2022 Annual Implementation Plan

for improving student outcomes

Brunswick North West Primary School (4399)

Submitted for review by Hannah Reid (School Principal) on 22 February, 2022 at 09:39 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 22 February, 2022 at 01:45 PM
Endorsed by Tanya Pittard (School Council President) on 15 March, 2022 at 02:25 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	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	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	Evolving
	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 collaboratively developed instructional models over the past two years, providing frameworks for our teachers and students to work within. We now feel as though time to consolidate and embed this learning is required to build consistency and confidence in these practices. Structures are in place to consistently implement and evaluate the efficacy

	of our instructional models and how our available resources can support teachers and students at their point of need. Consistent data analysis and discussions will ensure our evaluation is informed by student learning growth.
Considerations for 2022	- F-2 students have had a disrupted experience of primary school and kindergarten - Our parent/carer community have not been able to access the school grounds (or events) for two years - Our student population has decreased by over 20% over the past two years, due to families moving out of Metro Melbourne - Our Capital Works program continues in 2022, with major delays to building works and furniture caused by COVID-19
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Improve the learning growth of every student.
Target 2.1	NAPLAN benchmark growth By 2024 increase the percentage of students achieving above benchmark growth in: - reading from 19% (2019) to 27% - writing from 19% (2019) to 28% - numeracy from 9% (2019) to 20%. By 2024 decrease the percentage of students achieving below benchmark growth in: - reading from 38% (2019) to 25% - writing from 35% (2019) to 25%

	• numeracy from 34% (2019) to 25%.
Target 2.2	NAPLAN top two bands By 2024 increase the percentage of Year 5 students assessed in the Maintaining in the top two bands category for writing from 19% to 40%.
Target 2.3	Teacher judgements By 2024: • The correlation between teacher judgements and NAPLAN bands in the matched Panorama report to be within 10% for reading and writing. • Increase percentage of students achieving at or above expected growth in number and algebra from 88% to 95%.
Key Improvement Strategy 2.a Building practice excellence	Embed consistent teacher practice within the school's instructional models in all components of teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	Build collaborative processes for developing feedback, coaching and observations that set expectations and challenge staff to regularly reflect and improve on their practice.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build staff capability in the consistent use of evidence to inform the planning, practice and evaluation of differentiated teaching and learning.

Goal 3	Empower students to be active agents in their learning.
Target 3.1	Attitudes to School Survey (AtoSS) By 2024: Increase the percentages of positive student responses to the following factors: - Student voice and agency from 67% (2020) to 72% - Differentiated learning challenge from 81% (2020) to 85% - Effective teaching time from 74% (2020) to 86% - Motivation and interest from 77% (2020) to 81% - Resilience from 74% (2019*) to 81% - Sense of confidence from 70% (2019) to 81%. * the Resilience factor was not part of the 2020 student survey
Target 3.2	School Staff Survey (SSS) By 2024 increase the percentages of positive staff responses in the Evaluation factor of the Teaching and Learning module from 79% (in 2020) to 83%.
Target 3.3	Parent Opinion Survey (POS) By 2024 increase the percentages of positive responses in Student voice and agency factor from 74% to 78%.

Key Improvement Strategy 3.a Empowering students and building school pride	Enhance student agency by developing regular goal setting for learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop feedback strategies that inform students and teachers about performance relative to learning goals and apply the feedback to learning.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed the consistent use of learning intentions and success criteria to support students to understand their needs within the learning continuum and to recognise the next stage of their learning.
Key Improvement Strategy 3.d Curriculum planning and assessment	Build teacher capability to implement and integrate the Victorian Curriculum Capabilities to support the learning needs of all students.
Goal 4	Increase school pride and connectedness, with high expectations for all.
Target 4.1	Attitudes to School Survey (AtoSS) By 2024 increase the percentages of positive student responses to the factor: High expectations for success from 92% to 94%
Target 4.2	Parent Opinion Survey By 2024 increase the percentages of positive parent responses to the following factors: • School communication from 76% to 85% • Teacher communication from 70% to 75%.

