff will complete training in Respectful Relationships.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will complete a termly snapshot survey to assess progress against our targets and direct the next steps.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Develop and implement a whole school approach to parent communication Strengthen our professional relationship with network schools through engagement in communities of practice			
Outcomes	Leaders will: - communicate more effectively with the parent body - understand the perspective of the parent body - engage in professional conversation and sharing of best practice with network schools Staff will: - communicate more effectively with the parents of the students in their classes - share and celebrate the learning in their classrooms Students will: - celebrate the work that is happening in their classes Parents will: - acknowledge and celebrate the work that is happening in their classes - engage with the Compass platform more regularly			
Success Indicators	Attitudes to school survey Parent opinion survey			

School staff survey Newsletters and recordings of communications and assemblies				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
In consultation with the staff and students, a whole school calendar of events will be communicated to parents at the beginning of the year and updated continuously, including a schedule for assembly and newsletter.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Strategies for effective teacher-parent communication will be researched, agreed, implemented and reviewed as part of our whole school PLC structures.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Principal and Assistant Principal will engage with the Northern Peninsula Principals' Network Communities of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parents will be invited to provide qualitative feedback at any time and will be asked to complete a snapshot survey at least once per term.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$105,000.00	\$95,000.00
Additional Equity funding	\$30,000.00	\$30,000.00
Grand Total	\$135,000.00	\$125,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers will conduct agreed Mathematics assessments and student data will be added to the whole-school data wall at least once per term. This data will form the basis of our weekly discussions and agreed practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other assessments	\$5,000.00	\$5,000.00
Teacher professional development needs will be identified through our whole school PLC discussions and best practice researched and discussed	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
All staff will complete training in SWPBS and will develop agreed structures and protocols, supported by the learning specialist. Progress will be evaluated termly through the completion of the SWPBS Matrix.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$60,000.00	\$50,000.00
A sensory space will be designed for use by children who require emotional and behavioural regulation supports, in consultation with the OT from Biala	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Other Sensory Room	\$30,000.00	\$30,000.00
Totals			\$105,000.00	\$95,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Biala will be engaged to provide OT and SP services to the school, which will help us to improve the behaviour management approaches in the school. They will also provide PD for staff on how they can support the students in their classrooms.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00
Totals			\$30,000.00	\$30,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teacher understanding of PLC practices will be built through engagement with the online modules and the PLC division. Progress will be measured against the PLC Matrix at the end of each semester.	✓ All Staff	from: Term 1 to: Term 1	✓ Collaborative Inquiry/Action Research team	✓ PLC/PLT Meeting	✓ PLC Initiative ✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader	✓ On-site
Teacher professional development needs will be identified through our whole school PLC discussions and best practice researched and discussed	✓ Teacher(s)	from: Term 1 to: Term 4	✓ Planning ✓ Moderated assessment of student learning ✓ Curriculum development	✓ PLC/PLT Meeting	✓ PLC Initiative ✓ Internal staff ✓ Maths/Sci Specialist ✓ Practice Principles for Excellence in Teaching and Learning ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader	✓ On-site
Staff will follow the inquiry cycle for implementation and will review and monitor progress at weekly PLC meetings.	✓ Teacher(s)	from: Term 1 to: Term 4	✓ Collaborative Inquiry/Action Research team	✓ PLC/PLT Meeting	✓ PLC Initiative ✓ Internal staff ✓ Maths/Sci Specialist ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader	✓ On-site
Daily whole school Maths enhancement sessions will be introduced with a focus on number sense and fluency.	✓ All Staff	from: Term 1 to: Term 4	✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs	✓ PLC/PLT Meeting	✓ Primary Mathematics and Science specialists ✓ PLC Initiative ✓ Maths/Sci Specialist ✓ Practice Principles for Excellence in Teaching and Learning ✓ High Impact Teaching Strategies (HITS)	✓ On-site
All staff will complete training in SWPBS and will develop agreed structures and protocols, supported by the learning specialist. Progress will be evaluated termly through the completion of the SWPBS Matrix.	✓ Learning Specialist(s)	from: Term 1 to: Term 4	✓ Collaborative Inquiry/Action Research team	✓ Whole School Pupil Free Day ✓ PLC/PLT Meeting	✓ Learning Specialist ✓ Departmental resources Anthony King - SWPBS	✓ On-site

All staff will complete training in Respectful Relationships.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
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