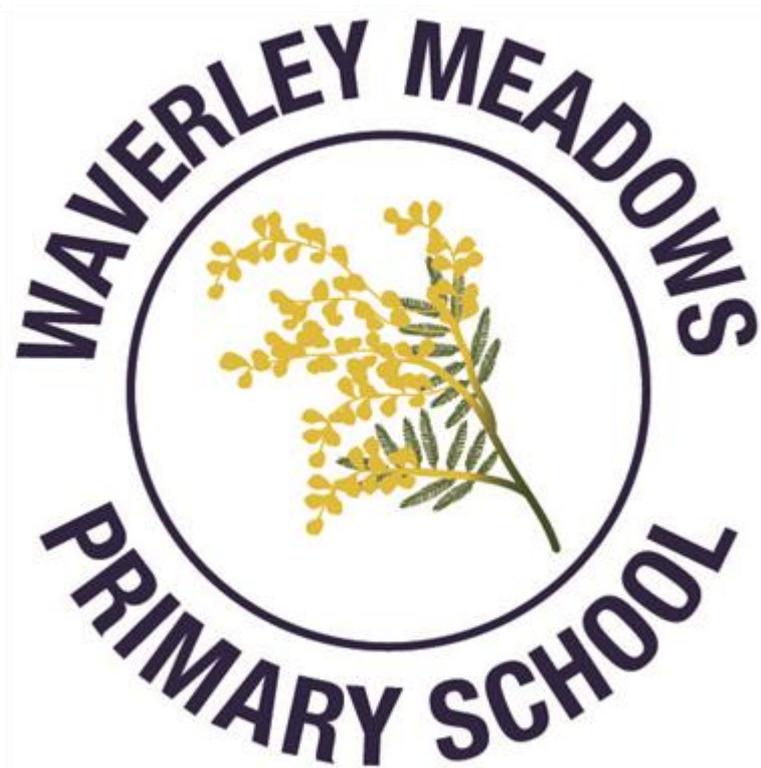


2022 Annual Implementation Plan

for improving student outcomes

Waverley Meadows Primary School (5105)



Submitted for review by Alison Lough (School Principal) on 06 December, 2021 at 12:00 PM
Endorsed by Rhys Coulson (Senior Education Improvement Leader) on 12 December, 2021 at 11:41 PM
Awaiting endorsement by School Council President

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	Evolving
	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	Embedding
	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	We have found that we are between evolving and embedding across all FISO dimensions. Significant work has already begun to make improvements that will assist us to achieve our Strategic Plan goals. Our school review completed in 2021 was a good opportunity to refine and redirect our priorities to ensure we are moving in the right direction to maximise school and student improvement outcomes.
Considerations for 2022	Refinements to our writing and maths programs will further enhance our strong whole school curriculum.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<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>
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	Optimise learning growth for every student.
Target 2.1	<p>NAPLAN Growth:</p> <ul style="list-style-type: none"> • To improve student growth NAPLAN year 3 to 5 above benchmark growth in Reading from 19% 2021 to 28% 2025 (two year moving average) • To improve student growth NAPLAN year 3 to 5 above benchmark growth in Writing from 21% 2021 to 26% 2025 (two year moving average) • To improve student growth NAPLAN year 3 to 5 above benchmark growth in Numeracy from 11% 2021 to 30% 2025 (two year moving average)
Target 2.2	NAPLAN top two Bands

	To improve Writing top 2 bands year 3 from 33% 2021 to 55% 2025
Target 2.3	Teacher Judgements: To improve teacher Judgement's students above expected level in writing from 27% 2020 to 35% 2025 (F to 6)
Target 2.4	Staff Survey: To improve staff survey Guaranteed and Viable Curriculum positive Endorsement from 50% 2020 to 80% 2025
Key Improvement Strategy 2.a Building practice excellence	Embed with fidelity a consistent whole school instructional model.
Key Improvement Strategy 2.b Curriculum planning and assessment	To develop and embed a consistent improvement cycle for curriculum planning and assessment
Key Improvement Strategy 2.c Curriculum planning and assessment	Expand capacity of staff in data and assessment literacy to support and extend students.
Goal 3	To strengthen student engagement in learning.
Target 3.1	Student Opinion Survey <ul style="list-style-type: none"> • To increase student Resilience from 76% PE to 85% + PE by 2025 • To increase Teacher Concern from 67% PE 2019 to 85 % PE 2025

	<ul style="list-style-type: none"> To increase student Voice and Agency from 63% 2019 to 70% by 2025
Target 3.2	<p>Staff Survey:</p> <ul style="list-style-type: none"> To increase “Seek feedback to improve practise” from 43% PE 2020 to 80% PE 2025
Key Improvement Strategy 3.a Empowering students and building school pride	Enhance student voice and agency within the school wellbeing framework.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build a whole school culture of high expectation that includes parents and carers as partners.
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher and student capacity to give and receive feedback to improve student learning growth

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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>	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>Ensure all students who have not made 12 months learning gain have been identified and included in the TLI for 2022.</p> <p>Target is for these students to grow at least 12 months in their targeted learning area, from T1 assessment to T4 assessment.</p>
Optimise learning growth for every student.	No	<p>NAPLAN Growth:</p> <ul style="list-style-type: none"> To improve student growth NAPLAN year 3 to 5 above benchmark growth in Reading from 19% 2021 to 28% 2025 (two year moving average) To improve student growth NAPLAN year 3 to 5 above benchmark growth in Writing from 21% 2021 to 26% 2025 (two year moving average) 	

