

2018 Annual Implementation Plan

for improving student outcomes

Elsternwick Primary School (2870)



Submitted for review by Michael Portaro (School Principal) on 15 December, 2017 at 12:46 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 15 December, 2017 at 12:48 PM
Endorsed by Mark Maskiell (School Council President) on 01 February, 2018 at 12:45 PM

Self-evaluation Summary - 2018

Elsternwick Primary School (2870)

	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 moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	<p>Moderation of student assessment will occur regularly and explore a range of assessment data sets. This analysis will be used explicitly to inform curriculum development and teaching practice, and will be used as the basis for regular feedback and reporting to students and their parents and carers. EPS will continue classroom observations, the modelling of effective practice and feedback. Teaching teams will regularly observe and provide feedback on teaching, with support and input from leaders and input from students. Structured mentoring and coaching programs will continue to be established. Teachers' individual work programs will reflect school's goals and targets. Teachers will make links between students' progress data and their own professional learning needs.</p> <p>Curriculum planning will reflect the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs.</p> <p>Teachers will continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues.</p> <p>EPS will provide professional learning for all staff to support the skills of dialogue, listening and responding to student voice. Students will have meaningful input to many aspects of the school. Student surveys and other data will be analysed by</p>
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	<p>students and teachers will promote discussions and inform decisions.</p> <p>The Staff will have a consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy. The school partners with parents/carers to develop students' cognitive strategies for self-management. EPS has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Teams.</p>
<p>Considerations for 2019</p>	<p>Professional learning will take place in several forums at EPS. This includes:</p> <ul style="list-style-type: none"> • Weekly Whole Staff Meetings facilitated by members of the Leadership team and external consultants. • School Improvement Teams (SIT), which are scheduled after school. The SIT teams are English, Mathematics, Digital Technologies and Student Well Being & Engagement. • Weekly Team Planning meetings facilitated by Team Leaders and Leading Teachers • Team Leader meetings • Curriculum Days • External Professional Learning opportunities are provided to staff in areas that align to the goals in their Professional Development Plan (PDP) <ul style="list-style-type: none"> * Professional Practice Days negotiated with the Principal * Peer observation and coaching * DET values
<p>Documents that support this plan</p>	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Students will achieve continuous learning growth in English and Mathematics.</p>	<ul style="list-style-type: none"> For all students at Elsternwick Primary School to achieve at least 12 months learning growth each year for all curriculum areas according to teacher judgements by the end of the 2018-2021 School Strategic Plan To increase the percentage of students achieving high learning growth and decrease the percentage of students achieving low learning growth from Year 3 to Year 5 and Year 5 to 7 as measured by NAPLAN, by the end of the 2018-2021 School Strategic Plan To increase the amount of Elsternwick Primary School year three students in bands five and six, and year five students in bands seven and eight for all domains of NAPLAN by the end of the 	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>To improve student learning outcomes as measured against NAPLAN and to achieve at least 12 months growth according to teacher judgement by the end of 2018.</p>	<p>Building practice excellence</p>

	<p>2018-2021 School Strategic Plan</p> <ul style="list-style-type: none"> For Elsternwick Primary School's five year trend data in NAPLAN to indicate ongoing growth by the end of the 2018-2021 School Strategic Plan 			
<p>Students, staff and parents/carers will feel safe, valued and respected as members of our school community.</p>	<ul style="list-style-type: none"> To increase results in both Staff Satisfaction survey and student Attitude to School Survey. 	<p>Yes</p>	<p>To complete Kids Matter Component 1, (Creating a sense of community) and begin Component 2, (Developing children's social and emotional skills) To roll out the Respectful Relationships approach F-6. To improve results as measured against the 'Attitudes to School Survey' in the areas of managing bullying and not experiencing bullying. To embed the whole school Supporting Positive Behaviour plan to ensure it is consistently used by all teaching staff To increase the results of the Staff Satisfaction Survey</p>	<p>Health and Wellbeing</p>

Improvement Initiatives Rationale

We believe by building consistent practice through the whole school instructional model, (incorporating high impact teaching strategies), student outcomes will improve. Downward trend patterns in the NAPLAN Year 3 to 5 Relative Growth have been identified.

