

2020 Annual Implementation Plan

for improving student outcomes

Elphinstone Primary School (0220)



Submitted for review by Brendan Stewart (School Principal) on 23 January, 2020 at 11:58 AM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 24 January, 2020 at 10:07 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

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| Enter your reflective comments | <p>Building Practice Excellence:</p> <p>Curriculum Planning and Assessment:</p> <p>Building leadership Teams:</p> <p>Empowering Students and Building School Pride: The school has prioritised this initiative and data suggest that we have made some solid progress. Students have developed a strong voice in their education and have instigated many changes across the school throughout 2019.</p> <p>Setting Expectations and promoting inclusion.</p> <p>Building Communities</p> |
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| Considerations for 2020 | Curriculum Planning, with an emphasis on Student Agency in Learning plans and curriculum development. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | To meet the personalised learning needs of each student and ensure strong learning growth in literacy and numeracy. |
| Target 1.1 | <p>1. Teacher judgements</p> <p>Each student deemed capable to make the expected learning growth (based on Victorian Curriculum) over the period of the School Strategic Plan.</p> |
| Target 1.2 | <p>2. NAPLAN</p> <p>All students to achieve medium or high relative learning growth in reading, writing and numeracy each year of the SSP.</p> |
| Key Improvement Strategy 1.a Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. |
| Key Improvement Strategy 1.b Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. |
| Key Improvement Strategy 1.c Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. |
| Goal 2 | To build strong and positive relationships between all members of the school learning community, including students, teachers, parents, carers and the wider community. |

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| Target 2.1 | <p>1. Student Attitudes to School Survey</p> <p>Improve the percentage of positive responses to the following factors from 2017 benchmarks:</p> <p><i>Effective teaching practice for cognitive engagement</i></p> <ul style="list-style-type: none"> • Stimulated learning • Classroom behaviour |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. |
| Key Improvement Strategy 2.b Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. |
| Key Improvement Strategy 2.c Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. |
| Goal 3 | To develop student agency and understanding of themselves as learners. |
| Target 3.1 | 1. Student Attitudes to School survey |

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| | <p>Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks:</p> <ul style="list-style-type: none"> • Student voice and agency • Learning confidence • Motivation and interest • Self-regulation and goal setting |
| <p>Key Improvement Strategy 3.a Empowering students and building school pride</p> | <p>Develop a whole school understanding of student agency.</p> |
| <p>Key Improvement Strategy 3.b Empowering students and building school pride</p> | <p>Develop a whole school understanding of student agency.</p> |
| <p>Key Improvement Strategy 3.c Empowering students and building school pride</p> | <p>Develop a whole school understanding of student agency.</p> |
| <p>Key Improvement Strategy 3.d Empowering students and building school pride</p> | <p>s.</p> |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| To meet the personalised learning needs of each student and ensure strong learning growth in literacy and numeracy. | Yes | <p>1. Teacher judgements</p> <p>Each student deemed capable to make the expected learning growth (based on Victorian Curriculum) over the period of the School Strategic Plan.</p> | To increase the percentage of students at or above age expected levels of the Victorian Curriculum and to be at or above state percentage in Reading, Writing and Numeracy |
| | | <p>2. NAPLAN</p> <p>All students to achieve medium or high relative learning growth in reading, writing and numeracy each year of the SSP.</p> | <p>Increase the combined percentage of students at year 5 meeting or be above benchmark growth as measured by NAPLAN</p> <ul style="list-style-type: none"> -Reading to 95% (100% by 2021) -Writing to 90% (100% by 2021) -Numeracy to 95% (100% by 2021) |
| To build strong and positive relationships between all members of the school learning community, including students, teachers, parents, carers and the wider community. | Yes | <p>1. Student Attitudes to School Survey</p> <p>Improve the percentage of positive responses to the following factors from 2017 benchmarks:</p> | To achieve 95% positive response to stimulated learning and 85% for classroom behaviour in 2020 ATS data |

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| | | <p><i>Effective teaching practice for cognitive engagement</i></p> <ul style="list-style-type: none"> • Stimulated learning • Classroom behaviour | |
| To develop student agency and understanding of themselves as learners. | Yes | <p>1. Student Attitudes to School survey</p> <p>Maintain or improve the percentage of positive responses to the following Positive climate for learning and Learner characteristics and dispositions factors from 2017 benchmarks:</p> <ul style="list-style-type: none"> • Student voice and agency • Learning confidence • Motivation and interest • Self-regulation and goal setting | <p>Improve % of positive responses in ATS data with a focus on Self regulation and Goal setting to at or above 80%</p> <p>To maintain or improve % in Student Voice, Learning Confidence and Motivation & Interest (refer Strategic Plan)</p> |

