

Annual Implementation Plan - 2023

Select Annual Goals and KIS

Essex Heights Primary School (4903)



Submitted for review by George Perini (School Principal) on 03 April, 2023 at 10:46 AM

Endorsed by Kerry Wood (Senior Education Improvement Leader) on 03 April, 2023 at 10:55 AM

Endorsed by Jennifer Bittner (School Council President) on 04 April, 2023 at 01:26 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>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum to 17% Increase the percentage of students in Top 2 Band in Year 5 Numeracy to 50% Increase Teacher Concern in the student Attitude to School Survey to 78%</p>
Optimise student learning growth for all students.	Yes	By 2026, improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum from 15 per cent in 2021 to 25 per cent.	Improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum to 17%
		By 2026 increase the percentage of students assessed as at or above benchmark growth in Reading in NAPLAN from 85 per cent in 2021 to 90 per cent.	Increase the percentage of students assessed as at or above benchmark growth in Reading in NAPLAN to 86%
		By 2026 improve the component of Teacher Collaboration in the School Staff Opinion Survey from 71 per cent in 2022 to 80 per cent.	Improve the component of Teacher Collaboration in the School Staff Opinion Survey to 73%
Develop student curiosity and creativity by engaging student voice and agency.	Yes	By 2026 improve the component of Student voice and agency in the student Attitude to School Survey from 70 per cent in 2022 to 80 per cent.	Improve the component of Student voice and agency in the student Attitude to School Survey to 72%

		By 2026 improve the component of Promote student ownership of learning goals in the School Staff Survey from 64 per cent in 2022 to 75 per cent.	Improve the component of Promote student ownership of learning goals in the School Staff Survey from 66%
		By 2026 improve the component of Student motivation and support in the Parent Opinion Survey from 65 per cent in 2021 to 75 per cent.	Improve the component of Student motivation and support in the Parent Opinion Survey to 67%
Improve students' understanding of self and strengthen their social awareness.	Yes	By 2026 improve the component of Teacher Communication in the Parent Opinion Survey from 62 per cent in 2021 to 70 per cent.	Increase the component of Teacher Communication in the Parent Opinion Survey to 63%
		By 2026 improve the component of Teacher Concern in the student Attitude to School Survey from 77 per cent in 2022 to 82 per cent.	Increase Teacher Concern in the student Attitude to School Survey to 78%
		By 2026 improve the component of Use student feedback to improve practice in the School Staff Survey from 71 per cent in 2022 to 80 per cent.	Increase the component of Use student feedback to improve practice in the School Staff Survey to 72%

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>Improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum to 17%</p> <p>Increase the percentage of students in Top 2 Band in Year 5 Numeracy to 50%</p> <p>Increase Teacher Concern in the student Attitude to School Survey to 78%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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 2023.	
Goal 2	Optimise student learning growth for all students.	
12 Month Target 2.1	Improve the percentage of students achieving above expected level in Speaking and Listening from Foundation to Year 6 in teacher judgments in the Victorian Curriculum to 17%	
12 Month Target 2.2	Increase the percentage of students assessed as at or above benchmark growth in Reading in NAPLAN to 86%	
12 Month Target 2.3	Improve the component of Teacher Collaboration in the School Staff Opinion Survey to 73%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen documentation and further embed a whole school collaborative approach to curriculum planning and instructional approaches.	Yes
KIS 2.b	Build teacher capacity to provide and utilise effective learning focused feedback to and from students.	Yes

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop the capacity of PLCs (PLTs) to use data and FISO Improvement Cycle to improve student learning outcomes.	Yes
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.	Refer to review finding November 2022. KIS 2a and 2c are linked because it is about teaching teams (PLTs) working and planning together as a PLC, as well as using data to inform their practice through a FISO Improvement model. There will be a greater focus on phonics and it will be trialled in Prep and Year 1. The specialist teachers will conduct a pilot within their classes to see how they can embed greater student feedback to and from students.	
Goal 3	Develop student curiosity and creativity by engaging student voice and agency.	
12 Month Target 3.1	Improve the component of Student voice and agency in the student Attitude to School Survey to 72%	
12 Month Target 3.2	Improve the component of Promote student ownership of learning goals in the School Staff Survey from 66%	
12 Month Target 3.3	Improve the component of Student motivation and support in the Parent Opinion Survey to 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary	Develop teacher capacity to build and embed a whole school approach to student voice and agency.	No

pathways, incorporating extra-curricula programs		
KIS 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop a whole school approach to provide a culture of curiosity and creativity.	Yes
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.	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.	Refer review finding November 2022. In the first year of our new strategic plan, it was seen as important to develop and understanding of what curiosity and creativity would look like from the perspective of both teachers and students. There needs to be a common understanding so that we can then develop greater engagement of students in their learning. This step is a precursor for improved student voice and agency.	
Goal 4	Improve students' understanding of self and strengthen their social awareness.	
12 Month Target 4.1	Increase the component of Teacher Communication in the Parent Opinion Survey to 63%	
12 Month Target 4.2	Increase Teacher Concern in the student Attitude to School Survey to 78%	
12 Month Target 4.3	Increase the component of Use student feedback to improve practice in the School Staff Survey to 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?

<p>KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a school wide strategy to support student sense of hope, confidence and connectedness.</p>	<p>No</p>
<p>KIS 4.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Establish whole school approach to track and utilise student wellbeing data.</p>	<p>Yes</p>
<p>KIS 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen the partnership between school and families to improve the wellbeing of all.</p>	<p>Yes</p>
<p>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>	<p>Refer School review documentation from November 2022. Student Wellbeing is essential for successful learning. Teaching teams must be aware of the wellbeing issues of all their children and then make decisions related to their findings. This must be monitored and be an ongoing process. Continue the work of building the partnerships with all our community, including the connectedness of families which links to family wellbeing.</p>	