

2021 Annual Implementation Plan

for improving student outcomes

Willow Grove Primary School (2520)



Submitted for review by Anthony Wilson (School Principal) on 17 December, 2020 at 09:48 AM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 17 December, 2020 at 09:50 AM

Endorsed by Mark Wilms (School Council President) on 11 March, 2021 at 03:13 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Embedding

Enter your reflective comments	The school will continue to have a detailed professional learning plan that will directly align with both the School Strategic Plan and 2021 Annual Implementation Plan. The intense focus on writing during semester 2, 2020 has meant a whole-school collaborative approach to the development of a writing scope and sequence as well as a guaranteed and viable curriculum. In 2021, proficiency scales will be a focus for the school's goal of improving writing and will be used to improve student voice and agency in their learning.
Considerations for 2021	The funding for the tutoring program will be used to provide extra time and resources for intervention in 2021. Individual needs for students is currently being identified and specifically targeted by classroom teachers and the structure of 'how this will work' is being formulated. Improvement in writing, developing a whole-school G&V writing curriculum as well as proficiency scales for writing are the focus for 2021. Reviewing the mathematics curriculum with the proposed 'school partnership' are the focus for numeracy as well as classroom observations.

Documents that support this plan

WGPS Detailed Implementation Plan 2020.docx (0.04 MB)

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student outcomes in literacy
Target 2.1	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN writing, based on a 4-year rolling average benchmark from 71per cent to 85 per cent.
Target 2.2	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN based on a 4-year rolling average benchmark in: <ul style="list-style-type: none"> • spelling from 71 per cent in 2019 to 85 per cent • grammar and punctuation from 79 per cent in 2019 to 85 per cent
Target 2.3	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in writing from 36 per cent to 85 per cent.

Key Improvement Strategy 2.a Building practice excellence	Increase the effectiveness of quality practices in planning, instruction and assessment
Key Improvement Strategy 2.b Instructional and shared leadership	Build capacity of leadership to support high quality instructional practices
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement intervention strategies and processes to support students requiring individual targeted, intensive support
Goal 3	To improve student outcomes in Mathematics
Target 3.1	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN numeracy, based on a 4-year rolling average benchmark in numeracy from 68 per cent to 85 per cent.
Target 3.2	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in mathematics from 70 per cent to 85 per cent.
Key Improvement Strategy 3.a Building practice excellence	Development and implementation of a school–wide model to scaffold mathematics
Key Improvement Strategy 3.b Curriculum planning and assessment	Build capacity of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year six
Key Improvement Strategy 3.c Evaluating impact on learning	Build capacity for data analysis and an understanding of data by teachers and students

Goal 4	To create empowered learners who are actively engaged in and connected to their learning
Target 4.1	<p>By 2024 the following components of the student attitudes to school survey will show:</p> <ul style="list-style-type: none"> • student voice and agency will increase from 81 per cent in 2019 to 90 per cent • motivation and interest will increase from 85 per cent in 2019 to 90 per cent.
Target 4.2	<p>By 2024 the percentage of Year F-6 students meeting learning goals will be at 85 per cent or above to be measured from an established baseline level of achievement of learning goals in 2020 - 2021.</p> <p>(NB. This target will be measured primarily through a school developed data collection instrument to measure attainment of the more specific learning goals developed in Key Improvement Strategy 3c)</p>
Target 4.3	<p>By 2024 the following components of the school staff survey will show:</p> <ul style="list-style-type: none"> • teaching and learning, planning, understand curriculum will increase from 83 per cent in 2019 to 95 per cent • teaching and learning, implementation, understand formative assessment will increase from 67 per cent in 2019 to 95 per cent • teaching and learning, practice improvement, professional learning through peer observation from 33 per cent in 2019 to 90 per cent.
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher
Key Improvement Strategy 4.b	Development and implementation of a school developed data collection instrument to measure the achievement of learning goals. (N.B. Baseline achievement data to be established in 2020 - 2021)

Evaluating impact on learning	
Key Improvement Strategy 4.c Curriculum planning and assessment	Teachers will improve, further develop and share learning continuums with all students to improve the quality and precision of self-regulation and goal setting through collaboration

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning, catch-up and extension priority: In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN writing, based on a 4-year rolling average, to be 75%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN numeracy, based on a 4-year rolling average to be 70%. In 2021, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least one Victorian Curriculum of learning progress</p>

