

# 2022 Annual Implementation Plan

## for improving student outcomes

Wedge Park Primary School (5206)



Submitted for review by Paul Schwartz (School Principal) on 28 February, 2022 at 03:16 PM  
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 23 March, 2022 at 05:08 PM  
Endorsed by Megan Snelgrove (School Council President) on 07 April, 2022 at 09:57 AM

## 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	Embedding
	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.	

<b>Leadership</b>	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	N
<b>Considerations for 2022</b>	N
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>2022 Priorities Goal</p> <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>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>To improve student learning outcomes in Reading and Writing</p>
<b>Target 2.1</b>	<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"> <li>• in Reading from 26 per cent (2019) to 32 per cent</li> <li>• in Writing from 10 per cent (2019) to 16 per cent</li> </ul>
<b>Target 2.2</b>	<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"> <li>• in Reading from 86 per cent (2019) to 90 per cent</li> <li>• in Writing from 78 per cent (2019) to 82 per cent</li> </ul>

<b>Target 2.3</b>	<p>By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> <li>• in Reading from 28 per cent (2019) to 32 per cent</li> <li>• in Writing from 19 per cent (2019) to 24 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity in the implementation of Reading and Writing instructional practices.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Reading and Writing.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
<b>Goal 3</b>	To improve student learning outcomes in Mathematics
<b>Target 3.1</b>	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.
<b>Target 3.2</b>	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.
<b>Target 3.3</b>	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

<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build teacher capacity in the implementation of Mathematical instructional practices.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Mathematics.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.
<b>Goal 4</b>	To improve student engagement, voice and agency
<b>Target 4.1</b>	<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"> <li>• in the Social Engagement domain <ul style="list-style-type: none"> <li>○ Student voice and agency from 71 per cent (2019) to 75 per cent</li> <li>○ School connectedness from 77 per cent (2019) to 82 per cent</li> </ul> </li> </ul>
<b>Target 4.2</b>	<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"> <li>• in the Learning Characteristics and Disposition domain <ul style="list-style-type: none"> <li>○ Learning confidence from 77 per cent (2019) to 82 per cent</li> <li>○ Self-regulation and goal setting from 83 per cent (2019) to 87 per cent</li> </ul> </li> </ul>
<b>Target 4.3</b>	<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"> <li>• in the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> <li>○ Stimulated learning from 81 per cent (2019) to 85 per cent</li> </ul> </li> </ul>

<p><b>Key Improvement Strategy 4.a</b> Empowering students and building school pride</p>	<p>Define, develop and implement what student voice and agency looks like in the classrooms.</p>
<p><b>Key Improvement Strategy 4.b</b> Empowering students and building school pride</p>	<p>Develop student leadership presence through a focus on student representative council and building student leadership.</p>
<p><b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion</p>	<p>Engage students in the learning process, through ongoing input and feedback.</p>
<p><b>Key Improvement Strategy 4.d</b> Health and wellbeing</p>	<p>Further consolidate the School Wide Positive Behaviour Support Program.</p>

## 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>2022 Priorities Goal</b></p> <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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>- Students Assessed against Vic Curriculum being at or above the age expected level (Number 85%)</p>
To improve student learning outcomes in Reading and Writing	Yes	<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"> <li>• in Reading from 26 per cent (2019) to 32 per cent</li> <li>• in Writing from 10 per cent (2019) to 16 per cent</li> </ul>	<p>- Students in Top Two Bands in NAPLAN (Reading) to be 28%</p> <p>- Students in Top Two Bands in NAPLAN (Writing) to be 13%</p>

		<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"> <li>• in Reading from 86 per cent (2019) to 90 per cent</li> <li>• in Writing from 78 per cent (2019) to 82 per cent</li> </ul>	<ul style="list-style-type: none"> <li>- Students Assessed against Vic Curriculum being at or above the age expected level (Reading 88%)</li> <li>- Students Assessed against Vic Curriculum being at or above the age expected level (Writing 80%)</li> </ul>
		<p>By 2024, the percentage of Year 5 students assessed as above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> <li>• in Reading from 28 per cent (2019) to 32 per cent</li> <li>• in Writing from 19 per cent (2019) to 24 per cent</li> </ul>	<ul style="list-style-type: none"> <li>- NAPLAN Benchmark Growth Year 5 Students assessed as above NAPLAN benchmark growth (Reading 30%)</li> <li>- NAPLAN Benchmark Growth Year 5 Students assessed as above NAPLAN benchmark growth (Writing 21%)</li> </ul>
To improve student learning outcomes in Mathematics	Yes	<p>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.</p>	<ul style="list-style-type: none"> <li>- Students in Top Two Bands in NAPLAN (Numeracy) to be 18%</li> </ul>
		<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 in Number and Algebra will increase from 79 per cent (2019) to 90 per cent.</p>	<ul style="list-style-type: none"> <li>- Students Assessed against Vic Curriculum being at or above the age expected level (Number 85%)</li> </ul>
		<p>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</p>	<ul style="list-style-type: none"> <li>- NAPLAN Benchmark Growth Year 5 Students assessed as above NAPLAN benchmark growth (Numeracy 20%)</li> </ul>
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"> <li>• in the Social Engagement domain <ul style="list-style-type: none"> <li>○ Student voice and agency from 71 per cent (2019) to 75 per cent</li> <li>○ School connectedness from 77 per cent (2019) to 82 per cent</li> </ul> </li> </ul>	
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<b>Goal 1</b>	<p>2022 Priorities Goal</p> <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>	
<b>12 Month Target 1.1</b>	- Students Assessed against Vic Curriculum being at or above the age expected level (Number 85%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	To improve student learning outcomes in Reading and Writing	
<b>12 Month Target 2.1</b>	<ul style="list-style-type: none"> <li>- Students in Top Two Bands in NAPLAN (Reading) to be 28%</li> <li>- Students in Top Two Bands in NAPLAN (Writing) to be 13%</li> </ul>	
<b>12 Month Target 2.2</b>	<ul style="list-style-type: none"> <li>- Students Assessed against Vic Curriculum being at or above the age expected level (Reading 88%)</li> <li>- Students Assessed against Vic Curriculum being at or above the age expected level (Writing 80%)</li> </ul>	
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Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity in the implementation of Reading and Writing instructional practices.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Enhance differentiation to address the full range of student learning needs in Reading and Writing.	Yes
<b>KIS 3</b> Building practice excellence	Build teacher capacity in their knowledge of the curriculum and the developmental sequence of learning.	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.	The selected KIS is a focus for 2022 as Wedge Park Primary School continues to grow, staff changes and the current pandemic has seen out data slightly decrease since 2019. Our challenge is to build the capacity of teachers to use instructional practices, data and a range of assessment strategies to teach to students point of learning and ensure there is consistency across the school. These selected KIS are aligned and will contribute to teachers being able to modify and be reactive. Which will support students develop their knowledge, skills, and capabilities. By improving and building teacher capacity and skills, we will improve students' outcomes and maximise the learning growth of all students in literacy and numeracy. Our progress against School Strategic Plan (SSP) targets has been very encouraging in the first year of the plan. We have met Reading and writing NAPLAN Benchmark Growth Year 3-5 targets and NAPLAN numeracy Year 5 top 2 bands.	
<b>Goal 3</b>	To improve student learning outcomes in Mathematics	
<b>12 Month Target 3.1</b>	- Students in Top Two Bands in NAPLAN (Numeracy) to be 18%	
<b>12 Month Target 3.2</b>	- Students Assessed against Vic Curriculum being at or above the age expected level (Number 85%)	
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Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity in the implementation of Mathematical instructional practices.	Yes

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