2022 Annual Implementation Plan

for improving student outcomes

Coburg West Primary School (3941)

Submitted for review by Mark Colagrande (School Principal) on 10 December, 2021 at 04:53 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 14 February, 2022 at 03:00 PM
Endorsed by Josh Rowe (School Council President) on 28 February, 2022 at 05:22 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	Many students have been negatively impacted by extended lock-downs throughout 2020 and 2021, resulting in gaps in learning for example phonological knowledge and number fluency/fact knowledge. Focus on T&L program across the Early Years, to strengthen teacher knowledge and explicit instruction.

Considerations for 2022	- move to straight grades to better cater to differentiation - appoint full-time Tutor/Student Learning Support - further PL on goal setting & 'I can' statements - differentiated collaborative planning for increased consistency across teams
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** 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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve Literacy outcomes for all students.
Target 2.1	- increase Teacher Judgement above expected level, in Year 3 Reading from 38% in 2019 to 60% by the end of 2024 - increase Teacher Judgement above expected level, in Year 3 Writing from 19% in 2019 to 50% by the end of 2024 - increase NAPLAN Year 5 Writing Top Two Bands from 26% in 2019 to 35% in 2024 - increse the percentage of students meeting and above Benchmark Growth in (Year 3 to 5) NAPLAN Reading from 71% in 2019 to 85% in 2024
Key Improvement Strategy 2.a Building practice excellence	To develop and embed an agreed Instructional Model.

Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity and knowledge of HITS.
Key Improvement Strategy 2.c Building practice excellence	Strengthen PLC practices, processes, protocols and norms.
Goal 3	To improve Numeracy outcomes for all students.
Target 3.1	- Reduce difference between males and females in the Top Two Bands in NAPLAN Numeracy, from 13% in 2019 to less than 10% in 2024. - Increase Victorian Curriculum Teacher Judgement Above Expected level in Year 3 Numeracy (Number and Algebra) from 31% in 2019 to 45% by the end of 2024. - Increase NAPLAN Top Two Bands in Year 5 Numeracy from 34% in 2019 to 41% in 2024.
Key Improvement Strategy 3.a Building practice excellence	Develop and embed consistent, rigorous and collaborative planning structures, processes and practices.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build teacher capacity to deliver engaging and inclusive Numeracy teaching practices.
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop, document and embed learning progressions which are shared with students.
Goal 4	Develop authentic Student Agency in their own learning.
Target 4.1	Increase Student Voice and Agency factor in the Attitude to School Survey from 57% in 2020 to 65% in 2024.

	• Increase Teacher Communication factor in the Parent Opinion Survey from 52% positive in 2020 to 65% in 2024. • Increase Academic Emphasis in Staff Opinion Survey from 67% positive in 2020 to 80% in 2024.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop teacher knowledge of structures, processes and practices that promote and support Student Agency.
Key Improvement Strategy 4.b Curriculum planning and assessment	Build teacher knowledge of the Victorian Curriculum including Capabilities.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen home-school communication and partnerships.

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.
2022 Priorities Goal 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.	Yes	Support for the 2022 Priorities	* Reduce difference between males and females in the Top Two Bands in NAPLAN Numeracy, from 13% in 2019 to less than 11% in 2022. * Increase Victorian Curriculum Teacher Judgement Above Expected level in Year 3 Numeracy (Number and Algebra) from 31% in 2019 to 35% by the end of 2022. * Increase NAPLAN Top Two Bands in Year 5 Numeracy from 34% in 2019 to 36% in 2022. * Increase the ATOSS Sense of Connectedness factor from 71% in 2021 to 75% in 2022. * Increase Teacher Judgement above expected level, in Year 3 Reading from 38% in 2019 to 45% by the end of 2022. * Increase Teacher Judgement above expected level, in Year 3 Writing from 19% in 2019 to 26% by the end of 2022. * Increase NAPLAN Year 5 Writing Top Two Bands from 26% in 2019 to 29% in 2022. * Increase the percentage of students meeting and above Benchmark Growth in (Year 3 to 5) NAPLAN Reading from 71% in 2019 to 75% in 2022