			<p>in each year in mathematics to be 75%.</p> <p>Happy, active and healthy kids: In 2021, student voice and agency, as measured in the school Attitude to School Survey, to be 85%. In 2021, student motivation and interest, as measured in the school Attitude to School Survey, to be 87%. In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p> <p>Connected schools priority: In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p>
To improve student outcomes in literacy	No	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN writing, based on a 4-year rolling average benchmark from 71per cent to 85 per cent.	
		By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN based on a 4-year rolling average benchmark in: <ul style="list-style-type: none"> • spelling from 71 per cent in 2019 to 85 per cent • grammar and punctuation from 79 per cent in 2019 to 85 per cent 	
		By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level	

		of learning progress in each school year will increase in writing from 36 per cent to 85 per cent.	
To improve student outcomes in Mathematics	No	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN numeracy, based on a 4-year rolling average benchmark in numeracy from 68 per cent to 85 per cent.	
		By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in mathematics from 70 per cent to 85 per cent.	
To create empowered learners who are actively engaged in and connected to their learning	No	By 2024 the following components of the student attitudes to school survey will show: <ul style="list-style-type: none"> • student voice and agency will increase from 81 per cent in 2019 to 90 per cent • motivation and interest will increase from 85 per cent in 2019 to 90 per cent. 	
		By 2024 the percentage of Year F-6 students meeting learning goals will be at 85 per cent or above to be measured from an	

	<p>established baseline level of achievement of learning goals in 2020 - 2021.</p> <p>(NB. This target will be measured primarily through a school developed data collection instrument to measure attainment of the more specific learning goals developed in Key Improvement Strategy 3c)</p>	
	<p>By 2024 the following components of the school staff survey will show:</p> <ul style="list-style-type: none"> • teaching and learning, planning, understand curriculum will increase from 83 per cent in 2019 to 95 per cent • teaching and learning, implementation, understand formative assessment will increase from 67 per cent in 2019 to 95 per cent • teaching and learning, practice improvement, professional learning through peer observation from 33 per cent in 2019 to 90 per cent. 	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning, catch-up and extension priority:</p> <p>In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN writing, based on a 4-year rolling average, to be 75%.</p> <p>In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%.</p> <p>In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%.</p> <p>In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN numeracy, based on a</p>

	<p>4-year rolling average to be 70%. In 2021, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least one Victorian Curriculum of learning progress in each year in mathematics to be 75%.</p> <p>Happy, active and healthy kids: In 2021, student voice and agency, as measured in the school Attitude to School Survey, to be 85%. In 2021, student motivation and interest, as measured in the school Attitude to School Survey, to be 87%. In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p> <p>Connected schools priority: In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority Yes
KIS 3 Building communities	Connected schools priority 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 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Learning, catch-up and extension priority: In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN writing, based on a 4-year rolling average, to be 75%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN language conventions, based on a 4-year rolling average in spelling to be 75% and grammar and punctuation to be 80%. In 2021, the percentage of students in Year 5 making medium and high benchmark growth in NAPLAN numeracy, based on a 4-year rolling average to be 70%. In 2021, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least one Victorian Curriculum of learning progress in each year in mathematics to be 75%.</p> <p>Happy, active and healthy kids: In 2021, student voice and agency, as measured in the school Attitude to School Survey, to be 85%. In 2021, student motivation and interest, as measured in the school Attitude to School Survey, to be 87%. In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p> <p>Connected schools priority: In 2021, school connectedness, as measured in the school Attitude to School Survey, to be 85%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>With staff input, establish a targeted support program for students. Establish small groups tutoring programs in literacy and numeracy Work with ES and other teaching staff to assess learning and map progress against Individual Learning Plans</p>
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported Nominated or relevant teachers and school leaders will establish tutoring groups in literacy and numeracy</p>

	Students and teachers will have more time to work on content and the students point of need Students will know what their next steps are to progress their learning			
Success Indicators	Data used to identify students for tailored supports for literacy and numeracy Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups to be collected on a termly basis Appointment/staffing of programs Progress against Individual Learning Plans			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a targeted support program for students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate staff and resources to the targeted intervention program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,171.00 <input type="checkbox"/> Equity funding will be used
Assess learning and map progress against Individual learning Plans.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Continue with a whole school approach to social-emotional learning through the explicit teaching of Respectful Relationships. Establish and embed routines and prioritise time in the school day and classes for this to be explicitly taught and revisited.			

Outcomes	Teachers and leaders will integrate social-emotional learning into school practice, policies and programs through teaching Respectful Relationships.			
Success Indicators	Documentation of Respectful Relationships curriculum and scope and sequence.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teaching of Respectful Relationships across the whole school	<input checked="" type="checkbox"/> Principal <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
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning, including weekly classroom learning programs being emailed to families.			
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin Students and parents/carers/kin will feel as though they belong and are seen The wider community will feel welcome in the school and regularly use school facilities			
Success Indicators	Whole school surveys (SSS, AToSS) Student/staff/parent/carer/kin focus groups and interviews			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly e-mail regarding classroom learning and activities	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$22,700.00	\$7,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$22,700.00	\$7,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish a targeted support program for students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$22,700.00	\$7,000.00
Totals			\$22,700.00	\$7,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish a targeted support program for students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site