Target 4.3	School Staff Survey (SSS) By 2024: - increase the percentages of positive staff responses to the Trust in students and parents factor from 70% to 78% - increase the percentages of positive staff responses to the Instructional leadership factor in the school leadership module from 75% to 80%.
Key Improvement Strategy 4.a Vision, values and culture	Instill a sense of pride and school community connectedness by embedding the school's vision and values into all school activities.
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Embed a whole-school learning culture with high expectations for all, that features individual and collective accountability for improvement.
Key Improvement Strategy 4.c Parents and carers as partners	Develop a framework to build parent engagement in student learning with effective home/school partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	Reduce percentage of students in the bottom two bands of NAPLAN numeracy (year 5) from 20.5% in 2021 to 17% in 2022. Reduce percentage of students not making 12 month's growth as measured by reported teacher judgements: - 12% in 2021 to 10% in 2022 (Reading) - 10% in 2021 to 8% in 2022 (Writing) - 14% in 2021 to 10% in 2022 (Numeracy) Reduce the percentage of students who are achieving below the expected F&P Benchmark level for their year level from 39% in 2021 to 30% in 2022 Increase the percentages of positive student responses to the following AtoSS factors: LEARNING... - Differentiated learning challenge from 81% (2020) to 83% in 2022; - Effective teaching time from 74% (2020)

		to 80% in 2022; - Motivation and interest from 77% (2020) to 80% in 2022. WELLBEING... - Teacher concern from 60% (2020) to 75% in 2022 - Sense of confidence from 68% (2020) to 75% in 2022 - Student voice & agency from 68% (2020) to 80% in 2022 - Self-regulation and goal setting from 74% (2020) to 82% in 2022

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	Reduce percentage of students in the bottom two bands of NAPLAN numeracy (year 5) from 20.5% in 2021 to 17% in 2022. Reduce percentage of students not making 12 month's growth as measured by reported teacher judgements: - 12% in 2021 to 10% in 2022 (Reading) - 10% in 2021 to 8% in 2022 (Writing) - 14% in 2021 to 10% in 2022 (Numeracy) Reduce the percentage of students who are achieving below the expected F&P Benchmark level for their year level from 39% in 2021 to 30% in 2022

	Increase the percentages of positive student responses to the following AtoSS factors: LEARNING... - Differentiated learning challenge from 81% (2020) to 83% in 2022; - Effective teaching time from 74% (2020) to 80% in 2022; - Motivation and interest from 77% (2020) to 80% in 2022. WELLBEING... - Teacher concern from 60% (2020) to 75% in 2022 - Sense of confidence from 68% (2020) to 75% in 2022 - Student voice & agency from 68% (2020) to 80% in 2022 - Self-regulation and goal setting from 74% (2020) to 82% in 2022

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

Define Actions, Outcomes and Activities

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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	- Refine our PLC process in reading, writing and numeracy to improve teacher practice - Develop staff capability to use data and assessment to inform targeted planning and teaching
Outcomes	- Teachers will confidently and accurately identify student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use Feedback to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional model - Teachers will consistently implement the agreed assessment schedule - Students will experience success and celebrate the acquisition of knowledge - 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 - Students will know what their next steps are to progress their learning through the use of developmental rubrics - Leaders will define and communicate the school's tutor program model/process to the school and community - Leaders will facilitate the Cycles of Inquiry
Success Indicators	- Teachers' formative assessment data and teacher judgement data - 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 - 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 tutor groups - Classroom and peer observations demonstrating changes to classroom practices
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Embed a whole school approach to social-emotional learning - Increase student engagement through inclusive and differentiated practices
Outcomes	- Teachers will incorporate social-emotional learning and engagement program practices in classes and in planning - 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 homegroups and contribute to a strong classroom culture - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with peers - Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate - Families of at-risk students will receive regular communication and support from the school - Students will experience more success in classes - Students and families will be connected to allied health and mental health services
Success Indicators	- 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) - Samples of student work - Documentation of resources for wellbeing programs - Data of counselling services accessed by students and families - Student engagement and assessment data from regular classes

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement in-house, team specific professional learning on our school's established literacy and numeracy instructional models.	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 3	☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Provide structures, resources and professional development to support teams to collaboratively plan for differentiated and targeted teaching and learning in all areas of the curriculum	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Refine PLC leader capacity to implement the inquiry cycle through the PLC and Peer Observation models to improve teacher practice in literacy and numeracy	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site