

# 2023 Annual Implementation Plan

## for improving student outcomes

Whitehorse Primary School (5530)



Submitted for review by Paul Tantram (School Principal) on 20 December, 2022 at 04:16 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 11 January, 2023 at 11:30 AM  
Endorsed by Tim Price (School Council President) on 24 March, 2023 at 07:11 PM

## Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

<b>Leadership</b>		

<b>Engagement</b>		

<b>Support</b>		

<b>Enter your reflective comments</b>	
<b>Considerations for 2023</b>	
<b>Documents that support this plan</b>	

## 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>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, the percentage of Years 3–5 NAPLAN above Benchmark Growth for: Reading increases from 19 per cent (2019) to 26 per cent Writing rises from 16 per cent (2019) to 26 per cent Spelling increases from 18 per cent (2019) to 26 per cent. By 2023, the percentage positive endorsement of Years 4–6 AtoSS Stimulated learning Factor increases from 72 per cent (2020) to 77 per cent and the Years 4–6 AtoSS Motivation and interest Factor statement: 'I am learning things that really interest me' increases from 57 per cent (2019) to 65 per cent.</p>
To improve student learning growth in Years 3–6 Literacy	No	<p>By 2023, the percentage of Years 3–5 NAPLAN above Benchmark Growth for:</p> <ul style="list-style-type: none"> <li>• Reading increases from 19 per cent (2019) to 26 per cent</li> <li>• Writing rises from 16 per cent (2019) to 26 per cent</li> <li>• Spelling increases from 18 per cent (2019) to 26 per cent.</li> </ul> <p>By 2023, the percentage positive endorsement of Years 4–6 AtoSS Stimulated learning Factor increases from 72 per cent (2020) to 77 per cent and the Years 4–6 AtoSS Motivation and interest Factor statement: 'I am learning things that really interest me' increases from 57 per cent (2019) to 65 per cent.</p>	

		The percentage endorsement of the POS Student motivation and support Factor increases from 78 per cent (2020) to 85 per cent (2023).	
To improve student responsibility for their own learning and wellbeing	No	By 2023, the percentage of students endorsing the Years 4-6 AtoSS statement: 'I have a say in the things I learn' will increase from 43 per cent positive endorsement (2020) to 55 per cent positive endorsement. The AtoSS statement: 'Students at this school treat each other with respect' will increase from 51 per cent positive endorsement (2020) to 62 per cent positive endorsement.	
		By 2023, the Years 4–6 AtoSS Learning characteristics and disposition Domain, the Motivation and interest Factor will increase from 69 per cent positive endorsement (2020) to 80 per cent positive endorsement. The percentage endorsement of Years 4–6 AtoSS Self regulation increases from 81 per cent positive endorsement to 86 per cent positive endorsement.	
		Refine the differentiated school based programs using the Resilience, Rights and Respectful Relationships program.	

<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-month target</b>	By 2023, the percentage of Years 3–5 NAPLAN above Benchmark Growth for: Reading increases from 19 per cent (2019) to 26 per cent Writing rises from 16 per cent (2019) to 26 per cent Spelling increases from 18 per cent (2019) to 26 per cent. By 2023, the percentage positive endorsement of Years 4–6 AtoSS Stimulated learning Factor increases from 72 per cent (2020) to 77 per cent and the Years 4–6 AtoSS Motivation and interest Factor statement: 'I am learning things that really

	interest me' increases from 57 per cent (2019) to 65 per cent.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	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>	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, success indicators 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 target</b>	By 2023, the percentage of Years 3–5 NAPLAN above Benchmark Growth for: Reading increases from 19 per cent (2019) to 26 per cent Writing rises from 16 per cent (2019) to 26 per cent Spelling increases from 18 per cent (2019) to 26 per cent. By 2023, the percentage positive endorsement of Years 4–6 AtoSS Stimulated learning Factor increases from 72 per cent (2020) to 77 per cent and the Years 4–6 AtoSS Motivation and interest Factor statement: 'I am learning things that really interest me' increases from 57 per cent (2019) to 65 per cent.
<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
<b>Actions</b>	Strengthen teacher collaboration in diagnosing student learning point of need and monitoring of student growth, especially in Numeracy. Develop a school-wide numeracy strategy Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support
<b>Outcomes</b>	Students participate in point of need learning tasks Students apply learning to complete formative assessment tasks Students provide feedback to teachers to inform planning Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles Leaders consciously protect privileged time for PLC collaboration Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation Leaders provide professional development for staff focussing on data and evidence Students will receive targeted support differentiated to their point of need Leaders support teaching staff to build differentiation practices Leaders express high expectations about the differentiated support being provided and the need for ongoing monitoring of student learning

<b>Success Indicators</b>	<p>Data walls tracking student learning growth  Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration;  Monitor effectiveness using data; Use evidence to inform teaching practice  Curriculum documentation will show plans for differentiation in Numeracy  Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning  The percentage of students in the top two NAPLAN bands for Numeracy will increase</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on Number	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership team complete Datawise course to improve whole school use of data to inform teaching and learning programs.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



Provide professional learning that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Numeracy PLT review whole school Numeracy plan.	<input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Allocate support teacher to assist students who have been identified as having additional needs in Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,027.80 <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy			
<b>Outcomes</b>	<p>Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework</p> <p>Students identify appropriate behaviours in different settings</p> <p>Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviours</p> <p>Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours</p> <p>Teachers collect and collaboratively analyse student behaviour data using the learning management system</p> <p>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours</p> <p>Leaders ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision</p> <p>Leaders frequently monitor SWPBS behaviour data using the learning management system</p> <p>Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Parents/carers/kin understand the desired school behaviours and the procedures for responding to major and minor behaviours</p> <p>Parents/carers/kin recognise student positive behaviours through learning management system</p>			

<b>Success Indicators</b>	<p>Expected behaviours are displayed prominently throughout the school</p> <p>Behaviour records in learning management system</p> <p>Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours</p> <p>Use of SWPBS language evident in peer observations</p> <p>Focus groups responses reflect improved relationships between staff and students, students and students</p> <p>Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award</p> <p>Reduced exclusionary discipline recorded in learning management system</p> <p>Begin to achieve a baseline of data for exclusionary practices</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff. Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS. Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours and appropriate reinforcements and consequences.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour. Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review Compass to determine whether it is suitable for collecting and monitoring SWPBS data. Establish processes and procedures for recording SWPBS data in Compass	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Plan for and document the teaching of social skills each week in all classes.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Present information sessions to parents and carers.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,027.80	\$17,027.80	\$0.00
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>	<b>\$17,027.80</b>	<b>\$17,027.80</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Allocate support teacher to assist students who have been identified as having additional needs in Literacy and Numeracy.	\$17,027.80
<b>Totals</b>	<b>\$17,027.80</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Allocate support teacher to assist students who have been identified as having additional needs in Literacy and Numeracy.	from: Term 1 to: Term 4	\$17,027.80	<input checked="" type="checkbox"/> School-based staffing

<b>Totals</b>		\$17,027.80	
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### 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
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Leadership team complete Datawise course to improve whole school use of data to inform teaching and learning programs.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Bastow East Melbourne
Provide professional learning that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Establish a SWPBS team comprising relevant leaders, wellbeing staff and	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

other school staff. Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course.		to: Term 1			SWPBS team	
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS. Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours and appropriate reinforcements and consequences.	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coaches	<input checked="" type="checkbox"/> On-site