

2022 Annual Implementation Plan

for improving student outcomes

Elsternwick Primary School (2870)



Submitted for review by Michael Portaro (School Principal) on 22 December, 2021 at 06:10 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 12 January, 2022 at 02:36 PM
Endorsed by Gill Cashion (School Council President) on 01 March, 2022 at 01:24 PM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • numeracy from 22% (2021) to 27% <p>To increase the percentage mean of teacher judgements for students in Years 1-6 achieving at or above expected growth in:</p> <ul style="list-style-type: none"> • number and algebra from 82% (2017 to 2020) to 85%. <p>To increase the percentages of positive student responses (P-6) in the PIVOT survey in the following areas:</p> <ul style="list-style-type: none"> • Safe in the classroom from 94% (2021) to 96% • Safe in the yard from 85% (2021) to 88% • Valued in the classroom from 83% (2021) to 85% • Valued in the yard from 84% (2021) to 86% • Respected in the classroom from 86% (2021) to 88% • Respected in the yard from 82% (2021) to 85%.

Empower students to be active agents in their learning.	Yes	<p>To improve the percentages of positive student responses in the Attitudes to School Survey, specifically growth in differentiated learning challenges, stimulated learning and effective teaching time.</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 85% • Stimulated learning from 78% (2021) to 82% • Effective teaching time from 82% (2021) to 85%. 	<p>To improve the percentages of positive student responses in the Attitudes to School Survey, specifically growth in differentiated learning challenges, stimulated learning and effective teaching time.</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 85% • Stimulated learning from 78% (2021) to 82% • Effective teaching time from 82% (2021) to 85%.
		<p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support 80% (2020) 82% • Stimulating learning environment 79% (2020) to 82% • Effective teaching 77% (2020) to 80% • Student agency and voice 80% (2020) to 82%. 	<p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support 80% (2020) 82% • Stimulating learning environment 79% (2020) to 82% • Effective teaching 77% (2020) to 80% • Student agency and voice 80% (2020) to 82%.

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>To increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • numeracy from 22% (2021) to 27% <p>To increase the percentage mean of teacher judgements for students in Years 1-6 achieving at or above expected growth in:</p> <ul style="list-style-type: none"> • number and algebra from 82% (2017 to 2020) to 85%. <p>To increase the percentages of positive student responses (P-6) in the PIVOT survey in the following areas:</p> <ul style="list-style-type: none"> • Safe in the classroom from 94% (2021) to 96% • Safe in the yard from 85% (2021) to 88% • Valued in the classroom from 83% (2021) to 85% • Valued in the yard from 84% (2021) to 86% • Respected in the classroom from 86% (2021) to 88% • Respected in the yard from 82% (2021) to 85%. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Goal 2	Empower students to be active agents in their learning.	
12 Month Target 2.1	<p>To improve the percentages of positive student responses in the Attitudes to School Survey, specifically growth in differentiated learning challenges, stimulated learning and effective teaching time.</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 85% • Stimulated learning from 78% (2021) to 82% • Effective teaching time from 82% (2021) to 85%. 	
12 Month Target 2.2	<p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support 80% (2020) 82% • Stimulating learning environment 79% (2020) to 82% • Effective teaching 77% (2020) to 80% • Student agency and voice 80% (2020) to 82%. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build student capacity to identify, track and measure their own learning goals and growth.	Yes
KIS 2 Empowering students and building school pride	Develop agency through a focus on feedback.	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.	<p>At the 2021 SSP school review, the panel determined that a focus on students taking responsibility and ownership of their learning would improve student achievement and engagement. It was also agreed that after considering the feedback in fieldwork from students and teachers that increasing student ownership of their learning would be a key goal to ensure students continue to have positive and enriching learning experiences. To measure this goal the targets would focus on improving teaching and student learning.</p> <p>Student agency is currently 'evolving' at EPS and our school aims to refine and further develop some prioritised practices to</p>	

work towards excelling.

