

# Annual Implementation Plan - 2024

## Select annual goals and KIS

Doncaster Primary School (0197)



Submitted for review by James Hill (School Principal) on 12 December, 2023 at 04:01 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 20 December, 2023 at 12:36 PM

Endorsed by Kelvin Wong (School Council President) on 20 December, 2023 at 03:12 PM

## 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.
<b>Priorities goal</b> 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.	Yes	Support for the priorities	In 2024, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: Sense of inclusion from 83% (2023) to 85%, Student voice and agency from 62% (2023) to 65% and Self-regulation and goal setting from 80% (2023) to 83%
Strengthen student learning with a focus on Literacy and Numeracy	Yes	By 2027, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows: <ul style="list-style-type: none"> <li>• Year 5 Writing from 25% (2023) to 33%</li> <li>• Year 5 Numeracy from 27% (2023) to 36%</li> <li>• Year 5 EAL students Writing from 30% (2023) to 35%</li> <li>• Year 3 Writing from 23% (2023) to 30%</li> </ul>	In 2024, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows: Year 5 Writing from 25% (2023) to 28% Year 5 Numeracy from 27% (2023) to 30% Year 5 EAL students Writing from 30% (2023) to 32% Year 3 Writing from 23% (2023) to 26%
		By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 84% (2023) to 90%</li> <li>• Learning Confidence (sense of confidence) from 72% (2023) to 77%</li> </ul>	In 2024, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: Differentiated learning challenge from 84% (2023) to 87% Learning Confidence (sense of confidence) from 72% (2023) to 75%
		By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors: <ul style="list-style-type: none"> <li>• Understand how to analyse data from 73% (2022) to 78%</li> <li>• Discuss problems of practice from 77% (2022) to 82%</li> </ul>	In 2024, maintain the percentage of positive endorsement in the School Staff Survey (SSS) factors at or above 85%. Understand how to

			analyse data at 92% in 2023.Discuss problems of practice at 85% in 2023.
		<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <ul style="list-style-type: none"> <li>• 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022)</li> <li>• 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022)</li> <li>• 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</li> <li>• 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022)</li> <li>• 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022)</li> <li>• 2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)</li> </ul> <p>By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <ul style="list-style-type: none"> <li>• 0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022)</li> <li>• 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022)</li> <li>• 41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</li> <li>• 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</li> </ul>	<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students): 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022) 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022) 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022) 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022)2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students): 0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022) 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022) 41% of students have progressed one achievement band from Year 3 to Year 6</p>

		<ul style="list-style-type: none"> <li>• 16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022)</li> <li>• 4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022)</li> </ul> <p>Note that baseline is calculated using PAT growth results from Term 2 2019 to Term 4 2022 (3.5 years). Assessment of target should be calculated using results from Term 2 2023 to Term 4 2026 or equivalent time period.</p>	across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022) 16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022) 4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022)
		By 2027, increase the proportion of students who are achieving at or above the expected level of growth in one year in Victorian Curriculum Writing from 83% (average of Year 1-6, Semester 1 2022 to Semester 1, 2023) to 87%.	In 2024, increase the proportion of students who are achieving at or above the expected level of growth in one year in Victorian Curriculum Writing from 83% (average of Year 1-6, Semester 1 2022 to Semester 1, 2023) to 85%.
Maximise student engagement and inclusion.	No	<p>By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> <li>• Sense of inclusion from 83% (2022) to 88%</li> <li>• Student voice and agency from 62% (2022) to 70%</li> <li>• Self-regulation and goal setting from 80% (2022) to 85%</li> </ul>	
		<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 65% (2022) to 75%</li> <li>• Student feedback to improve practice from 62% (2022) to 71%</li> </ul>	
		<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 87% (2022) to 91%</li> </ul>	

		<ul style="list-style-type: none"> <li>• Student motivation and support from 85% (2022) to 89%</li> </ul>	
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<b>Goal 1</b>	<b>Priorities goal</b> <b>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.</b>	
<b>12-month target 1.1-month target</b>	In 2024, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: Sense of inclusion from 83% (2023) to 85%, Student voice and agency from 62% (2023) to 65% and Self-regulation and goal setting from 80% (2023) to 83%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	No
<b>KIS 1.b</b>	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.		
<b>Goal 2</b>	<b>Strengthen student learning with a focus on Literacy and Numeracy</b>	
<b>12-month target 2.1-month target</b>	In 2024, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows:  Year 5 Writing from 25% (2023) to 28% Year 5 Numeracy from 27% (2023) to 30%	

