2024 Annual Implementation Plan

for improving student outcomes

Edgars Creek Primary School (5310)

EDGARS CREEK
PRIMARY SCHOOL

Submitted for review by Ann Turner-Calleri (School Principal) on 23 February, 2024 at 04:04 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 13 March, 2024 at 11:07 AM
Endorsed by Philip Ross (School Council President) on 18 March, 2024 at 09:23 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

   	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	Edgars Creek Primary School (5310) - 2023-2026 - School Strategic Plan.pdf (0.19 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Improve the learning growth of every student in literacy and numeracy.	Yes	From Year 3 to Year 5, NAPLAN benchmark growth to be at least 4% increase in the strong/exceeding category in Reading, Writing, Numeracy. Year 3 • increase the % of students in the strong/exceeding category in Reading from 65% (2023) to 72% in 2027 • increase the % of students in the strong/exceeding category in Writing from 72% (2023) to 80% in 2027 • increase the % of students in the strong/exceeding category in Numeracy from 55% (2023) to 62% in 2027 Year 5 • increase the % of students in the strong/exceeding category in Reading from 75% (2023) to 80% in 2027 • increase the % of students in the strong/exceeding category in Writing from 77% (2023) to 82% in 2027 • increase the % of students in the strong/exceeding category in Numeracy from 51% (2023) to 60% in 2027	No NAPLAN Benchmark growth target until 2025 when available. Year 3: - % of students in the strong/exceeding category in Reading at or above 67% - % of students in the strong/exceeding category in Writing at or above 74% - % of students in the strong/exceeding category in Numeracy at or above 57% Year 5: - % of students in the strong/exceeding category in Reading at or above 77% - % of students in the strong/exceeding category in Writing at or above 79% - % of students in the strong/exceeding category in Numeracy at or above 53%

		Teacher judgement growth By 2027, increase the average percentage of Year 1-6 students achieving at or above expected growth each year against the Victorian Curriculum (Semester 2 to Semester 2) for: • Reading and viewing from 78% (2022) to 86% • Writing from 71% (2022) to 77% • Number and algebra from 77% (2022) to 83%	- Percentage of students achieving at or above expected growth; Reading and Viewing (Eng Curriculum), to be at or above 83% - Percentage of students achieving at or above expected growth; Writing (Eng Curriculum), to be at or above 73% - Percentage of students achieving at or above expected growth; Number and Algebra, to be at or above 79%
		School Staff Survey By 2027, increase the percentage of positive endorsement for the factors: • Collective efficacy from 71% (2022) to 81% • Teacher collaboration from 68% (2022) to 78% • Understand how to use data from 61% (2022) to 75% • Professional learning through peer observation from 55% (2022) to 70% • Discuss problems of practice from 59% (2022) to 70%	School Staff Survey: Increase the percentage of positive endorsement to: - Collective efficacy 74% - Teacher collaboration 71% - Understand how to use data 65% - Professional learning through peer observation 59% - Discuss problems of practice 62%
Empower all students to have voice and agency to engage with their learning.	Yes	Attitudes to School Survey By 2027, increase the percentage of positive endorsement for the factors: • Student voice and agency from 75% (2022) to 82% • Sense of connectedness from 75% (2022) to 82% • Stimulated learning from 80% (2022) to 88% • Self-regulation and goal setting from 86% (2022) to above 90% • Motivation and interest from 83% (2022) to above 90%	Attitudes to School Survey:Increase the percentage of positive endorsement to:- Student voice and agency 77% - Sense of connectedness 77% - Stimulated learning 82% - Self-regulation and goal setting 87% - Motivation and interest 85%
		School Staff Survey By 2027, increase the percentage of positive endorsement for the factors: • Academic emphasis from 57% (2022) to 67% • Student feedback to inform practice from 61% (2022) to 69% • Trust in students and parents from 64% (2022) to 70% • Parent and community involvement from 62% (2022) to 72%	School Staff Survey: Academic emphasis 60% Student feedback to inform practice 63% Trust in students and parents 66% Parent and community involvement 65%