		<ul style="list-style-type: none"> To improve student growth NAPLAN year 3 to 5 above benchmark growth in Numeracy from 11% 2021 to 30% 2025 (two year moving average) 	
		<p>NAPLAN top two Bands</p> <p>To improve Writing top 2 bands year 3 from 33% 2021 to 55% 2025</p>	
		<p>Teacher Judgements:</p> <p>To improve teacher Judgement's students above expected level in writing from 27% 2020 to 35% 2025 (F to 6)</p>	
		<p>Staff Survey:</p> <p>To improve staff survey Guaranteed and Viable Curriculum positive Endorsement from 50% 2020 to 80% 2025</p>	
To strengthen student engagement in learning.	No	<p>Student Opinion Survey</p> <ul style="list-style-type: none"> To increase student Resilience from 76% PE to 85% + PE by 2025 To increase Teacher Concern from 67% PE 2019 to 85 % PE 2025 	

		<ul style="list-style-type: none"> To increase student Voice and Agency from 63% 2019 to 70% by 2025 	
		<p>Staff Survey:</p> <ul style="list-style-type: none"> To increase “Seek feedback to improve practise” from 43% PE 2020 to 80% PE 2025 	

Goal 1	<p>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.</p>	
12 Month Target 1.1	<p>Ensure all students who have not made 12 months learning gain have been identified and included in the TLI for 2022. Target is for these students to grow at least 12 months in their targeted learning area, from T1 assessment to T4 assessment.</p>	
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.
12 Month Target 1.1	Ensure all students who have not made 12 months learning gain have been identified and included in the TLI for 2022. Target is for these students to grow at least 12 months in their targeted learning area, from T1 assessment to T4 assessment.
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	Improve data literacy through continued work with EILs and SIT and make regular data review and analysis a priority Consolidate the WMPS guaranteed and viable curriculum Embed mathematics instructional model
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> Students can articulate learning tasks as being appropriately challenging Students will recognise their role at each stage of the mathematics IM <p>Teachers:</p> <ul style="list-style-type: none"> Data discussions will be the first agenda item at all PLT (curriculum) and Area Team meetings Lessons will follow the IM sequence ILPs will be uploaded to team folders. These should show evidence of being reviewed each term. Planning documents for maths will reflect the introduction of Top Ten and reference to the IM. <p>Leaders:</p> <ul style="list-style-type: none"> Develop PL plan for implementing and embedding maths IM. Documented curriculum - hard copy and digital, with links, will be available and regularly referred to Digital data wall to be expanded and maintained by TLI coord & tutor to list and track all students included in the TLI. Integration aides will be included in team meetings to discuss student needs and progress.

Success Indicators	<p>Short Term: Mathematics planning documents will show evidence of IM Classrooms will have the IMs displayed ILP documents</p> <p>Long Term: Student learning data showing growth - (MOI, PAT, Essential Assessments) Digital data wall - student growth tracker "Book ended" assessments for TLI students</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Top Ten mathematics PD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Meeting schedule will include training and support from EILS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Incorporate data discussions, including identified students, into meeting minutes.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support students through TLI and Intervention learning tutor, or integration aide.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,400.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Include integration aides in team meetings for discussions relating to students they will be working with</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Use Term 4 2021 assessments and T1 assessments to identify students for immediate inclusion in the first TLI groups.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Continue implementing PITW across the school and incorporate classroom wellbeing sessions into weekly programs Include and educate parents and carers in our wellbeing approaches</p>			

	Maintain and extend relationships with external support agencies			
Outcomes	<p>Students: Regular (weekly) participation in PITW activities and lessons Can use the self-mastery language and terms when faced with issues, challenges and conflict</p> <p>Parents/Carers: Involvement with SSGs - including allied health supports Understanding of EI & PITW through attendance at information sessions/open days and through school comms</p> <p>Teachers: All teachers knowing all student needs across the school for Tier 3 students Communication with parents and with SSGs - including allied health supports</p> <p>Leaders: A staff member to oversee wellbeing in the school and develop a wellbeing team with one member from each area (module). Update all student profiles in the "students with additional needs" folder and ensure teachers access relevant information. Set up regular SSGs for students identified (tier 3) as requiring program intervention or specialised support (e.g. allied health support).</p>			
Success Indicators	<p>Short Term: SSG timetables and minutes Planning documents include PITW concepts and activities PITW language (self-mastery terms) evident in classrooms and in the yard</p> <p>Long Term: AtoSS data improvements Parent survey data Staff survey data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assign a wellbeing/PSD coordinator	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Training for wellbeing/PSD coordinator to be set up - PSD training and Headstart or BeYou training suggested. Others may be researched also.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing team set up to discuss and monitor individual and cohort student needs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Apply for the chaplaincy program again.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	\$3,538.60	\$3,400.00	\$138.60
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$3,538.60	\$3,400.00	\$138.60

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Support students through TLI and Intervention learning tutor, or integration aide.	\$3,400.00
Totals	\$3,400.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Support students through TLI and Intervention learning tutor, or integration aide.	from: Term 1 to: Term 4	\$3,400.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$3,400.00	

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
Top Ten mathematics PD	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Top Ten Mathematics	<input checked="" type="checkbox"/> On-site
Meeting schedule will include training and support from EILS.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Education Improvement Leaders	<input checked="" type="checkbox"/> On-site
Incorporate data discussions, including identified students, into meeting minutes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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
Include integration aides in team meetings for discussions relating to students they will be working with	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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
Training for wellbeing/PSD coordinator to be set up - PSD training and Headstart or BeYou training suggested. Others may be researched also.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources SSS	<input checked="" type="checkbox"/> Off-site DET