Student responses in the Attitudes to School Survey indicate that a focus on growth in differentiated learning challenges, stimulated learning and effective teaching time will increase student agency.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	To increase the percentage of students achieving above NAPLAN benchmark growth in: <ul style="list-style-type: none"> • numeracy from 22% (2021) to 27% To increase the percentage mean of teacher judgements for students in Years 1-6 achieving at or above expected growth in: <ul style="list-style-type: none"> • number and algebra from 82% (2017 to 2020) to 85%. To increase the percentages of positive student responses (P-6) in the PIVOT survey in the following areas: <ul style="list-style-type: none"> • Safe in the classroom from 94% (2021) to 96% • Safe in the yard from 85% (2021) to 88% • Valued in the classroom from 83% (2021) to 85% • Valued in the yard from 84% (2021) to 86% • Respected in the classroom from 86% (2021) to 88% • Respected in the yard from 82% (2021) to 85%.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Embed PLCs structures to support teacher collaboration and reflection of strengthen teaching practice Plan whole school professional learning in evidence-based approaches Embed consistent approaches to formative assessment Continue to build staff capacity to understand and implement IEPs
Outcomes	Whole School level Teachers will confidently and accurately identify students learning needs based on diagnostic assessment data. Teachers and tutors will plan for differentiation based on student learning data. PLCs will meet to engage in reflective practice, evaluation and plan curriculum, assessments, lessons. Teachers will implement differentiated teaching and learning to meet individual student needs.

	<p>Classroom level Teachers will consistently implement the agreed assessment schedule. Teachers will provide students with the opportunity to work at their level using differentiated resources.</p> <p>Individual and small group level Students in need of targeted academic support or intervention will be identified and supported. Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs.</p>
Success Indicators	<p>Mid-Year Shared curriculum documentation (teachers and tutors) will show plans for differentiation and tutoring support Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet the needs and implementation, monitoring and evaluation will be observed.</p> <p>End of Year Victorian curriculum judgements will show growth in learning. SSS factors: instructional leadership, collective efficacy AtoSS factors; stimulated learning, advocate at school</p>
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Build staff capacity to collect, analyse and respond to student well being data. Implement the Guaranteed and Viable Curriculum for Respectful Relationships curriculum. Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate.</p>
Outcomes	<p>Whole School level Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting the physical, social, emotional, cultural and civic well. Teachers and leaders will integrate physical, social, emotional, cultural and civic well being learning into school practice, policies and programs.</p> <p>Classroom level Teachers will implement the well being program and a range of interventions and support programs to support student in feeling safe, valued and respected. At-risk students will be identified and receive targeted support in a timely manner.</p>

	<p>Individual and small group level Teachers will support students will emerging or acute well being needs to remain engaged in learning and connect to their peers.</p>
<p>Success Indicators</p>	<p>Documentation of frameworks, policies or programs. Data from student, staff and parent/carer perception survey results used to determine classroom focus and individual student support. Incident report data from Compass.</p>

Goal 2	Empower students to be active agents in their learning.
12 Month Target 2.1	<p>To improve the percentages of positive student responses in the Attitudes to School Survey, specifically growth in differentiated learning challenges, stimulated learning and effective teaching time.</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 85% • Stimulated learning from 78% (2021) to 82% • Effective teaching time from 82% (2021) to 85%.
12 Month Target 2.2	<p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <p>To increase the percentages of positive parent/carer responses in the Parent Opinion Survey to the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support 80% (2020) 82% • Stimulating learning environment 79% (2020) to 82% • Effective teaching 77% (2020) to 80% • Student agency and voice 80% (2020) to 82%.
KIS 1 Empowering students and building school pride	Build student capacity to identify, track and measure their own learning goals and growth.
Actions	<p>Teachers co-design opportunities for students to exercise authentic agency in their own learning.</p> <p>Develop skills and competencies that assist students to set their own goals and direct their own learning.</p> <p>Broaden existing resources and structure programs to empower students to contribute their unique perspectives on learning, teaching and schooling.</p>
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> * assist students to take ownership of their learning by identifying strategies that support them to attain learning goals * assist students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks * provide opportunities for students to reflect on the effectiveness of their learning and plan for future development. <p>Students will:</p> <ul style="list-style-type: none"> * direct and take responsibility for their learning * track and measure their own learning growth and work with teachers in making decisions about teaching and learning * negotiate and design learning that stretches their thinking and actively contribute ideas about student-led learning * display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn

Success Indicators

Students have been included in:

- * curriculum planning
- * the development of classroom agreements
- * the creation of their IEP.

Data from student, staff and parent/carer perception surveys.

Tracking documentation focused on learning goals in English and Mathematics