

Annual Implementation Plan - 2022

Select annual goals and KIS

Willow Grove Primary School (2520)



Submitted for review by Anthony Wilson (School Principal) on 29 March, 2022 at 11:50 AM

Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 29 March, 2022 at 11:51 AM

Awaiting endorsement by School Council President

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 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	In 2022, support students through use of the Mental Health and Wellbeing funding to improve student motivation and interest to at least 80% as measured by the AtoSS.
To improve student outcomes in literacy	Yes	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.	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for writing according to NAPLAN.
		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 	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for spelling according to NAPLAN. In 2022, 40% or more of Year 5 students to be in the Top 2 bands for grammar and punctuation according to NAPLAN.

		<ul style="list-style-type: none"> 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.	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in writing to be at least 80%.
To improve student outcomes in Mathematics	Yes	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.	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for numeracy according to NAPLAN.
		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.	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in mathematics to be at least 80%
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	<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-month target	<p>In 2022, support students through use of the Mental Health and Wellbeing funding to improve student motivation and interest to at least 80% as measured by the AtoSS.</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</p>

KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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.	
Goal 2	To improve student outcomes in literacy	
12-month target 2.1-month target	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for writing according to NAPLAN.	
12-month target 2.2-month target	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for spelling according to NAPLAN. In 2022, 40% of more of Year 5 students to be in the Top 2 bands for grammar and punctuation according to NAPLAN.	
12-month target 2.3-month target	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in writing to be at least 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Increase the effectiveness of quality practices in planning, instruction and assessment	No
KIS 2.b Professional leadership	Build capacity of leadership to support high quality instructional practices	No
KIS 2.c Excellence in teaching and learning	Implement intervention strategies and processes to support students requiring individual targeted, intensive support	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.	Ensure staff adequately and appropriately analyse staff data to ensure a clear understanding of point of need for teaching and learning. (This is for both within the classroom, within the TLI and also MiniLit/MacqLit intervention.) Data analysis and sharing of data within the PLC will ensure accurate planning to maximise student learning.	
Goal 3	To improve student outcomes in Mathematics	
12-month target 3.1-month target	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for numeracy according to NAPLAN.	
12-month target 3.2-month target	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in mathematics to be at least 80%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Excellence in teaching and learning	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	No
KIS 3.a Excellence in teaching and learning	Development and implementation of a school-wide model to scaffold mathematics	No
KIS 3.a Excellence in teaching and learning	Build capacity for data analysis and an understanding of data by teachers and students	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.	NAPLAN and school-based data suggests that the school has high levels of medium growth but lower than desired rates of high growth for reading, writing and maths. Work needs to continue to ensure the analysis of data then directly correlates to the instruction and learning opportunities for students.	