To improve Literacy outcomes for all students.	No	- increase Teacher Judgement above expected level, in Year 3 Reading from 38% in 2019 to 60% by the end of 2024 - increase Teacher Judgement above expected level, in Year 3 Writing from 19% in 2019 to 50% by the end of 2024 - increase NAPLAN Year 5 Writing Top Two Bands from 26% in 2019 to 35% in 2024 - increse the percentage of students meeting and above Benchmark Growth in (Year 3 to 5) NAPLAN Reading from 71% in 2019 to 85% in 2024	
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Goal 1	**2022 Priorities Goal** 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	* Reduce difference between males and females in the Top Two Bands in NAPLAN Numeracy, from 13% in 2019 to less than 11% in 2022. * Increase Victorian Curriculum Teacher Judgement Above Expected level in Year 3 Numeracy (Number and Algebra) from 31% in 2019 to 35% by the end of 2022. * Increase NAPLAN Top Two Bands in Year 5 Numeracy from 34% in 2019 to 36% in 2022. * Increase the ATOSS Sense of Connectedness factor from 71% in 2021 to 75% in 2022. * Increase Teacher Judgement above expected level, in Year 3 Reading from 38% in 2019 to 45% by the end of 2022. * Increase Teacher Judgement above expected level, in Year 3 Writing from 19% in 2019 to 26% by the end of 2022. * Increase NAPLAN Year 5 Writing Top Two Bands from 26% in 2019 to 29% in 2022. * Increase the percentage of students meeting and above Benchmark Growth in (Year 3 to 5) NAPLAN Reading from 71% in 2019 to 75% in 2022

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.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** 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.
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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
Actions	Tutor Learning Initiative (for Literacy and Numeracy) - will focus on supporting students who made limited learning growth during remote and flexible learning. Mentoring/coaching of staff to improve and refine current practice in relation to Literacy and Numeracy and improving student learning outcomes.
Outcomes	LEADERS will: * develop staff's capacity to use cohort data to plan and differentiate their instructional practice in order to meet the needs of individual students * support teachers' to develop their understanding of the Victorian Curriculum and the learning sequences by mentoring/coaching and providing constructive feedback * unpack and promote the use of the Instructional Model to ensure a school wide consistent approach

| | STUDENTS will:
* be supported to set individual learning goals and understand their personal learning sequence through various forms of feedback
* develop an understanding of the Instructional Model and how it can support their learning growth
* self reflect on their participation in learning and their progress toward their learning goals
* actively participate in the communication of their progress and learning successes with individual learning goals

TEACHERS will:
* use cohort data to collaboratively work within teams to plan and deliver differentiated learning programs which supports students at their individual point of need
* support students in co-construction of individual learning goals
* unpack and effectively implement the Instructional Model with students
* will facilitate the communication of individual learning goals (set and met) to families

COMMUNITY will:
* be informed of their child's learning progress, through the sharing and celebration of individual learning goals being developed and met
* encourage and support their child's progress toward meeting individual learning goals
* support their child if identified for an IEP, by reading and following IEPs |
|---|---|
| **Success Indicators** | CWPS will know they have achieved this by:
* reducing the number of students requiring support of the TLI Program to improve their learning growth
* use multiple data sets to triangulate and improve the accuracy of teacher judgments
* improved learning student growth being demonstrated in both NAPLAN and teacher judgments
* evidence compiled as part of the PLC Inquiry Cycle
* examining students' progress against IEPs |

