

# 2022 Annual Implementation Plan

## for improving student outcomes

Richmond West Primary School (5044)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

Richmond West Primary School (5044)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Constant refreshing of the following needed for consistent practice SWPBS Framework Beginning of an integrated literacy model which includes synthetic phonics beginning of a common numeracy classroom structure PLC training completed in 2021
	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	Embedding	assessment schedules ongoing SPA training
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

<b>Leadership</b>	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	reformed SIT worked well in 2021 when not in remote learning changes in Leadership impacted
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding	from staff reflections bilingual and English program more separate than before. Students not mixing as much as previously  from students difference in approach by teachers
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	Closely linked to engagement for students - inconsistency of teacher capacity to engage and support students Very strong ties with local community - eg North Richmond Community Health, City of Yarra, Vic Police
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Enter your reflective comments</b>	Remote learning in 2021 disrupted the regular meetings and classroom observations that were in place. New staff were not as well inducted as in previous years and some of the well embedded school structures were less visible. Remote learning was a negative experience for a number of students and led to lack of progress and commitment. This led to significant mental health issues for some. Evidence from this came from behaviours once school returned, poor online behaviour, parent reports of increased anxiety.
<b>Considerations for 2022</b>	Mental Health in Primary Schools pilot program Continued work with speech pathologists literacy and numeracy leaders to work with groups of staff learning specialists to be timetabled in classrooms counsellor one day a week implementation of PLC
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximize learning outcomes in reading and writing for all students.
<b>Target 2.1</b>	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)
<b>Target 2.2</b>	Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)
<b>Target 2.3</b>	Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)

<b>Target 2.4</b>	Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)
<b>Target 2.5</b>	All students to show growth at least 12 months' growth in teacher judgement
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build teacher capacity to regularly review and update learning programs in line with school curriculum plans
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Increase confidence of teachers to challenge and support each other to improve practice
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Enhance teachers' capacity to collaboratively moderate student assessment and use data to diagnose student learning needs and plan for learning
<b>Goal 3</b>	Empower students' agency and voice in their learning.
<b>Target 3.1</b>	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> <li>● Motivation and Interest from 89% (2018) to 94% (2022)</li> <li>● Teacher Concern from 76% (2018) to 86% (2022)</li> <li>● Student Voice and Agency from 87% (2018) to 92% (2022)</li> </ul>

<b>Target 3.2</b>	Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)
<b>Target 3.3</b>	Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Activate student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build parameters of risk taking in learning by students and teachers.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Build teacher capacity to support students to be reflective, questioning and self monitoring learners
<b>Goal 4</b>	To maximize learning outcomes in numeracy for all students.
<b>Target 4.1</b>	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)
<b>Target 4.2</b>	Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)
<b>Target 4.3</b>	All students to show growth at least 12 months' growth in teacher judgement

<b>Key Improvement Strategy 4.a</b> Evaluating impact on learning	Establish and embed a whole school approach across all programs to evaluate impact of teaching and learning programs.
<b>Key Improvement Strategy 4.b</b> Building practice excellence	Enhance feedback processes school wide to optimise learning outcomes.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>Support for 2022 Priorities</p>
To maximize learning outcomes in reading and writing for all students.	No	Increase the number of students achieving high relative growth in NAPLAN Reading from 21% (2018) to 30% (2022)	
		Increase the number of students achieving high relative growth in NAPLAN Writing from 18% (2018) to 25% (2022)	

		Decrease the number of Year 5 students measured as below expected level in NAPLAN Reading from 12% (2018) to less than 10% (2022)	
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Writing from 13% (2018) to less than 10% (2022)	
		All students to show growth at least 12 months' growth in teacher judgement	
Empower students' agency and voice in their learning.	No	<p>Improve the following Attitude to School Survey measures</p> <ul style="list-style-type: none"> <li>• Motivation and Interest from 89% (2018) to 94% (2022)</li> <li>• Teacher Concern from 76% (2018) to 86% (2022)</li> <li>• Student Voice and Agency from 87% (2018) to 92% (2022)</li> </ul>	
		Improve Parent Opinion Survey (POS) endorsement for student agency from 80% (2018) to 90% (2022)	

