

Annual Implementation Plan - 2022

Select Annual Goals and KIS

Doncaster Gardens Primary School (5454)



Doncaster Gardens
P R I M A R Y

Submitted for review by Carolyn Elliot (School Principal) on 06 December, 2021 at 01:49 PM
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 21 February, 2022 at 09:00 AM
Endorsed by Brendon Dimasi (School Council President) on 10 March, 2022 at 07:10 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>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.</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>TEACHER JUDGEMENT Increase percentage of students achieving above expected growth to 20% in English and Maths from Sem 2 2021 to Sem 2 2022 as this has been impacted by the extended period of remote learning.</p> <p>Reduce below expected growth in English and Maths to less than 20% for all levels and domains</p> <p>WELLBEING Year 1 2021 - Absences 20 or more absences in 2021 (27%) Track this cohort to reduce to 20% Year 3 2021 - Absence 20 or more absences in 2021 (19%) Track this cohort to reduce to 17%</p> <p>Implement Respectful Relationships program across the school</p>

To increase learning growth and improve outcomes in literacy and numeracy for all students.	Yes	<p>By 2024 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 72% (2019) to 80% • Writing from 36% (2019) to 42% 	<p>READING 2021 - Benchmark growth - meeting or above 85.7%</p> <p>WRITING 2021 - Benchmark growth - meeting or above 91.5%</p> <p>Targets for 2022 READING 2021 - Benchmark growth - meeting or above 86%</p> <p>WRITING 2021 - Benchmark growth - meeting or above 91.5%</p>
		<p>By 2024 improve numeracy growth and outcomes for girls:</p> <ul style="list-style-type: none"> • NAPLAN numeracy above benchmark growth from 44% (2019) to 48% • NAPLAN numeracy top two bands for Year 5 girls from 62% (2019) to 68% 	<p>NUMERACY GROWTH FOR GIRLS Above Benchmark growth - 34% Top two bands - 66%</p> <p>Targets for 2022 Above Benchmark growth - 42% Top two bands - 67%</p>
		<p>By 2024 increase the percentage of students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> • Year 3 reading from 72% (2019) to 80% 	<p>TOP TWO BANDS RESULTS 2021 Year 3 Reading - 79%</p>

		<ul style="list-style-type: none"> • Year 5 reading from 62% (2019) to 75% • Year 5 writing from 40% (2010) to 45% 	Year 5 Reading - 77% Year 5 Writing - 53%
		By 2024 increase the percentage of funded EAL students achieving in the top two bands of Year 5 writing from 23% to 32%	2021 Results EAL WRITING - 20% 2022 Targets - 25% Reduce bottom two Bands for EAL students to 18%
		By 2024 increase the percentage of positive responses to the School Staff Survey factor, teacher collaboration, from 63% (2019) to 80%	2021 RESULTS Teacher collaboration - 2022 TARGET Teacher collaboration -
To empower students as self-regulating learners who advocate for self and others.	Yes	By 2024 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: <ul style="list-style-type: none"> • Student voice and agency from 65% (2019) to 80% • Sense of confidence from 81% (2019) to 86% • Stimulating learning from 82% (2019) to 85% • Self-regulation and goal setting from 88% (2019) to 90% 	2021 RESULTS Student voice and agency - 74% Yr 4 - 82% Yr 5 - 73% Yr 6 - 68% Sense of confidence - 85% Yr 4 - 85% Yr 5 - 79% Yr 6 - 76% Stimulating learning - 86% Yr 4 - 97% Yr 5 - 87% Yr 6 - 75% Self regulation and goal setting - 85%

			<p>Yr 4 - 91%</p> <p>Yr 5 - 87%</p> <p>Yr 6 - 76%</p> <p>2022 TARGETS</p> <p>Student voice and agency - 76%</p> <p>Sense of confidence - 85%</p> <p>Stimulating learning - 86%</p> <p>Self regulation and goal setting - 88%</p>
		By 2024 improve the percentage of positive responses on the School Staff Survey Teaching and Learning module for the factor, focus learning on real-life problems, from 78% (2019) to 84%	<p>2021 RESULTS</p> <p>Real life problems -</p> <p>2022 TARGETS</p> <p>Real life problems -</p>
		By 2024 improve the percentage of positive responses on the Parent Opinion Survey for the factor, <i>student voice and agency</i> , from 83% (2019) to 85%	<p>2021 RESULTS</p> <p>Student voice and agency -</p> <p>2022 TARGET</p> <p>Student voice and agency -</p>
To strengthen student wellbeing and community engagement.	No	By 2024 improve the percentage of positive responses on the Attitudes to School Survey for the factor, respect for diversity from 80% (2019) to 85%.	
		<p>By 2024 improve the percentage of positive responses on the School Staff Survey (School Climate module) for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern, from 69% (2019) to 80% 	

		<ul style="list-style-type: none"> • Parent and community involvement, from 78% (2019) to 81%. 	
		By 2024 improve the percentage of positive responses on the Parent Opinion Survey module, <i>Parent community engagement</i> from 83% (2019) to 85%.	

