

2022 Annual Implementation Plan

for improving student outcomes

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 17 June, 2022 at 01:56 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 17 June, 2022 at 01:58 PM
Endorsed by Nat Thompson (School Council President) on 17 June, 2022 at 03:47 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	Excelling
	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	Excelling
	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	Embedding
	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	Embedding
	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	Entering a new Strategic Plan (yet to be developed due to a postponed school review) we aim to work on the FISO Leadership element. Our school has many strengths and the leadership team is acutely aware of the areas we need to focus on. The end of year 2021 AIP review clearly demonstrates areas for future work and is comparable to the current FISO Self Evaluation.
Considerations for 2022	School review in term 1 will be hugely beneficial to our school.

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	To develop lifelong learners with strong academic skills in Mathematics
Target 2.1	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands in numeracy will increase from 25% in 2021 to 31%.
Target 2.2	By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands in numeracy will increase from 19% in 2021 to 25%.
Target 2.3	By 2025, the percentage of students assessed by teachers as achieving below the age-expected Victorian Curriculum level in Number and Algebra will decrease from 16% in 2021 to 10%.

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen collaborative practices of teachers to effectively plan learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability to develop differentiated and challenging learning experiences based upon student needs.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed the Exploratory Model.
Goal 3	To optimise and accelerate the learning growth of every student in English.
Target 3.1	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none"> • In Reading from the 2021 average of 45% to an average of 50% • In Writing from the 2021 average of 48% to an average of 54%
Target 3.2	By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none"> • In Reading from 2021 average of 48% to an average of 54%

	<ul style="list-style-type: none"> • In Writing from 2021 average of 15% to an average of 21%
Target 3.3	By 2025, decrease the proportion of students assessed by teachers as achieving below the age-expected level in Reading from 16% in 2021 to 10% and in Writing from 26% in 2021 to 20%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To strengthen collaborative practices of students.
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability to effectively engage students through effective use of data to differentiate and develop challenging learning experiences.
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine whole-school Literacy practices.
Goal 4	To enhance student health and well-being.
Target 4.1	Reduce the percentage of students with 20 plus days of absence from 25% (2021) to 15% by 2025.

Target 4.2	Increase in the Attitudes to School Survey (AToSS) positive responses in sense of connectedness to move from 70% (2021) to 80% by 2025.
Target 4.3	Increase in Parent Opinion Survey positive responses for connection and progression to move from 86% (2021) to 95% by 2025.
Key Improvement Strategy 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and document a cohesive school wide approach to student well-being.
Key Improvement Strategy 4.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement whole school initiatives focussed on school connectedness.
Key Improvement Strategy 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop whole school and individual approaches and initiatives to positive attendance.

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>Learning: With the support of the Tutor Learning Program the percentage of student meeting reading F&P benchmark (2021 = 66 %) will demonstrate a 10% growth (2022 Post data= 76 %).</p> <p>Wellbeing / Attendance: To reduce the number of students who were not in attendance of 30+ days in 2021(89 students) by 50%.</p>
To develop lifelong learners with strong academic skills in Mathematics	No	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands in numeracy will increase from 25% in 2021 to 31%.	

		By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands in numeracy will increase from 19% in 2021 to 25%.	
		By 2025, the percentage of students assessed by teachers as achieving below the age-expected Victorian Curriculum level in Number and Algebra will decrease from 16% in 2021 to 10%.	
To optimise and accelerate the learning growth of every student in English.	No	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none"> • In Reading from the 2021 average of 45% to an average of 50% • In Writing from the 2021 average of 48% to an average of 54% 	
		By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none"> • In Reading from 2021 average of 48% to an average of 54% • In Writing from 2021 average of 15% to an average of 21% 	

		By 2025, decrease the proportion of students assessed by teachers as achieving below the age-expected level in Reading from 16% in 2021 to 10% and in Writing from 26% in 2021 to 20%.	
To enhance student health and well-being.	No	Reduce the percentage of students with 20 plus days of absence from 25% (2021) to 15% by 2025.	
		Increase in the Attitudes to School Survey (AToSS) positive responses in sense of connectedness to move from 70% (2021) to 80% by 2025.	
		Increase in Parent Opinion Survey positive responses for connection and progression to move from 86% (2021) to 95% by 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>
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12 Month Target 1.1	<p>Learning: With the support of the Tutor Learning Program the percentage of student meeting reading F&P benchmark (2021 = 66 %) will demonstrate a 10% growth (2022 Post data= 76 %).</p> <p>Wellbeing / Attendance: To reduce the number of students who were not in attendance of 30+ days in 2021(89 students) by 50%.</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	Learning: With the support of the Tutor Learning Program the percentage of student meeting reading F&P benchmark (2021 = 66 %) will demonstrate a 10% growth (2022 Post data= 76 %). Wellbeing / Attendance: To reduce the number of students who were not in attendance of 30+ days in 2021(89 students) by 50%.
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	Implement an intervention schedule based on student data to support students who have made low growth in Reading such as through the Tutor Learning Program, Individual Learning Plans and team collaboration meetings.
Outcomes	STUDENTS WILL: - Develop improved skills and knowledge in the areas of Literacy, relevant to their individual learning needs through participation in small group, targeted intervention or extension opportunities. - Articulate what they are learning and why, how they are going and how they can improve. TEACHERS WILL: - Analyse data regularly during PLC/collaborative planning meetings (tracking growth, completing item analysis, etc) and use information gathered to ensure students receive the support or extension they require. - Detail explicitly how identified students will be supported or extended within the classroom through differentiated support - Create Individual Learning Plans for students working well below or well above the expected level. - Participate in moderation for accurate teacher judgment outcomes based on evidence. TUTORS Will: - Work collaboratively with teachers to support targeted intervention.