If a positive and collaborative climate for learning that includes all staff, students, parents and community is built, together with a clearly articulated and shared vision, then student achievement, engagement and wellbeing will be enhanced.

To continue growth in staff satisfaction survey ratings.

To improve results in the Attitudes to School Survey, specifically a quartile growth in students' sense of connectedness, inclusion, advocacy at school, and respect for diversity, and a quartile reduction in experiencing bullying.

Goal 1	Students will achieve continuous learning growth in English and Mathematics.
12 month target 1.1	To improve student learning outcomes as measured against NAPLAN and to achieve at least 12 months growth according to teacher judgement by the end of 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed the whole school instructional model including High Impact Teaching Strategies across Literacy and Numeracy with a specific focus on reading.

Goal 2	Students, staff and parents/carers will feel safe, valued and respected as members of our school community.
12 month target 2.1	To complete Kids Matter Component 1, (Creating a sense of community) and begin Component 2, (Developing children's social and emotional skills) To roll out the Respectful Relationships approach F-6. To improve results as measured against the 'Attitudes to School Survey' in the areas of managing bullying and not experiencing bullying. To embed the whole school Supporting Positive Behaviour plan to ensure it is consistently used by all teaching staff To increase the results of the Staff Satisfaction Survey
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	To develop a whole school framework for student and staff wellbeing.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	Students will achieve continuous learning growth in English and Mathematics.
12 month target 1.1	To improve student learning outcomes as measured against NAPLAN and to achieve at least 12 months growth according to teacher judgement by the end of 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Embed the whole school instructional model including High Impact Teaching Strategies across Literacy and Numeracy with a specific focus on reading.
Actions	<p>Embed GANAG as the framework for the school's instructional model, focusing on English and Mathematics instruction.</p> <p>Implement a Standards-Based curriculum with clear instructional goals.</p> <p>Refine continuous assessment.</p> <p>Continue to participate in the 3 year UMNOS problem solving project</p> <p>Embed the solo-taxonomy (Inquiry approach)</p>
Evidence of impact	<p>Curriculum Leaders</p> <ul style="list-style-type: none"> - Facilitate PD and data discussions - Engage in coaching <p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in coaching (peer observations, labsites etc) and professional development around instruction - Writing clear learning goals which are directly aligned with the Victorian Curriculum elaborators <p>Students will:</p> <ul style="list-style-type: none"> - Engage with the HITS - Articulate next learning steps (conferencing and goal setting)

Goal 2	Students, staff and parents/carers will feel safe, valued and respected as members of our school community.
12 month target 2.1	To complete Kids Matter Component 1, (Creating a sense of community) and begin Component 2, (Developing children's social and emotional skills) To roll out the Respectful Relationships approach F-6. To improve results as measured against the 'Attitudes to School Survey' in the areas of managing bullying and not experiencing bullying. To embed the whole school Supporting Positive Behaviour plan to ensure it is consistently used by all teaching staff To increase the results of the Staff Satisfaction Survey
FISO Initiative	Health and wellbeing
Key Improvement Strategy 1	To develop a whole school framework for student and staff wellbeing.
Actions	To complete component 1 of Kids Matter, 'Creating a Sense of Community' and begin component 2, 'Developing Children's Social and Emotional Skills'. To work through the Respectful Relationships professional learning modules. To build teacher capacity in developing student awareness of the impact bullying can have and to strengthen bullying prevention. Ensuring that all staff continue to develop knowledge in how to implement the Supporting Positive Behaviour plan To highlight the 'Staff Psychological Safety' component as a key area for future focus (School Staff Survey)
Evidence of impact	Curriculum Leaders will: - Facilitate social and emotional learning programs and monitor data Teachers will: - Facilitate social and emotional learning programs that are in line with a whole school wellbeing framework Parents will: - Participate in social and emotional learning workshops Students will: - Participate in a range of social and emotional learning programs

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[FISO Data Analysis Report ElsternwickPS \(1\).pdf \(0.69 MB\)](#)

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