

2021 Annual Implementation Plan

for improving student outcomes

Wedge Park Primary School (5206)



Submitted for review by Paul Schwartz (School Principal) on 16 December, 2020 at 12:05 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 16 December, 2020 at 03:55 PM
Endorsed by Megan Snelgrove (School Council President) on 17 December, 2020 at 08:38 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>In 2019 and 2020, a continued focus on Professional Learning Teams has led to teachers having the capacity and confidence to use assessment data to inform planning and teaching, as well as to collaboratively build teacher capacity in the use of Instructional models. We had a continued focus on the implementation of instructional models in Reading, Writing and Mathematics, which was a focus for curriculum days, coaching and PLT's.</p> <p>We have continued to develop the leadership skills of our PLT leaders, TLC's and other members of the leadership team. This has involved a leadership conference and regular leadership meetings to develop leadership capacity.</p> <p>The School Wide Positive behaviour program continues to be a focus for our school, and we have continued to develop and embed our start up program which focuses on building consistency amongst classrooms. Throughout 2020, we had a focus on student voice and agency, with two teaching and learning coaches taking this role on to build student voice and agency across the school.</p> <p>We continue to build home-school partnerships with Wedge Park families, and provide opportunities for families to be involved in the school.</p>
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Considerations for 2021	As a result of our self-evaluation, we have identified the following focus areas for 2021: <ul style="list-style-type: none">- Student Voice and Agency- Student Leadership- Community and parent engagement- Writing Instructional Practices- Mathematics Instructional Practices- Peer Observations- Assessment moderation
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student learning outcomes in Reading and Writing
Target 2.1	<p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • in Reading from 26 per cent (2019) to 32 per cent • in Writing from 10 per cent (2019) to 16 per cent
Target 2.2	<p>By 2024, the percentage of Years F–6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase:</p> <ul style="list-style-type: none"> • in Reading from 86 per cent (2019) to 90 per cent • in Writing from 78 per cent (2019) to 82 per cent

Target 2.3	<p>By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • in Reading from 28 per cent (2019) to 32 per cent • in Writing from 19 per cent (2019) to 24 per cent
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity in the implementation of Reading and Writing instructional practices.
Key Improvement Strategy 2.b Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Reading and Writing.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
Goal 3	To improve student learning outcomes in Mathematics
Target 3.1	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 15 per cent (2019) to 20 per cent.
Target 3.2	By 2024, the percentage of Years F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level in Number and Algebra will increase from 79 per cent (2019) to 90 per cent.
Target 3.3	By 2024, the percentage of Year 5 students assessed at above NAPLAN benchmark growth in Numeracy will increase from 18 per cent (2019) to 22 per cent

Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity in the implementation of Mathematical instructional practices.
Key Improvement Strategy 3.b Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Mathematics.
Key Improvement Strategy 3.c Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
Goal 4	To improve student engagement, voice and agency
Target 4.1	<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Social Engagement domain <ul style="list-style-type: none"> ○ Student voice and agency from 71 per cent (2019) to 75 per cent ○ School connectedness from 77 per cent (2019) to 82 per cent
Target 4.2	<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learning Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence from 77 per cent (2019) to 82 per cent ○ Self-regulation and goal setting from 83 per cent (2019) to 87 per cent
Target 4.3	By 2024, the percentage of Years 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:

	<ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> ○ Stimulated learning from 81 per cent (2019) to 85 per cent
Key Improvement Strategy 4.a Empowering students and building school pride	Define, develop and implement what student voice and agency looks like in the classrooms.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop student leadership presence through a focus on student representative council and building student leadership.
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Engage students in the learning process, through ongoing input and feedback.
Key Improvement Strategy 4.d Health and wellbeing	Further consolidate the School Wide Positive Behaviour Support Program.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Support for the 2021 priorities
To improve student learning outcomes in Reading and Writing	No	<p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • in Reading from 26 per cent (2019) to 32 per cent • in Writing from 10 per cent (2019) to 16 per cent 	
		<p>By 2024, the percentage of Years F–6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level will increase:</p> <ul style="list-style-type: none"> • in Reading from 86 per cent (2019) to 90 per cent • in Writing from 78 per cent (2019) to 82 per cent 	
		<p>By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p>	

		<ul style="list-style-type: none"> • in Reading from 28 per cent (2019) to 32 per cent • in Writing from 19 per cent (2019) to 24 per cent 	
To improve student learning outcomes in Mathematics	No	By 2024, the percentage of Year 5 students assessed in the top two NAPLAN bands in Numeracy will increase from 15 per cent (2019) to 20 per cent.	
		By 2024, the percentage of Years F-6 students assessed against the Victorian Curriculum Levels F-10 as being at or above the age expected level in Number and Algebra will increase from 79 per cent (2019) to 90 per cent.	
		By 2024, the percentage of Year 5 students assessed at above NAPLAN benchmark growth in Numeracy will increase from 18 per cent (2019) to 22 per cent	
To improve student engagement, voice and agency	No	<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Social Engagement domain <ul style="list-style-type: none"> ○ Student voice and agency from 71 per cent (2019) to 75 per cent ○ School connectedness from 77 per cent (2019) to 82 per cent 	