	<p>- Collect formative and summative data to measure the growth of students working within the Tutor Learning Program.</p> <p>LEADERS WILL:</p> <ul style="list-style-type: none"> - Engage in regular Learning Walks and Talks asking students the Lyn Sharrat Questions to gauge their ability to articulate what they are learning and why, how they are going and how they can improve. - Effectively utilise resources (financial and human) to provide targeted intervention for students working below the expected level/students who have made low growth as well as providing extension/enrichment opportunities for students working above the expected level. - Ensure that the timetable provides time for teams to collaborate for data exploration and high quality, consistent planning for a guaranteed and viable curriculum. 			
<p>Success Indicators</p>	<p>WHOLE SCHOOL:</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Observations from Learning Walks and and Talks (collated over time) will reflect high quality differentiation to support students identified as requiring intervention as well as students identified as requiring extension. - Data for targeted students presented to SIT team to show growth (termly) - Collaboration data monitoring will demonstrate the impact of targeted instruction <p>Late Indicators</p> <ul style="list-style-type: none"> - NAPLAN data and F&P data will to show achievement and growth (comparing 2022 data to 2021). - Demonstrate an improved growth mindset towards numeracy as evidenced within the Pedagogical Cross Walk Data Survey and an improvement in Sense of Confidence within the Student Attitudes to School Survey data (from 79% in 2021 to 85% in 2022). <p>CLASSROOM LEVEL:</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Achievement of short term goals stated within Individual Learning Plans (reflected upon termly) for students within support and extension groups. <p>Late Indicators</p> <ul style="list-style-type: none"> - Teacher judgment data to show 12-18 months growth in Teacher Judgements for each students identified as requiring support or extension. - Student progress evident within the achievement of Individual Education Plan long term goals (by end of year). 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

Employ/Appoint highly accomplished teachers for tutoring positions. x4 and 0.6	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <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
Develop an action plan based on current student reading data to narrow and direct focus of tutoring in term 1 then beyond.	<input checked="" type="checkbox"/> Leadership Team	<input 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
Re-introduce "Data- Conversations" one-on-one with school leader. Pre - Mid - Post	<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
Leading Teachers Coaching and Collaboration through Learning Walks and support processes	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$240,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	STUDENTS WILL: - Be supported through the school's participation and commitment to the Resilience Project so students develop improved skills and knowledge of their emotional regulation, resilience and general mental health. - Engage in G.E.M learning through TRP learning resources. TEACHERS WILL: - Participate in the Resilience Project professional learning opportunities. - Analyze data from student wellbeing survey and ATOS data. Whole school summaries of the data and regularly during			

	PLC/collaborative planning meeting - Explicit teaching of the G.E.M features of the TRP - Use classroom resources for planning and implementation of the TRP LEADERS WILL: - Employ two Leading Teachers in the area of Wellbeing and Engagement. - Participate in PL from TRP in order for school wide implementation and teacher PL at Wodonga PS. - Develop Staff PLT schedules to support the implementation of the TRP. - Communicate and involve the parents and community in the ethos and message from TRP			
Outcomes	STUDENTS WILL: - Have increased resilience and learning motivation observable by ATOSS and Wellbeing Survey data. TEACHERS WILL: - Have increased knowledge and confidence on wellbeing instruction through involvement with TRP. Staff opinion survey will demonstrate this in the area of professional learning. (Maintain and increase) LEADERS WILL: - Will see the impact of the this goal through a reduction in class and yard behavior logs, a reduction in suspension incidents and improved relationships with families and community.			
Success Indicators	As per the outcomes description above, increases in the following in the area of resilience... - ATOS - Whole School Wellbeing Survey - Staff Opinion Survey - Parent Opinion Survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ 2 leading teachers to lead Wellbeing and Engagement at Wodonga PS.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$240,000.00 <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
Engage "The Resilience Project" program	<input checked="" type="checkbox"/> Assistant Principal	<input 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
Participate in Wodonga Federation of Government Schools PL with TRP - whole community engagement.	<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
TRP in the teaching program - timetable weekly	<input checked="" type="checkbox"/> Teacher(s)	<input 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
Whole school initiatives in GEM - teachers, students in class and yard GEM.	<input checked="" type="checkbox"/> Teacher(s)	<input 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$435,137.75	\$380,000.00	\$55,137.75
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$435,137.75	\$380,000.00	\$55,137.75

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ/Appoint highly accomplished teachers for tutoring positions. x4 and 0.6	\$140,000.00
Leading Teachers Coaching and Collaboration through Learning Walks and support processes	\$240,000.00
Totals	\$380,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ/Appoint highly accomplished teachers for tutoring positions. x4 and 0.6	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> School-based staffing

Leading Teachers Coaching and Collaboration through Learning Walks and support processes	from: Term 1 to: Term 4	\$240,000.00	
Totals		\$380,000.00	

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
Re-introduce "Data-Conversations" one-on-one with school leader. Pre - Mid - Post	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Leading Teachers Coaching and Collaboration through Learning Walks and support processes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Participate in Wodonga Federation of Government Schools PL with TRP - whole community engagement.	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site