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| Goal 1 | To meet the personalised learning needs of each student and ensure strong learning growth in literacy and numeracy. |
| 12 Month Target 1.1 | To increase the percentage of students at or above age expected levels of the Victorian Curriculum and to be at or above state percentage in Reading, Writing and Numeracy |

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| 12 Month Target 1.2 | Increase the combined percentage of students at year 5 meeting or be above benchmark growth as measured by NAPLAN -Reading to 95% (100% by 2021) -Writing to 90% (100% by 2021) -Numeracy to 95% (100% by 2021) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. | Yes |
| KIS 2 Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. | No |
| KIS 3 Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning, delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. | 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. | If our whole school agreed approach to curriculum planning, instruction and assessment is developed and implemented then student learning growth, engagement and achievement will improve. | |
| Goal 2 | To build strong and positive relationships between all members of the school learning community, including students, teachers, parents, carers and the wider community. | |
| 12 Month Target 2.1 | To achieve 95% positive response to stimulated learning and 85% for classroom behaviour in 2020 ATS data | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |

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| KIS 1 Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. | Yes |
| KIS 2 Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. | No |
| KIS 3 Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. | 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. | Continue on our positive results of 2019 and build on the work that has begun. If the programs provided Elphinstone PS are comprehensive, inclusive and addressing the learning, engagement and well-being needs of all students, then community support for the school will be enhanced and reflected in enrollments for 2020 and beyond. | |
| Goal 3 | To develop student agency and understanding of themselves as learners. | |
| 12 Month Target 3.1 | Improve % of positive responses in ATS data with a focus on Self regulation and Goal setting to at or above 80% To maintain or improve % in Student Voice, Learning Confidence and Motivation & Interest (refer Strategic Plan) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Empowering students and building school pride | Develop a whole school understanding of student agency. | Yes |
| KIS 2 | Develop a whole school understanding of student agency. | No |

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| Empowering students and building school pride | | |
| KIS 3 Empowering students and building school pride | Develop a whole school understanding of student agency. | No |
| KIS 4 Empowering students and building school pride | s. | 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. | By continuing to build on our work surrounding student agency and ownership of their learning then student motivation, engagement and achievement will improve. | |

Define Actions, Outcomes and Activities

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| Goal 1 | To meet the personalised learning needs of each student and ensure strong learning growth in literacy and numeracy. | | | |
| 12 Month Target 1.1 | To increase the percentage of students at or above age expected levels of the Victorian Curriculum and to be at or above state percentage in Reading, Writing and Numeracy | | | |
| 12 Month Target 1.2 | Increase the combined percentage of students at year 5 meeting or be above benchmark growth as measured by NAPLAN -Reading to 95% (100% by 2021) -Writing to 90% (100% by 20121) -Numeracy to 95% (100% by 2021) | | | |
| KIS 1 Building practice excellence | Build teacher capacity in the rigorous use of student performance data and evidence to inform the planning,delivery and assessment of a differentiated curriculum that supports and adds value to the learning of every student. | | | |
| Actions | Implement protocols and resources from Data Wise Professional Development | | | |
| Outcomes | Teachers will understand how to use student assessment to improve teaching and learning. Professional conversations will use Data Wise protocols and language such as "I Notice I Wonder" Teachers will have increased capacity to deliver differentiated teaching program. | | | |
| Success Indicators | Teachers will have documented notes/minutes as evidence used to evaluate impact of analysing data and its impact in student learning outcomes. Timetabled meetings to support building assessment literacy in Data Wise resources. Students: increase in students NAPLAN achievement data. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Develop structure and protocols from Data Wise when discussing assessment data | <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 |