		Reduce the number of unapproved student absences from 8.8 average days (2018) to 5.0 average days (2022)	
To maximize learning outcomes in numeracy for all students.	Yes	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 30% (2018) to 35% (2022)	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 32% (2021) to 35% (2022)
		Decrease the number of Year 5 students measured as below expected level in NAPLAN Numeracy from 12% (2018) to less than 10% (2022)	Decrease the number of Year 5 students measured as below expected level in NAPLAN to less than 10% (2022)
		All students to show growth at least 12 months' growth in teacher judgement	All students to show at least 12 months growth in teacher judgement

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></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>	
<b>12 Month Target 1.1</b>	Support for 2022 Priorities	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	To maximize learning outcomes in numeracy for all students.	
<b>12 Month Target 2.1</b>	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 32% (2021) to 35% (2022)	
<b>12 Month Target 2.2</b>	Decrease the number of Year 5 students measured as below expected level in NAPLAN to less than 10% (2022)	
<b>12 Month Target 2.3</b>	All students to show at least 12 months growth in teacher judgement	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evaluating impact on learning	Establish and embed a whole school approach across all programs to evaluate impact of teaching and learning programs.	Yes
<b>KIS 2</b> Building practice excellence	Enhance feedback processes school wide to optimise learning outcomes.	No

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.

implementation of PLC  
embed maths lesson structure across the school

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Support for 2022 Priorities
<b>KIS 1</b> 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
<b>Actions</b>	Develop data literacy of teachers, education support staff and tutors to inform understanding of student needs and progress establish and embed consistent approaches to formative assessment classroom teachers and tutors to work together to identify who need support staff training and implementation of PLC initiative embed consistent maths lesson structure across whole school
<b>Outcomes</b>	Teachers will confidently and accurately identify learning needs of their students Teachers will provide differentiation in classroom and share resources with each other students will experience targeted teaching at their point of need teacher judgement will match student achievement
<b>Success Indicators</b>	teacher judgement teacher records formative and summative assessment student in class surveys progress against ILPs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC training for staff	<input checked="" type="checkbox"/> All Staff	<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	participation in Mental Health in Primary Schools pilot build staff capacity to collect, analyse and monitor student engagement data continue partnership with NRCH in provision of student counselling service incorporate SEL in kitchen garden program			
<b>Outcomes</b>	an understanding of student wellbeing will inform teacher planning teachers will model agreed routines and expectations all students will experience success in the classroom - both wellbeing and academic			

<b>Success Indicators</b>	documentation of mental health framework which incorporates new learning and current practices shared PDP goals			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
MHiPS pilot	<input checked="" type="checkbox"/> Team Leader(s)	<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
Kitchen Garden Program	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <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



<b>Goal 2</b>	To maximize learning outcomes in numeracy for all students.			
<b>12 Month Target 2.1</b>	Increase the number of students achieving high relative growth in NAPLAN Numeracy from 32% (2021) to 35% (2022)			
<b>12 Month Target 2.2</b>	Decrease the number of Year 5 students measured as below expected level in NAPLAN to less than 10% (2022)			
<b>12 Month Target 2.3</b>	All students to show at least 12 months growth in teacher judgement			
<b>KIS 1</b> Evaluating impact on learning	Establish and embed a whole school approach across all programs to evaluate impact of teaching and learning programs.			
<b>Actions</b>	SPA training for all staff establish PLC teams in numeracy Learning Leaders to coach and model classroom practice			
<b>Outcomes</b>	consistent and visible maths lessons			
<b>Success Indicators</b>	improved numeracy across the school but in particular for those below expected level			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Staff PL on maths lesson structure	<input checked="" type="checkbox"/> Teacher(s)	<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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$41,033.00	\$40,000.00	\$1,033.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$41,033.00	\$40,000.00	\$1,033.00

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Kitchen Garden Program	\$40,000.00
<b>Totals</b>	\$40,000.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Kitchen Garden Program	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$40,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
PLC training for staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
MHiPS pilot	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources MHiPS	<input checked="" type="checkbox"/> Off-site remote
Staff PL on maths lesson structure	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site