

# 2022 Annual Implementation Plan

## for improving student outcomes

Northcote Primary School (1401)



Submitted for review by Julie Andrews (School Principal) on 17 December, 2021 at 12:29 PM  
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 04 July, 2022 at 01:14 PM  
Awaiting endorsement by School Council President

## 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	Evolving
	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	Emerging
	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	Evolving
	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	Evolving
	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	Evolving
	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>	The school has continued to build on it's collaborative teaching approach, ensuring that teams are supported to have time to plan together. The learning specialist has also supported teams, providing professional learning in literacy. During remote learning, there was a strong emphasis on student wellbeing.
<b>Considerations for 2022</b>	The school will continue to improve processes to use data to drive differentiation of instruction using flexible like-needs groupings, with a particular focus on numeracy. The PLC structure will continue to be improved and evidence based and

	<p>data-driven. A guaranteed and viable curriculum will be developed in consultation with staff and accountability measures put in place to ensure consistency in the use of the assessment schedule. A new principal will commence in 2022. Vertical teams will be established to align with and undertake the work of the AIP in 2022. The school will continue to implement and refine its approach to student wellbeing and engagement.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<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>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 improve literacy outcomes for all students
<b>Target 2.1</b>	NAPLAN: The percentage of students in the top <b>two bands</b> to be <b>equal to</b> , or better than, like school groups in Reading and Writing for Year 3 and Year 5.  Year 3 Reading from 73% (2018) to 76% (2022)  Year 5 Reading from 45% (2018) to 59% (2022)  Year 3 Writing from 50% (2018) to 62% (2022)  Year 5 Writing from 28% (2018) to 34% (2022)

<b>Target 2.2</b>	NAPLAN Writing growth from Year 3 to Year 5 to be equal to, or better than, like school groups. Relative to the similar school's group NPS result is similar to the results for primary schools with similar characteristics (SS=29% NPS=31%). Increase high growth from 31% (2018) to 33% by 2022.
<b>Target 2.3</b>	<p>Trend data for NAPLAN Mean Scale Score to show consistent improvement as follows:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 492 (2018) to 500 (2022)</li> <li>• Writing from 427 (2018) to 460 (2022)</li> <li>• Spelling from 430 (2018) to 445 (2022)</li> <li>• Grammar and Punctuation from 461 (2018) to 470 (2022)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 544 (2018) to 560 (2022)</li> <li>• Writing from 499 (2018) to 510 (2022)</li> <li>• Spelling from 509 (2018) to 525 (2022)</li> <li>• Grammar and Punctuation from 545 (2018) to 560 (2022)</li> </ul>
<b>Target 2.4</b>	Teacher Judgements: The percentage of students achieving above expected growth in Reading, Writing and Speaking and Listening to consistently reach 25% or better.
<b>Target 2.5</b>	Teacher Judgements: The percentage of students achieving below expected growth in Reading, Writing and Speaking and Listening to be consistently below 25%.

<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence-based targeted teaching in Reading, Writing and Speaking and Listening
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build teacher capacity to make consistent teacher judgements of student progress validated by rigorous data analysis
<b>Goal 3</b>	To improve student engagement
<b>Target 3.1</b>	<b>AToSS:</b> <ul style="list-style-type: none"> <li>• Student Voice and Agency (Years 4–6) to improve from 59% positive to 70%</li> <li>• Stimulated learning to improve from 68% positive to 80%</li> <li>• Motivation and interest to improve from 73% positive 85%</li> </ul>
<b>Target 3.2</b>	<b>POS:</b> <ul style="list-style-type: none"> <li>• High Expectations to improve from 73% positive to 85%</li> <li>• Stimulating Learning Environment to improve from 68% positive to 80%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop teachers' shared understanding of, and capacity to implement, student voice, agency and leadership
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Increase teacher capacity to embed opportunities for students to exercise authentic agency in their own learning through empowering students to be actively involved in regular conversations about what and why they are learning and their learning progression

<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Build teacher capacity to effectively diagnose individual students' abilities in order to explicitly teach using tailored strategies that are appropriately challenging
<b>Goal 4</b>	To improve student wellbeing
<b>Target 4.1</b>	<b>AToSS</b> <ul style="list-style-type: none"> <li>• Not Experiencing Bullying from 49% positive to 60%,</li> <li>• Resilience from 77% positive to 85%,</li> <li>• Teacher Concern from 64% positive to 75%.</li> </ul>
<b>Target 4.2</b>	<b>POS</b> <ul style="list-style-type: none"> <li>• By 2022, improve POS data on Managing Bullying to the 50th percentile.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Parents and carers as partners	Support parents/carers to build high levels of family involvement in school activities through the ongoing development of sustainable and effective partnerships between teachers, parents and families.
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Build staff capacity to provide for the learning needs of all students through developing knowledge and understanding of potential mental health issues of students and providing visible and active support for healthy norms and behaviours.



