

# Annual Implementation Plan - 2023

## Select annual goals and KIS

Toorak Primary School (3016)



Submitted for review by Sharon Wildermuth (School Principal) on 05 April, 2023 at 12:28 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 05 April, 2023 at 03:19 PM  
Awaiting endorsement by School Council President

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>2023 Priorities Goal</b> 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>NAPLAN Increase top two bands Year 5 from 34 per cent in 2023 38% per cent (33 students) Increase 'maintaining top two bands' from 65% in 2021 to 68% in 2023 (58 students) Decrease from 39 per cent below benchmark growth to 32% in 2023 Increase high growth from 27% in 2021 to 30% in 2023. Teacher Judgement To improve the percentage of students making at or above expected growth in Number and Algebra from 79% (2022) to 81% (2023) Staff Opinion Survey Professional Learning to improve practice from 73% to 75% (Teaching and Learning - Evaluation) (SSP) 80% end of 2026 Academic emphasis from 60% to 63% (School Climate) (SSP) 70% end of 2026</p>
Improve numeracy outcomes for all students.	No	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands from 34 per cent in 2022 to 50 per cent.	
		By 2026, increase the percentage of students maintaining top two NAPLAN bands from 65 per cent in 2021 to 75 per cent.	

		By 2026, decrease the percentage of students assessed as below benchmark NAPLAN growth from 39 per cent to 10 per cent.	
		By 2026, increase the percentage of students achieving high NAPLAN growth from 27 per cent in 2021 to 40 per cent.	
		By 2026, improve the percentage of students making at or above expected growth against the Victorian Curriculum in Number and Algebra from 79% (2022) to 88%.	
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> <li>Professional Learning to improve practice from 73% (2022) to 80% (Teaching and Learning - Evaluation)</li> <li>Academic emphasis from 60% (2022) to 70% (School Climate)</li> </ul>	
Improve outcomes in literacy for all students.	No	By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Reading from 16 per cent in 2021 to 35 per cent.	
		By 2026, reduce the percentage of students assessed as below NAPLAN benchmark growth in Reading from 31 per cent in 2021 to 10 per cent.	
		By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 37 per cent in 2022 to 45 per cent.	

		By 2026, increase the percentage of students maintaining in the top two NAPLAN bands in Writing from 33 per cent in 2021 to 40 per cent.	
		By 2026, increase the percentage positive endorsement on the School Staff Survey for the following measures: <ul style="list-style-type: none"> <li>• Increase 'moderate assessments tasks together' from 69% (2022) to 76% (Teaching and Learning - Implementation)</li> <li>• Increase 'guaranteed and viable curriculum' from 67% (2022) to 75%</li> </ul>	
Improve wellbeing outcomes for all students.	Yes	By 2026, increase AtoSS, Student voice and agency from 65 per cent in 2022 to 75 per cent.	Increase AtoSS, Student voice and agency from 65 per cent in 2022 to 67 per cent in 2023
		By 2026, increase AtoSS, Managing bullying from 67 per cent in 2022 to 85 per cent.	Increase AtoSS, Managing bullying from 67 per cent in 2022 to 71% in 2023
		By 2026, increase AtoSS Respect for diversity from 74 per cent in 2022 to 80 per cent.	Increase AtoSS Respect for diversity from 74 per cent in 2022 to 76 per cent in 2023
		By 2026, decrease AtoSS Low Resilience from 28 per cent in 2022 to 10 per cent.	Decrease AtoSS Low Resilience from 28 per cent in 2022 to 24 per cent in 2023

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>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.</b>
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<b>12-month target 1.1-month target</b>	<p>NAPLAN  Increase top two bands Year 5 from 34 per cent in 2023 38% per cent (33 students)  Increase 'maintaining top two bands' from 65% in 2021 to 68% in 2023 (58 students)  Decrease from 39 per cent below benchmark growth to 32% in 2023  Increase high growth from 27% in 2021 to 30% in 2023.</p> <p>Teacher Judgement  To improve the percentage of students making at or above expected growth in Number and Algebra from 79% (2022) to 81% (2023)</p> <p>Staff Opinion Survey  Professional Learning to improve practice from 73% to 75% (Teaching and Learning - Evaluation) (SSP) 80% end of 2026  Academic emphasis from 60% to 63% (School Climate) (SSP) 70% end of 2026</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b> Priority 2023 Dimension	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p style="text-align: right;">Yes</p>	
<b>KIS 1.b</b> Priority 2023 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p style="text-align: right;">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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<b>Goal 4</b>	<b>Improve wellbeing outcomes for all students.</b>	
<b>12-month target 4.1-month target</b>	Increase AtoSS, Student voice and agency from 65 per cent in 2022 to 67 per cent in 2023	

<b>12-month target 4.2-month target</b>	Increase AtoSS, Managing bullying from 67 per cent in 2022 to 71% in 2023	
<b>12-month target 4.3-month target</b>	Increase AtoSS Respect for diversity from 74 per cent in 2022 to 76 per cent in 2023	
<b>12-month target 4.4-month target</b>	Decrease AtoSS Low Resilience from 28 per cent in 2022 to 24 per cent in 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and document a whole school understanding of student empowerment.	No
<b>KIS 4.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff capacity to empower students in their own learning.	No
<b>KIS 4.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a wellbeing framework that ensures a supportive, inclusive and respectful school environment.	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 Key Improvement Strategy will support us to continue the work commenced in 2022 to address the increasing need for well-being supports throughout the school. In response to findings in our School Review, in which an increase in student and family well-being issues were identified, it is important that a well-being framework be embedded to ensure that a supportive, inclusive, and respectful school environment is achievable for all. The continued work around School Wide Positive behaviour supports to build consistency of practice and agreed behaviour expectations will assist to improve the learning culture across the whole school. The school is focused on all staff consistently using the SWPBS agreed procedures and processes in explicitly teaching and re-teaching positive behaviours. Our well-being framework is intended to develop a shared language between students, staff and parents, while also being	

	<p>used as a tool for ongoing monitoring, reflection, and improvement. School data indicated an upward trend in low resilience amongst the student population.</p>
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