

# 2023 Annual Implementation Plan

## for improving student outcomes

Westgrove Primary School (5365)



Submitted for review by Christopher Gatt (School Principal) on 28 February, 2023 at 12:03 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 05 April, 2023 at 06:30 AM  
Endorsed by Karlie Miles (School Council President) on 05 April, 2023 at 09:14 AM

# Self-evaluation Summary - 2023

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, 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	

<p><b>Enter your reflective comments</b></p>	<p>In 2022, there has been an unwavering focus on achieving the goals and targets set in the Annual Implementation Plan (AIP) as they underpinned all our work throughout the school.</p> <p>We improved upon our teaching and learning practices by starting our journey in improving our practices in Mathematics. Examples of what this has included are:</p> <ul style="list-style-type: none"> <li>• embedding PLCs with more fidelity and cohesion, through having a similar focus as PLCs were initially implemented during COVID-19.</li> <li>• improving teacher practice in open-ended Mathematics lessons and gathering different forms of assessment and data to monitor student learning.</li> <li>• using the VCAA Learning Progressions in Mathematics to support the development of continuums for specific content and year levels.</li> <li>• implementing the use of the Mathematics Online Interview (Number) as an assessment tool in Mathematics across Prep to 4.</li> <li>• reviewing and redeveloping the school's Scope and Sequence documentation and assessment schedule.</li> </ul> <p>We improved upon our health and wellbeing practices through our focus on improving student attendance: Examples of what this has included are:</p> <ul style="list-style-type: none"> <li>• establishing and implementing clear and agreed protocols around systems regarding the monitoring and tracking of student absences</li> <li>• improving our internal systems and procedures around attendance (including documenting this) to ensure greater accuracy with the student attendance data on Compass.</li> <li>• increased communication with families around attendance (Class Dojo, newsletter, etc.).</li> </ul> <p>Additionally in 2022 we had our School Review. This identified our future work as improving our practice and outcomes in Mathematics and Writing and Strengthening our Health and Wellbeing practices. This coupled with the information above informed our considerations for our 2023 AIP.</p>
<p><b>Considerations for 2023</b></p>	<p>In 2023 there needs to be time given to continue to implement all that began in 2022, particularly our work in the mathematics space, improving attendance practices and our coaching/ observation models. In addition to this, the following items need to also be considered:</p> <ul style="list-style-type: none"> <li>• aligning the school goals and actions from the school review with the DET Learning and Wellbeing priorities.</li> <li>• consistent implementation of the school's instructional model across all classes and subjects.</li> <li>• review of our SWPBS practices, particularly our school matrix and acknowledgement system to ensure they are applied with fidelity.</li> <li>• IEPs to be redeveloped to include stronger academic and wellbeing focus to address more students at their point of need.</li> <li>• consistent practices and systems around tracking and monitoring of students data at a cohort and whole school level.</li> <li>• further development of Scope &amp; Sequences and Unit Planners, developing consistent practices across the school.</li> <li>• tiered approach to attendance implemented and monitored.</li> <li>• the rollout of the Disability Inclusion (DI) model across our region and in our school.</li> </ul>

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12 Month Target 1.1</b>	<b>LEARNING PRIORITY</b> <ul style="list-style-type: none"> <li>• Increase the overall proportion of students in years 1-6 (matched cohort) at or above level (stanine 4+) in PAT Maths (adaptive) from 67% (2022) to 72% when assessed at the end of Term 3.</li> <li>• Increase the overall percentage of students at or above level against the Victorian Curriculum in Number and Algebra from 74% to 80%.</li> </ul> <b>WELLBEING PRIORITY</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Teacher Concern (teacher- student relations domain) from 77% (2022) to 79%.</li> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Effective Classroom Behaviour (Framework Factor within Effective Teaching Practice for Cognitive Engagement) from 77% (2022) to 80%.</li> <li>• Reduce the percentage of students (P-6) with 20 or more days absences from 49% in 2022 to 30%.</li> <li>• Maintain or decrease the average the student unapproved absence rate of 7.4 days in 2022.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 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 2023.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<b>LEARNING PRIORITY</b> <ul style="list-style-type: none"> <li>• Increase the overall proportion of students in years 1-6 (matched cohort) at or above level (stanine 4+) in PAT Maths (adaptive) from 67% (2022) to 72% when assessed at the end of Term 3.</li> <li>• Increase the overall percentage of students at or above level against the Victorian Curriculum in Number and Algebra from 74% to 80%.</li> </ul> <b>WELLBEING PRIORITY</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Teacher Concern (teacher- student relations domain) from 77% (2022) to 79%.</li> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Effective Classroom Behaviour (Framework Factor within Effective Teaching Practice for Cognitive Engagement) from 77% (2022) to 80%.</li> <li>• Reduce the percentage of students (P-6) with 20 or more days absences from 49% in 2022 to 30%.</li> <li>• Maintain or decrease the average the student unapproved absence rate of 7.4 days in 2022.</li> </ul>
<b>KIS 1.a Priority 2023 Dimension</b>	<b>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build staff capacity in utilising data to cater for the needs of all learners, particularly in Mathematics.</li> <li>• Build staff understanding and capacity in developing high quality Individual Education Plans (IEPs) which support the learning and wellbeing needs of all learners.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will display an increased use of content specific Numeracy vocabulary.</li> <li>• Students will know what the next steps are to progress their learning in Numeracy.</li> <li>• Students in need of targeted Numeracy academic support or intervention will be identified and supported.</li> <li>• Teachers will identify student learning needs in Numeracy based on diagnostic data.</li> <li>• Teachers will plan for differentiation based on student learning data.</li> <li>• Teachers will implement differentiated teaching and learning to meet individual student needs using data from a range of data sources.</li> <li>• Leaders and teachers will use student level data and evidence to regularly evaluate curriculum programs, including how they meet</li> </ul>