		<p>By 2024, the percentage of Years 4–6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learning Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence from 77 per cent (2019) to 82 per cent ○ Self-regulation and goal setting from 83 per cent (2019) to 87 per cent 	
		<p>By 2024, the percentage of Years 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> ○ Stimulated learning from 81 per cent (2019) to 85 per cent 	

Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Support for the 2021 priorities		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Support for the 2021 priorities
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support - Establish/embed/maintain PLTs structures to support teacher collaboration and reflection of strengthen teaching practice - Revisit and strengthen the use of HITS in classrooms, with a focus on feedback and differentiated learning - Plan whole school professional learning on identified curriculum areas throughout the year (Reading, Writing and Mathematics Instructional Models) - Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning in taught / revisited across wider curriculum subjects - Continue to focus on formative assessment in PLT's - Use PLTs for staff to collaboratively plan units of work with a focus on differentiation - Establish a small group tutoring programs - Plan whole school professional learning on differentiation - Prioritise time for teachers to discuss and adapt strategies working for individual students - Further develop Peer Observation program, to allow teachers to learn from their peers with a focus on differentiation
Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students - PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITS to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional models - Students will know how lessons are structured and how this supports their learning - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update data trackers - Teacher will provide regular feedback and monitor student progress using data trackers - Teachers will provide students with the opportunity to work at their level using differentiated resources - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers and leaders will establish intervention/small group tutoring

	<ul style="list-style-type: none"> - Students and teachers will have more time to work on content at the students point of need - Students will know what their next steps are to progress their learning 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Classroom observations demonstrating take up of professional learning strategies - Student feedback on differentiation, the instructional model, and use of common strategies - Documentation and data from formative assessments - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Data trackers indicating clearly student progress - Differentiated curriculum documents and evidence of student learning at different levels - Data used to identify students for tailored supports - Differentiated resources used in tailored supports - Assessment data and student surveys from intervention groups - Appointment/staffing of programs 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provide additional time for PLT's to meet to analyse assessment data, and plan differentiated learning programs to meet the individual needs of students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Continue to refine and develop social-emotional learning program - Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year - Establish and embed routines and prioritise time in the school day and classes to revisit these regularly - Establish an agreed approach to monitoring and responding to student wellbeing concerns - Build staff capacity to collect, analyse, monitor and respond to student engagement data - Conduct regular check-ins/conferencing with students in SEL lessons - Target counselling for individual students with acute needs (wellbeing team) - Build relationships and engage with families 			
Outcomes	<ul style="list-style-type: none"> - Teachers will model and are consistent in agreed routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs - Students will feel supported and engaged in SEL lessons and contribute to a strong classroom culture - Students will have strong relationships with peers - Students will experience more success in classes - Students and families will be connected to allied health and mental health services 			
Success Indicators	<ul style="list-style-type: none"> - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Internal and external professional learning attendance and shared readings for staff are documented - Shared PL goals documented in staff PDPs - Curriculum documentation reflecting social and emotional learning - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Data used to identify students in need of targeted support 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop peer-observation process as agreed by staff	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continue to develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> - Strengthen engagement in regional and network communities of practice - Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning - Build staff capability to integrate digital learning - Use digital channels of communication to provide regular updates on weekly student learning programs - Strengthen relationships with parents/carers/kin and conduct regular pulse checks - Ensure the benefits of digital learning continue to be available to every student 			
Outcomes	<ul style="list-style-type: none"> - Teachers will have strong relationships with students and parents/carers/kin - The wider community will feel welcome in the school and regularly use school facilities - Teachers will be confident in integrating digital learning pedagogy - Teachers will have strong relationships with students and parents/carers/kin - Students will feel connected to their school and have positive attitudes to attendance 			
Success Indicators	<ul style="list-style-type: none"> - Observations demonstrate use of digital learning - Documentation of school digital policies - Whole school surveys (SSS, AToSS) - Positive student survey data (internal surveys, AToSS) - Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks - Pulse checks with parents/carers/kin - Attendance 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Invite local community members and leaders to school open days, assemblies, concerts and other school events	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Prioritise collaboration time in PLTs and share effective digital learning strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing		
Document plans for coaching/mentoring/observation	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing		
Provide additional time for PLT's to meet to analyse assessment data, and plan differentiated learning programs to meet the individual needs of students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT		
Develop peer-observation process as agreed by staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT		
Plan for on-going professional development on integrating digital learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing		
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources		

Totals		
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Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide additional time for PLT's to meet to analyse assessment data, and plan differentiated learning programs to meet the individual needs of students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify digital tools that were successful for monitoring during flexible and remote learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

and how they can continue to be implemented		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs			
Prioritise collaboration time in PLTs and share effective digital learning strategies	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site