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Triangulate data to identify students requiring additional support via the Tutor Learning Initiative (for Literacy and Numeracy) - focusing on supporting students who made limited learning growth during remote and flexible learning. Term 1 focus on Reading & Number. Terms 2 to 4 focus on Writing and Number.	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Educational Support Staff for additional hours across the week to support students who are not PSD funded or identified in the TLI Program.	☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$13,684.70 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Mentoring/coaching of staff to implement the Instructional Model in order to improve and refine current practice in relation to Literacy and Numeracy and improving student learning outcomes.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Use the agreed assessment schedule to ensure staff regularly complete and monitor student achievement levels and analyse in PLC Inquiries.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and encourage staff to effectively utilise the agreed Planning Documents in order to refine current practice in relation to differentiation to improve student learning outcomes.	☑ All Staff ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Educational Support Staff to participate in Professional Learning activities to enhance their work with students across the school.	☑ Education Support ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
					☐ Disability Inclusion Tier 2 Funding will be used
					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Educational Support Staff to meet regularly with Leading Teachers, Classroom Teachers and Student Wellbeing Coordinator to discuss and review individual student progress toward Individual Education Plan goals.	☑ Education Support ☑ Homegroup teachers ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Respectful Relationships throughout the school. Further embed and develop the SWPBs to maintain a positive school culture,with a focus on student well being and increasing school connectedness.			

Outcomes	LEADERS will: * provide regular opportunities to discuss and share effective practices in implementation of the SWPBs matrix * provide professional learning and support for staff and the community to build their knowledge and understanding of the Respectful Relationships program and how it works in unison with SWPBs * support staff in improving the levels of student connectedness to school and learning STUDENTS will: * actively participate in a classroom Start Up Program to establish class norms and learning expectations connected to our SWPBs Program * build their knowledge and application of the Positive Behavior Matrix to model, create and promote a safe, respectful and caring learning environment for all * develop an understanding and demonstrate their knowledge of Respectful Relationships in order to promote an inclusive environment TEACHERS will: * ensure every classroom undertakes a Start Up Program to establish class norms and learning expectations connected to our SWPBs Program * ensure they are constantly utilising the Positive Behavior Matrix to model, create and promote a safe, respectful and caring learning environment for all * support students to develop an understanding and demonstrate their knowledge of Respectful Relationships in order to promote an inclusive environment COMMUNITY will: * support and reinforce the Positive Behavior Matrix to model, create and promote a safe, respectful and caring learning environment for all * support their children to develop an understanding and model Respectful Relationships in order to promote an inclusive school community * work in partnership with teachers to achieve the best outcomes for their children
Success Indicators	CWPS will know they have achieved this: * when students have consistently demonstrated the values and expectations contained within the SWPBs Matrix * by an improvement in the results of the Attitudes to School Survey connectedness factor

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Professional Learning with a focus on Respectful Relationships.	☑ Assistant Principal ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing Professional Discussions, revisiting SWPBs and progress across the school.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update the CWPS Start Up Program to ensure it effectively promotes SWPBs Matrix as well as Respectful Relationships, ensuring it promotes a higher level of student connectedness.	☑ All Staff ☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Well-being Team participate in training for Respectful Relationships.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Training shared with all staff by Student Well-being Team and plan activities for school wide implementation.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$13,684.70	$13,684.70	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$13,684.70**	**$13,684.70**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Engage Educational Support Staff for additional hours across the week to support students who are not PSD funded or identified in the TLI Program.	$13,684.70
Totals	**$13,684.70**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Engage Educational Support Staff for additional hours across the week to support students who are not PSD funded or identified in the TLI Program.	from: Term 1 to: Term 4	$13,684.70	☑ School-based staffing

Totals		$13,684.70	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mentoring/coaching of staff to implement the Instructional Model in order to improve and refine current practice in relation to Literacy and Numeracy and improving student learning outcomes.	☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Support and encourage staff to effectively utilise the agreed Planning Documents in order to refine current practice in relation to differentiation to improve student learning outcomes.	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Professional Learning with a focus on Respectful Relationships.	☑ Assistant Principal ☑ KLA Leader	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Leadership partners ☑ Internal staff	☑ On-site