	<p>diverse learning and wellbeing goals and needs.</p> <ul style="list-style-type: none"> <li>• Leaders will support teaching staff to build assessment and differentiation practices through clear process and professional learning.</li> <li>• Leaders will support teaching staff to plan and monitor teaching and learning programs to ensure they meet the needs of individual learners.</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Westgrove PS Number and Algebra Essential learning will be used as part of the planning cycles and treated as a 'live' document</li> <li>• Increase use of student data to design teaching and learning programs.</li> <li>• Data boards being used to track students through a unit of learning.</li> <li>• Implemented IEPs for identified students.</li> <li>• Evidence of differentiation and adjustments made for all students in work programs</li> <li>• Consistent PLCs across the semester focused on Mathematics</li> <li>• Rigour around the coaching program and cycles.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Increase the overall proportion of students in years 1-6 (matched cohort) at or above level (stanine 4+) in PAT Maths (adaptive) from 67% (2022) to 72% when assessed at the end of Term 3.</li> <li>• Increase the overall percentage of students at or above level against the Victorian Curriculum in Number and Algebra from 74% to 80%.</li> <li>• Implemented and reviewed IEPs for identified students.</li> <li>• Individual student goals are set and understood by students and accessible to students.</li> </ul>
<b>KIS 1.b Priority 2023 Dimension</b>	<b>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</b>
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Refine and embed the School Wide Positive Behaviour Support practices particularly the review of the SWPBS matrix and the school wide acknowledgement system to ensure consistency across the school.</li> <li>• Adapt and refine the school's inclusive practices.</li> <li>• Continue to increase all stakeholders knowledge and understanding on the importance of student attendance and how it impacts all aspects of student wellbeing.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will feel connected to their school and have positive attitudes to attendance, the peers and teachers.</li> <li>• Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate</li> <li>• Students at risk will be identified and receive targeted support in a timely manner</li> <li>• Teachers will incorporate SWPBS practices and language in classes and in planning units of work</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will model and are consistent in agreed routines, using the Behaviour Response Continuum and SWPBS matrix</li> <li>• Teachers will incorporate trauma informed practices in classes and units of work</li> <li>• Leaders will prioritise time to monitor attendance and meet with relevant staff and families/ carers</li> <li>• Leaders and teachers will use student level data and evidence to regularly evaluate curriculum programs, including how they meet diverse learning and wellbeing goals and needs.</li> <li>• Leaders and teachers will regularly measure and moderate student learning and wellbeing data and identify risks to inform tiered and responsive supports</li> <li>• Leaders and teachers will evaluate the diverse needs to students in a timely, proactive and strategic manner, in collaboration with their families/ carers to ensure the application of tiered supports that respond to the learning and wellbeing of the student.</li> <li>• Teachers and leaders and the school community will share a common understanding of whole school approach to supporting physical, academic, social, emotional, cultural and civic wellbeing.</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Documentation of SWPBS and SEL.</li> <li>• A whole school SWPBS expected behaviour matrix will be developed, visible and taught within the SEL curriculum.</li> <li>• IEPs for all diverse learners have been developed collegiately and communicated.</li> <li>• Reviewed Individual Education Plan (IEP) documentation.</li> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> <li>• Data used to identify students in need of targeted support</li> <li>• Attendance data board established for each year level and specialist team.</li> <li>• Attendance data has improved across the school.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Teacher Concern (teacher- student relations domain) from 77% (2022) to 79%.</li> <li>• Increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measure Effective Classroom Behaviour (Framework Factor within Effective Teaching Practice for Cognitive Engagement) from 77% (2022) to 80%.</li> <li>• Reduce the percentage of students (P-6) with 20 or more days absences from 49% in 2022 to 30%.</li> <li>• Maintain or decrease the average the student unapproved absence rate of 7.4 days in 2022</li> </ul>