		Parent Opinion Survey The school is to develop and implement a parent school-based survey to overcome the challenge of low parent participation in the Department's annual Parent Opinion Survey. Target to be determined when baseline data is obtained.	Parent Opinion Survey: To increase Teacher Communication from 58% to 60% To increase Parent Participation and Involvement from 67% to 69% To increase response rate from 17% to 20%
Enhance the health and wellbeing of all students.	Yes	Attitudes to School Survey By 2027, increase the percentage of positive endorsement for the factors: • Sense of connectedness from 75% (2022) to 80% • Sense of confidence from 84% (2022) to 88% By 2027, decrease the percentage of positive endorsement for Low resilience from 27% (2022) to 17%.	Attitudes to School Survey: Increase the percentage of positive endorsement for the factors: - Sense of connectedness 77% - Sense of confidence 85% - Low resilience at or below 24%
		Parent Opinion Survey The school is to develop and implement a parent school-based survey to overcome the challenge of low parent participation in the Department's annual Parent Opinion Survey. Target to be determined when baseline data is obtained.	Create and administer school-based survey for parents of Year Prep - Six students in Term One.
		Attendance By 2027, decrease the percentage of students absent for more than 20 days from 57% (2022) to 40%.	Percentage of students absent for more than 20 days 53% or lower

Goal 2	Improve the learning growth of every student in literacy and numeracy.
12-month target 2.1-month target	No NAPLAN Benchmark growth target until 2025 when available. Year 3: - % of students in the strong/exceeding category in Reading at or above 67% - % of students in the strong/exceeding category in Writing at or above 74%

	- % of students in the strong/exceeding category in Numeracy at or above 57% Year 5: - % of students in the strong/exceeding category in Reading at or above 77% - % of students in the strong/exceeding category in Writing at or above 79% - % of students in the strong/exceeding category in Numeracy at or above 53%	
12-month target 2.2-month target	- Percentage of students achieving at or above expected growth; Reading and Viewing (Eng Curriculum), to be at or above 83% - Percentage of students achieving at or above expected growth; Writing (Eng Curriculum), to be at or above 73% - Percentage of students achieving at or above expected growth; Number and Algebra, to be at or above 79%	
12-month target 2.3-month target	School Staff Survey: Increase the percentage of positive endorsement to: - Collective efficacy 74% - Teacher collaboration 71% - Understand how to use data 65% - Professional learning through peer observation 59% - Discuss problems of practice 62%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Further develop the use of data to plan for effective differentiated teaching and learning.	No
KIS 2.b Leadership	Embed the use of collaborative improvement cycles to continually improve teaching and learning.	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.	This KIS has been selected as ECPS has now completed the PLC Core Professional Learning (in 2023) and established a common staff understanding of an improvement cycle process over 2022 and 2023. We are now in the position to implement Year Level PLC improvement cycles termly. The Staff Opinion Survey factor 'Time to Share Pedagogical Content Knowledge' (in 2023) had a positive endorsement of 77% and improvement cycles will provide the opportunity for staff to strengthen this.	

