

2021 Annual Implementation Plan

for improving student outcomes

Caulfield South Primary School (4315)



Submitted for review by Gayle Yardley (School Principal) on 14 December, 2020 at 09:46 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 15 December, 2020 at 06:43 AM
Endorsed by Charles Ngu (School Council President) on 17 December, 2020 at 06:07 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	<p>2020 was a very challenging year for the school community. Whilst the school genuinely made the best of the opportunities that remote and flexible learning presented, there was a noticeable impact on the wellbeing of the students, staff and parent community.</p> <p>Achievements for the year included: maintaining community connection to school throughout several months of remote learning and restricted access to school, maintaining the provision of a high level, accessible and flexible education for our students throughout ongoing periods of restricted access to school, maintaining staff professional learning and collaborative teaching throughout periods of lockdown, and maintaining and indeed strengthening school community connections, despite the challenges faced by our school community in 2020.</p>
Considerations for 2021	The DET provided 2021 AIP goals and KIS align very well with the needs of Caulfield South Primary School and its community.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Evaluating impact on learning	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.
Target 2.1	Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually. (Indicator school-based surveys and student focus groups)
Target 2.2	Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays). School based Survey Results Stimulating Learning: Teacher Effectiveness:

	Teacher Empathy:
Target 2.3	Parent opinion of student engagement factors will exceed 2016 benchmarks annually.
Key Improvement Strategy 2.a Global citizenship	Improve learner agency, strengthening opportunities for student action driven by innovation and creativity.
Key Improvement Strategy 2.b Global citizenship	Strengthen the school learning community of parents, teachers and students.
Goal 3	To improve every students' achievement in English, Numeracy and Science.
Target 3.1	<p>NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show: a maximum of 20 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>The NAPLAN (National Assessment Program – Literacy and Numeracy) Relative Gain for Year 3 to Year 5 Numeracy outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020)</p> <p>The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>By 2020, all F-6 students to make at least one Victorian Curriculum level progress in English and Numeracy annually and 3-6 students in Science.</p>
Key Improvement Strategy 3.a	Invest in teacher capacity by developing capability in high impact teaching strategies.

Evidence-based high-impact teaching strategies	
Goal 4	To strengthen students' personal and social learning skills.
Target 4.1	Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually. Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups)
Key Improvement Strategy 4.a Empowering students and building school pride	Engage parents, students and staff to build resilience.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop personal and social learning skills through concept based inquiry learning
Key Improvement Strategy 4.c Empowering students and building school pride	Build resilience through personal growth goal setting and linked strategies for development
Key Improvement Strategy 4.d Setting expectations and promoting inclusion	Build school understanding of resilience, empathy, and appreciation of diversity

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student perceptions above 2020 levels in Attitudes to school survey School connectedness - 75% positive Motivation and interest- 78% positive Learning Confidence - 77% positive</p>
To enhance student capacity as curious, motivated learners, focused on family, community and global perspectives.	No	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually.</p> <p>(Indicator school-based surveys and student focus groups)</p>	
		<p>Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays).</p> <p>School based Survey Results Stimulating Learning: Teacher Effectiveness: Teacher Empathy:</p>	

		Parent opinion of student engagement factors will exceed 2016 benchmarks annually.	
To improve every students' achievement in English, Numeracy and Science.	No	<p>NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show: a maximum of 20 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>The NAPLAN (National Assessment Program – Literacy and Numeracy) Relative Gain for Year 3 to Year 5 Numeracy outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020)</p> <p>The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>By 2020, all F-6 students to make at least one Victorian Curriculum level progress in English and Numeracy annually and 3-6 students in Science.</p>	
To strengthen students' personal and social learning skills.	No	Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually.	

		Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups)	
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Student perceptions above 2020 levels in Attitudes to school survey School connectedness - 75% positive Motivation and interest- 78% positive Learning Confidence - 77% positive		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority		Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority		Yes
KIS 3 Building communities	Connected schools priority		Yes