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| All staff to participate and complete professional learning workshops on analyzing and using data. | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$400.00 <input type="checkbox"/> Equity funding will be used |
| Review current assessments to ensure they are the most appropriate tools to give teachers the info they require to differentiate their teaching | <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 |
| Goal 2 | To build strong and positive relationships between all members of the school learning community, including students, teachers, parents, carers and the wider community. | | | |
| 12 Month Target 2.1 | To achieve 95% positive response to stimulated learning and 85% for classroom behaviour in 2020 ATS data | | | |
| KIS 1 Setting expectations and promoting inclusion | Strengthen communication and partnerships with the wider community. | | | |
| Actions | To enhance the learning opportunities for parents and students, community partnerships will be accessed for targeted learning activities. | | | |
| Outcomes | Parents will attend school based information and sharing sessions throughout the year Teachers will implement the strategies and learnings from the parent workshops and work closely with parents through interviews and learning plans. Students will understand and demonstrate expected on line behaviours and monitor use at school and at home. | | | |
| Success Indicators | An increase in percentage of positive responses in Parent Opinion Survey around student safety and contentedness. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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| Conduct two parent workshops/forums using resources and personnel from the Department/ local agencies | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Elphinstone Primary to access professional services with a focus on parent issues around screen time, cyber safety and the role ICT in teaching and learning | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Goal 3 | To develop student agency and understanding of themselves as learners. | | | |
| 12 Month Target 3.1 | Improve % of positive responses in ATS data with a focus on Self regulation and Goal setting to at or above 80% To maintain or improve % in Student Voice, Learning Confidence and Motivation & Interest (refer Strategic Plan) | | | |
| KIS 1 Empowering students and building school pride | Develop a whole school understanding of student agency. | | | |
| Actions | Identify opportunities to activate student agency in learning. | | | |
| Outcomes | Students will report improved levels of student voice, agency and leadership and will demonstrate an increased agency in learning Student will be able to set and track progress around their own learning goals. Teachers will empower students to make decisions about what and how they learn through feedback. Parents will be provided opportunities to share in their child's learning and decision making | | | |
| Success Indicators | An increase in percentage of positive responses in ATS data in Student Voice and Agency Documented evidence (minutes) of School Council and Junior School Council meetings of student making decisions about what and how they learn. Documented sample of student goals. | | | |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|--|---|--|----------------------------------|--|
| Student Leadership model (Junior School Council) to be reviewed | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$400.00 <input type="checkbox"/> Equity funding will be used |
| Designing with the students and parents, Individual Learning Plans and Goal Setting | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$400.00 <input type="checkbox"/> Equity funding will be used |
| Implement the Practice Principles - Actions outlined in the Amplify Resources with a focus on Student Agency | <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 |
| Teacher professional learning in relation to Student Goal Setting (HITS page 10 and Amplify page 23) | <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 |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|-------------------|
| Equity funding associated with Activities and Milestones | \$1,000.00 | \$1,000.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$1,000.00 | \$1,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Conduct two parent workshops/forums using resources and personnel from the Department/ local agencies | from: Term 2 to: Term 3 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services | \$1,000.00 | \$1,000.00 |
| Totals | | | \$1,000.00 | \$1,000.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2020 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| Totals | | | \$0.00 | \$0.00 |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|-------------|----------------------------------|---|---|--|---|
| All staff to participate and complete professional learning workshops on analyzing and using data. | ☑ All Staff | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team | <ul style="list-style-type: none"> ☑ Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> ☑ Teaching partners | <ul style="list-style-type: none"> ☑ On-site |
| Conduct two parent workshops/forums using resources and personnel from the Department/ local agencies | ☑ Principal | from: Term 2 to: Term 3 | <ul style="list-style-type: none"> ☑ Planning ☑ Collaborative Inquiry/Action Research team | <ul style="list-style-type: none"> ☑ Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders | <ul style="list-style-type: none"> ☑ On-site |
| Elphinstone Primary to access professional services with a focus on parent issues around screen time, cyber safety and the role ICT in teaching and learning | ☑ Principal | from: Term 2 to: Term 3 | <ul style="list-style-type: none"> ☑ Planning | <ul style="list-style-type: none"> ☑ Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> ☑ Internal staff | <ul style="list-style-type: none"> ☑ On-site |
| Designing with the students and parents, Individual Learning Plans and Goal Setting | ☑ All Staff | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> ☑ Planning ☑ Preparation ☑ Moderated assessment of student learning | <ul style="list-style-type: none"> ☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice | <ul style="list-style-type: none"> ☑ SEIL ☑ Literacy expertise ☑ Internal staff | <ul style="list-style-type: none"> ☑ On-site |
| Implement the Practice Principles - Actions outlined | ☑ All Staff | from: Term 1 | <ul style="list-style-type: none"> ☑ Student voice, including input and feedback | <ul style="list-style-type: none"> ☑ Communities of Practice | <ul style="list-style-type: none"> ☑ Internal staff | <ul style="list-style-type: none"> ☑ On-site |

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| in the Amplify Resources with a focus on Student Agency | | to: Term 4 | | | | |
|--|--|---------------|--|--|--|--|