Goal 3	Empower all students to have voice and agency to engage with their learning.	
12-month target 3.1-month target	Attitudes to School Survey: Increase the percentage of positive endorsement to: - Student voice and agency 77% - Sense of connectedness 77% - Stimulated learning 82% - Self-regulation and goal setting 87% - Motivation and interest 85%	
12-month target 3.2-month target	School Staff Survey: Academic emphasis 60% Student feedback to inform practice 63% Trust in students and parents 66% Parent and community involvement 65%	
12-month target 3.3-month target	Parent Opinion Survey: To increase Teacher Communication from 58% to 60% To increase Parent Participation and Involvement from 67% to 69% To increase response rate from 17% to 20%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop and embed a whole school approach to student voice and agency.	Yes
KIS 3.b Leadership	Build community engagement and family partnerships.	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.	This has been selected as a focus for 2024 due to a number of data sources indicating that this is a priority and will continue to build on the work already in place. All PLCs have identified 'Empowering Students and Building School Pride' on the PLC maturity matrix as an area to improve with most PLCs rating it as Emerging or Evolving. The AtoSS 'Student Voice and Agency' factor is the lowest positive endorsement overall (in 2023). Currently, goal-setting and monitoring of attainment by students is sporadic throughout the school. There is a need for a common understanding of goal-setting in all learning communities and a consistent approach from Year Prep to Six.	
Goal 4	**Enhance the health and wellbeing of all students.**	
12-month target 4.1-month target	Attitudes to School Survey: Increase the percentage of positive endorsement for the factors: - Sense of connectedness 77% - Sense of confidence 85% - Low resilience at or below 24%	
12-month target 4.2-month target	Create and administer school-based survey for parents of Year Prep - Six students in Term One.	
12-month target 4.3-month target	Percentage of students absent for more than 20 days 53% or lower	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Leadership	Further develop and embed a whole school multi-tiered system of support for wellbeing.	No
KIS 4.b Teaching and learning	Strengthen parent engagement with the school.	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.	This has been selected as a focus for 2024, as the Staff Opinion Survey (2023) has a positive endorsement of 78% for the factor 'Parent and Community Involvement' and the Parent Opinion Survey (2023) has a positive endorsement of 67% for the factor 'Parent Participation and Involvement'. We have yet to provide opportunities for parents to be volunteers, and will focus on providing parents the training and support to engage with the school. This is also a KIS that will complement Goal 3.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve the learning growth of every student in literacy and numeracy.
12-month target 2.1 target	No NAPLAN Benchmark growth target until 2025 when available. Year 3: - % of students in the strong/exceeding category in Reading at or above 67% - % of students in the strong/exceeding category in Writing at or above 74% - % of students in the strong/exceeding category in Numeracy at or above 57% Year 5: - % of students in the strong/exceeding category in Reading at or above 77% - % of students in the strong/exceeding category in Writing at or above 79% - % of students in the strong/exceeding category in Numeracy at or above 53%
12-month target 2.2 target	- Percentage of students achieving at or above expected growth; Reading and Viewing (Eng Curriculum), to be at or above 83% - Percentage of students achieving at or above expected growth; Writing (Eng Curriculum), to be at or above 73% - Percentage of students achieving at or above expected growth; Number and Algebra, to be at or above 79%
12-month target 2.3 target	School Staff Survey: Increase the percentage of positive endorsement to: - Collective efficacy 74% - Teacher collaboration 71% - Understand how to use data 65% - Professional learning through peer observation 59% - Discuss problems of practice 62%
KIS 2.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	Embed the use of collaborative improvement cycles to continually improve teaching and learning.

Actions	- Year Level PLCs will conduct improvement cycles each term (at least one cycle focusing on reading, writing and maths over the year). - Specialist PLC will conduct improvement cycles each term (at least one cycle focusing on a HIT, a HIW and an element of the ECPS instructional model over the year). - Sub-School APs and Learning Specialists will attend weekly PLC planning meetings, supporting the implementation of improvement cycles and student data analysis. - PLC Pacing Guide to include specific assessments to be analysed to support improvement cycle.
Outcomes	Students will: - have opportunities to receive and provide feedback to their teachers. - have improved learning outcomes related to improvement cycle goals. Teachers will: - demonstrate stronger analysis of data to improve the implementation of relevant evidence based practice. - have a deeper understanding of pedagogical content relevant to student needs. - document evidence of improvement cycles in year level PLC minutes. Leaders will: - discuss and document improvement cycles in Leadership and Action Team PLC minutes. - use PLC Leader meetings to improve capacity of middle leaders to lead improvement cycles within their teams.
Success Indicators	Early Indicators: - PLC Agenda Minutes - PLC Pacing Guide - Learning walks and observations - Peer observations - Pre unit and post unit assessment results Late Indicators: - Staff Opinion Survey data to increase in relevant factors - Teacher Judgment to show growth in student learning - NAPLAN data to improve in relevant factors - AtoSS data to improve in relevant factors

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Action Teams to track student achievement data across the year to inform professional learning focuses (NAPLAN and TJ targets are included in agenda and revisited at each meeting) *Professional learning provided to Action Teams to improve student achievement data.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used ☑ Other funding will be used
PLC Development: - PLC Leaders meet twice a term to develop their capacity to facilitate improvement cycles and analyse data. - PLC Pacing Guide to be developed, implemented and reviewed across the year.	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Other funding will be used
Employ allied health professionals, such as a psychologist, speech therapist and/or occupational therapist, to support students with additional needs, including Tier 1 & 2 students.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Goal 3	Empower all students to have voice and agency to engage with their learning.
12-month target 3.1 target	Attitudes to School Survey: Increase the percentage of positive endorsement to: - Student voice and agency 77% - Sense of connectedness 77% - Stimulated learning 82% - Self-regulation and goal setting 87% - Motivation and interest 85%
12-month target 3.2 target	School Staff Survey: Academic emphasis 60% Student feedback to inform practice 63% Trust in students and parents 66% Parent and community involvement 65%