	<p>Year 5 EAL students Writing from 30% (2023) to 32%</p> <p>Year 3 Writing from 23% (2023) to 26%</p>
<b>12-month target 2.2-month target</b>	<p>In 2024, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors:</p> <p>Differentiated learning challenge from 84% (2023) to 87%</p> <p>Learning Confidence (sense of confidence) from 72% (2023) to 75%</p>
<b>12-month target 2.3-month target</b>	<p>In 2024, maintain the percentage of positive endorsement in the School Staff Survey (SSS) factors at or above 85%.</p> <p>Understand how to analyse data at 92% in 2023.</p> <p>Discuss problems of practice at 85% in 2023.</p>
<b>12-month target 2.4-month target</b>	<p>By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <p>0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022)</p> <p>20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022)</p> <p>39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</p> <p>23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022)</p> <p>16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022)</p> <p>2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)</p> <p>By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students):</p> <p>0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022)</p> <p>0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022)</p> <p>41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019-</p>

	<p>Term 4, 2022)</p> <p>39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)</p> <p>16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022)</p> <p>4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022)</p>	
<b>12-month target 2.5-month target</b>	<p>In 2024, increase the proportion of students who are achieving at or above the expected level of growth in one year in Victorian Curriculum Writing from 83% (average of Year 1-6, Semester 1 2022 to Semester 1, 2023) to 85%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Enhance staff capacity to differentiate effectively.	No
<b>KIS 2.b</b> Assessment	Further build staff expertise to utilise data and a range of assessment strategies to teach to the learner's point of need.	Yes
<b>KIS 2.c</b> Teaching and learning	Strengthen teaching and learning practices and track EAL progress using the EAL curriculum.	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.	<p>This year at DPS, we commence a brand new SSP, after completing our review in the second half of 2023. The review panel agreed and endorsed our 2023 AIP Self Evaluation where in the 'Teaching and Learning' domain of the 2023 AIP Self Evaluation, the school obtained an "embedding" as we have responsive practices and curriculum programs, through which students develop their knowledge, skills and capabilities. We believe that we still need to refine and further develop some prioritised practises to work towards 'excelling'. These include the teaching, learning, assessment and reporting of our EAL students. Equally of interest was the 'Assessment' domain where the school also obtained an 'embedding' as we use evidence and data to assess student learning growth, however, we believe we may lack the consistency required to obtain an excelling.</p> <p>In group interviews with staff throughout the Review process, it was noted that EAL students, particularly the new arrivals are a challenge for staff and an area of real concern. Even with our formalised EAL program where small groups of students are withdrawn for 30 mins - 60 mins a day to work with a specialist, it is still noted as the biggest challenge amongst classroom teachers at DPS. With a wide variety of EAL learners scattered amongst each class, Goal Two was created and this heavily focusses on the effective teaching, assessing and monitoring of our EAL students.</p>	

	<p>The school have chosen KIS 2C as a focus for our AIP in 2024, as we believe with our increasing number of EAL learners, that it is essential that we strengthen our practises and upskill staff in the EAL curriculum. Of the 550 students at DPS, we have 30 International students and 60% of our students are classified as EAL, so upskilling in this area will be highly beneficial. Our PLC inquiry cycles have improved staff data literacy skills and we will look to build on this and expand these skills in this AIP through KIS 2B. Our data literacy skills will be developed via professional learning, professional reading, coaching, mentoring and network connections and support. Time will be allocated for leaders to explore these concepts with staff after school hours in our Professional Learning forums. As we have a number of new teachers starting at DPS in 2024, induction will be key in ensuring we create and maintain consistency across the school. We believe that if we are able to access and use a range of assessment techniques and analyse data effectively then we will be able to track our EAL students and their growth over time. For students to access and acquire the next skill, staff will need to develop a deep understanding of the EAL curriculum. Once these interconnected Key Improvement Strategies have been achieved, KIS 2A which focuses on differentiation, will be accessible and we feel the next logical step in this sequence. This will most likely be activated in 2025.</p>
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