Goal 1	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	<p>TEACHER JUDGEMENT</p> <p>Increase percentage of students achieving above expected growth to 20% in English and Maths from Sem 2 2021 to Sem 2 2022 as this has been impacted by the extended period of remote learning.</p> <p>Reduce below expected growth in English and Maths to less than 20% for all levels and domains</p> <p>WELLBEING</p> <p>Year 1 2021 - Absences 20 or more absences in 2021 (27%) Track this cohort to reduce to 20%</p> <p>Year 3 2021 - Absence</p>

	<p>20 or more absences in 2021 (19%) Track this cohort to reduce to 17%</p> <p>Implement Respectful Relationships program across the school</p>	
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
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 2022.	
Goal 2	To increase learning growth and improve outcomes in literacy and numeracy for all students.	
12 Month Target 2.1	<p>READING 2021 - Benchmark growth - meeting or above 85.7%</p> <p>WRITING 2021 - Benchmark growth - meeting or above 91.5%</p> <p>Targets for 2022 READING</p>	

	<p>2021 - Benchmark growth - meeting or above 86%</p> <p>WRITING</p> <p>2021 - Benchmark growth - meeting or above 91.5%</p>
12 Month Target 2.2	<p>NUMERACY GROWTH FOR GIRLS</p> <p>Above Benchmark growth - 34%</p> <p>Top two bands - 66%</p> <p>Targets for 2022</p> <p>Above Benchmark growth - 42%</p> <p>Top two bands - 67%</p>
12 Month Target 2.3	<p>TOP TWO BANDS RESULTS</p> <p>2021</p> <p>Year 3 Reading - 79%</p> <p>Year 5 Reading - 77%</p> <p>Year 5 Writing - 53%</p>
12 Month Target 2.4	<p>2021 Results</p> <p>EAL WRITING - 20%</p> <p>2022 Targets - 25%</p> <p>Reduce bottom two Bands for EAL students to 18%</p>
12 Month Target 2.5	<p>2021 RESULTS</p> <p>Teacher collaboration – 31%</p> <p>(we believe that this is strongly related to the 2020 / 2021 remote learning /Covid situation)</p>

	2022 TARGET Teacher collaboration – 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Implement data driven differentiated teaching and learning.	Yes
KIS 2 Building practice excellence	Enhance teacher professional practice through instructional leadership and feedback processes.	No
KIS 3 Curriculum planning and assessment	Strengthen teaching and learning and track EAL student progress using the EAL Curriculum.	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.	The school has selected this KIS as the focus as we believe that the other two areas will be integrated into clearly being able to use data to differentiate teaching and learning. Through the use of data, teachers will need to be able to identify and track EAL progress and know what is the next step in learning. In identifying these next steps, communication via our online systems will enable students to see what they are learning and why. This will drive overall school and individual improvement across the curriculum. The school also believes that this has been an area that we have been working on and was gathering some momentum prior to 2020/2021 lockdowns and remote learning. Therefore it will be able re-engaging with these practices and reinforcing the processes and rationale behind what we and why we are doing what we are doing.	
Goal 3	To empower students as self-regulating learners who advocate for self and others.	
12 Month Target 3.1	2021 RESULTS Student voice and agency - 74% Yr 4 - 82% Yr 5 - 73% Yr 6 - 68% Sense of confidence - 85% Yr 4 - 85% Yr 5 - 79%	

	<p>Yr 6 - 76%</p> <p>Stimulating learning - 86%</p> <p>Yr 4 - 97%</p> <p>Yr 5 - 87%</p> <p>Yr 6 - 75%</p> <p>Self regulation and goal setting - 85%</p> <p>Yr 4 - 91%</p> <p>Yr 5 - 87%</p> <p>Yr 6 - 76%</p> <p>2022 TARGETS</p> <p>Student voice and agency - 76%</p> <p>Sense of confidence - 85%</p> <p>Stimulating learning - 86%</p> <p>Self regulation and goal setting - 88%</p>	
12 Month Target 3.2	<p>2021 RESULTS</p> <p>Real life problems -</p> <p>2022 TARGETS</p> <p>Real life problems -</p>	
12 Month Target 3.3	<p>2021 RESULTS</p> <p>Student voice and agency – 74%</p> <p>2022 TARGET</p> <p>Student voice and agency – 78%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Develop and implement a shared understanding and whole-school approach to student voice and agency.	Yes

Empowering students and building school pride		
KIS 2 Empowering students and building school pride	Enhance student leadership opportunities that give students a voice to influence decision making and to advocate for self and others.	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.	In being able to priorities student wellbeing it is important that students have a voice and some control over their learning and environment. Whilst student voice was identified within the 2021 Strategic review as being done well, agency was seen as the next level/higher order process to tap into over the course of the next Strategic Plan. In order to be able to provide greater student voice and agency, it is important that all members of the school community have an understanding of the terminology and what it looks like in practice. The targets listed above are indicative of the school improvement measures that will be used.	