12-month target 3.3 target	Parent Opinion Survey: To increase Teacher Communication from 58% to 60% To increase Parent Participation and Involvement from 67% to 69% To increase response rate from 17% to 20%
KIS 3.a 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 and embed a whole school approach to student voice and agency.
Actions	- Develop the whole school approach to Student Goal Setting. - To increase student input into their teaching and learning program.
Outcomes	Students will: - co-create a Maths goal by the end of Term 1. - have worked towards the achievement of at least one learning goal for Maths, Reading and Writing. - be able to articulate their learning goals, as well as explain the strategies to achieve them. Teachers will: - facilitate Student Led Conferences providing an opportunity for students to share their goal with their families, which will enable families to have a deeper knowledge of what their child is learning. - be more responsive to student feedback and input by modifying their teaching strategies. - facilitate more targeted goals, specific to student learning needs. Leaders will: - support PLCs to implement student goal setting through ongoing professional learning.
Success Indicators	Early Indicators: - Essential Learning assessment data to show more 'Usually' and 'Consistently' rating of achievements on Progressive Reports - Documentation of student learning goals and their achievement of these - Learning walks, showing evidence of student learning goals in all PLC's - Teacher feedback to be collected in termly pulse checks to rate their impact on their teaching and student learning Late Indicators:

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
	- Improvement in AtoSS data in relevant factors - Staff Opinion Survey data to improve in relevant factors - Parent Opinion Survey data to improve in relevant factors			
Teacher Professional Learning delivered whole school through PLC's. Provision of 50mins of Non Face to Face Teaching Time for targeted professional learning.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	☑ Other funding will be used
Wellbeing Programs including: - Berry Street training - Canine Comprehension - Cool Kids - anxiety support program	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Enhance the health and wellbeing of all students.
12-month target 4.1 target	Attitudes to School Survey: Increase the percentage of positive endorsement for the factors: - Sense of connectedness 77% - Sense of confidence 85% - Low resilience at or below 24%
12-month target 4.2 target	Create and administer school-based survey for parents of Year Prep - Six students in Term One.
12-month target 4.3 target	Percentage of students absent for more than 20 days 53% or lower
KIS 4.b Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen parent engagement with the school.

secondary pathways, incorporating extra-curricula programs	
Actions	Create, implement and evaluate a school based surveys for families focusing on the strengths and barriers impacting school connectedness to inform a 2025 action plan. Ongoing monitoring of student absences by the Executive Team. Implement volunteer helper training sessions.
Outcomes	Students will: - have improved attendance data. Teachers will: - proactively communicate with families to support student attendance. Leaders will: - implement a school based survey, focusing on relevant Parent Opinion Survey factors. - conduct Volunteers Training sessions and create a Volunteers Register.
Success Indicators	Early Indicators: - Volunteer Training sessions advertised and conducted - Parent involvement in school activities - Creation of parent information videos by each PLC Late Indicators: - Improvement identified in Term 1 school based survey data when conducted again in Term 4 - School volunteer register established identifying community members who have completed the training - Creation of a 2025 Action Plan derived from community feedback, identifying the opportunities for families to engage and interact with the school - AtoSS to improve in relevant factors - Compass/Cases21 student attendance data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Communication with parents, student reporting curriculum program, information sessions (videos), focus groups for ongoing feedback	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	
School Volunteers Training and register.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Leadership team to conduct parent surveys during meet the teacher and student led conference week.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Teacher Professional Learning delivered whole school through PLC's. Provision of 50mins of Non Face to Face Teaching Time for targeted professional learning.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning ☑ Communities of practice ☑ PLC/PLT meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Wellbeing Programs including: - Berry Street training - Canine Comprehension - Cool Kids - anxiety support program	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ External consultants Berry Street ☑ Departmental resources High Impact Wellbeing Strategies	☑ Off-site Berry Street Training is off-site.