## 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> 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>In 2022, the percentage of students making high relative learning growth in teacher judgements from term 4, 2021 to term four 2022 will be 10% greater in all areas of literacy.</p>
To improve literacy outcomes for all students	No	<p>NAPLAN: The percentage of students in the top <b>two bands</b> to be <b>equal to</b>, or better than, like school groups in Reading and Writing for Year 3 and Year 5.</p> <p>Year 3 Reading from 73% (2018) to 76% (2022)</p> <p>Year 5 Reading from 45% (2018) to 59% (2022)</p> <p>Year 3 Writing from 50% (2018) to 62% (2022)</p> <p>Year 5 Writing from 28% (2018) to 34% (2022)</p>	

		NAPLAN Writing growth from Year 3 to Year 5 to be equal to, or better than, like school groups. Relative to the similar school's group NPS result is similar to the results for primary schools with similar characteristics (SS=29% NPS=31%). Increase high growth from 31% (2018) to 33% by 2022.	
		Trend data for NAPLAN Mean Scale Score to show consistent improvement as follows: Year 3 <ul style="list-style-type: none"> <li>• Reading from 492 (2018) to 500 (2022)</li> <li>• Writing from 427 (2018) to 460 (2022)</li> <li>• Spelling from 430 (2018) to 445 (2022)</li> <li>• Grammar and Punctuation from 461 (2018) to 470 (2022)</li> </ul> Year 5 <ul style="list-style-type: none"> <li>• Reading from 544 (2018) to 560 (2022)</li> <li>• Writing from 499 (2018) to 510 (2022)</li> <li>• Spelling from 509 (2018) to 525 (2022)</li> <li>• Grammar and Punctuation from 545 (2018) to 560 (2022)</li> </ul>	
		Teacher Judgements: The percentage of students achieving above expected growth in Reading, Writing and Speaking and Listening to consistently reach 25% or better.	
		Teacher Judgements: The percentage of students achieving below expected growth in Reading, Writing and Speaking and Listening to be consistently below 25%.	
To improve student engagement	No	<b>AToSS:</b> <ul style="list-style-type: none"> <li>• Student Voice and Agency (Years 4–6) to improve from 59% positive to 70%</li> <li>• Stimulated learning to improve from 68% positive to 80%</li> <li>• Motivation and interest to improve from 73% positive 85%</li> </ul>	

		<b>POS:</b> <ul style="list-style-type: none"> <li>• High Expectations to improve from 73% positive to 85%</li> <li>• Stimulating Learning Environment to improve from 68% positive to 80%</li> </ul>	
To improve student wellbeing	No	<b>AToSS</b> <ul style="list-style-type: none"> <li>• Not Experiencing Bullying from 49% positive to 60%,</li> <li>• Resilience from 77% positive to 85%,</li> <li>• Teacher Concern from 64% positive to 75%.</li> </ul>	
		<b>POS</b> <ul style="list-style-type: none"> <li>• By 2022, improve POS data on Managing Bullying to the 50th percentile.</li> </ul>	

<b>Goal 1</b>	<b>2022 Priorities Goal</b> <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>	
<b>12 Month Target 1.1</b>	In 2022, the percentage of students making high relative learning growth in teacher judgements from term 4, 2021 to term four 2022 will be 10% greater in all areas of literacy.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 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	Yes

<p><b>KIS 1.b</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>
<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.</p>	

## 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>	In 2022, the percentage of students making high relative learning growth in teacher judgements from term 4, 2021 to term four 2022 will be 10% greater in all areas of literacy.
<b>KIS 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>Actions</b>	Collaboration -To build teacher knowledge of Professional Learning Communities (PLC) and the FISO Improvement Cycle -To collaboratively develop a Guaranteed and Viable Curriculum (G+VC) and build Pedagogical Content Knowledge (PCK) to improve teacher expertise.  Differentiation -To build staff capability to consistently use assessment data to accurately inform point of need teaching. -To build staff capability to use a Response to Intervention (RTI) approach to planning for differentiated learning based on student data.
<b>Outcomes</b>	Collaboration -Staff will use the PLC framework to work collaboratively to improve student learning outcomes. -Staff will use updated whole-school planning documents to improve teaching and learning.  Differentiation -Staff will have an agreed upon system of moderation within and between teams in Numeracy, including an updated Assessment Schedule -Staff will have established whole-school parameters around data collection (formative assessment) -Staff will have established parameters (timeframes, expectations and non-negotiables) around data meetings including expectations and non-negotiables of data conversations. -Staff will build their data literacy skills

	<p>-Teachers/Teams will use data to identify students deemed at risk or who require extension          -Staff will feel confident to differentiate based on a data driven approach and intervene and set goals at students' point of need.</p>			
<b>Success Indicators</b>	<p>Collaboration          -PLC Meeting Norms, Roles, and Agendas          -PLC Maturity Matrix.          -Staff Opinion Survey (Collaboration, Collective Efficacy)          -Whole-school/Team Level planning documents support teacher instruction          -Staff using Teacher Resources (i.e. Booker)          -Student Achievement and Student Growth (i.e. Top/Low bands)</p> <p>Differentiation          -Moderation Conversations          -PLC Meeting Minutes          -Assessment Schedule          -Data and Assessment Audit          -Tutor Learning Initiative data          -Whole-school/Team Level planning documents support differentiation          -Student Outcomes</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
TLI initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,000.00  <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

<p>VHAP program and PL catering for high ability learners</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)  <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$200.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Whole school professional learning around numeracy by providing teacher resources within and across PLCs (i.e. Booker)</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Build middle leader capability through PLC professional learning and Learning Specialist Support</p>	<p><input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Build staff capabilities to be data literate through the AIP Vertical Team structure and within PLCs	<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
Build staff capability to use a Response to Intervention (RTI) approach to plan for differentiated learning based on student data.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Responsive Teaching Masterclass (Curriculum) + additional Leadership Sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <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 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Wellbeing -To develop a whole-school wellbeing strategy to support students at risk, including the consistent implementation of individual education plans (IEPs) and Student Support Group Meetings (SSGs)			
<b>Outcomes</b>	Wellbeing -increased teacher confidence in developing student individual learning plans -increased teacher collective responsibility for the wellbeing of all students -increased teacher confidence in seeking support for students at risk			
<b>Success Indicators</b>	Wellbeing -Documented whole-school approach to IEPs and SSGs -Student AtoSS -Parent Opinion Survey			

