

# 2023 Annual Implementation Plan

## for improving student outcomes

Deer Park West Primary School (5032)



Submitted for review by Senka King (School Principal) on 21 December, 2022 at 03:48 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	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	Embedding
	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, 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 Improvement Team is continuing to focus on whole school data analysis and practices to understand what is happening in the school and where we should target our effort and resources. School documentation will be refined to reflect the new AIP for 2023 and to provide consistency. Next year there will be an opportunity for us to address wellbeing practices and current gaps within the school. Through the participation in the SWPBS framework and the appointment of a Mental Health and Wellbeing leader at the school, a plan for addressing key areas of student voice and agency will be a
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	focus within these.
<b>Considerations for 2023</b>	<p>Developing curriculum content knowledge for Mathematics will be a focus for 2023 and will be supported by being included in our regular PLC cycles of inquiry.</p> <p>DPW PS will need to expend significant effort and resources on health and wellbeing KIS. The shift in policy regarding PSD to Inclusion, introduction of the Mental Health and Wellbeing leader and our participation in RRRR and PBS will all require a high level of professional learning and curriculum planning and development. Next year we will also continue to focusing on developing the leadership skills, knowledge and midframes of middle leaders to ensure that there is a strong succession plan in place.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;            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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 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>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student learning growth in literacy and numeracy
<b>Target 2.1</b>	<p>By 2024, increase the percentage of students assessed as at or above the expected year level using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 85% in 2019 to 90% in 2024</li> <li>• writing from 77% in 2019 to 83% in 2024</li> <li>• number and algebra from 79% in 2019 to 85% in 2024</li> </ul>
<b>Target 2.2</b>	<p>By 2024, increase the percentage of students assessed as making at or above expected growth using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 78% in 2019 to 90% in 2024</li> <li>• writing from 72% in 2019 to 90% in 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• number and algebra from 80% in 2019 to 90% in 2024</li> </ul>
<b>Target 2.3</b>	<p>By 2024, increase the percentage of students achieving in the top two bands of NAPLAN in:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> <li>• numeracy from 23% in 2019 to 30% in 2024</li> </ul> <p><i>Year 5:</i></p> <ul style="list-style-type: none"> <li>• reading from 25% in 2019 to 35% in 2024</li> <li>• writing from 21% in 2019 to 25% in 2024</li> <li>• numeracy from 23% in 2019 to 32% in 2024</li> </ul>
<b>Target 2.4</b>	<p>By 2024, decrease the percentage of students achieving in the bottom two bands of NAPLAN in:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> <li>• numeracy from 15% in 2019 to 8% in 2024</li> </ul> <p><i>Year 5:</i></p> <ul style="list-style-type: none"> <li>• reading from 15% in 2019 to 5% in 2024</li> <li>• writing from 13% in 2019 to 9% in 2024</li> <li>• numeracy from 21% in 2019 to 15% in 2024</li> </ul>

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Review and strengthen the guaranteed and viable curriculum and align assessment strategies to differentiate learning at each student's point of need
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teacher capability to use high-quality instructional practices to plan, teach and review their impact on learning
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Strengthen collaborative inquiry practices to analyse and utilise data, to plan and review the impact of learning interventions
<b>Goal 3</b>	To improve student voice and agency in learning
<b>Target 3.1</b>	By 2024 the percentage of positive responses on the Attitudes to School Survey will increase for: <ul style="list-style-type: none"> <li>• student voice and agency from 72% in 2019 to 76% in 2024</li> <li>• sense of confidence from 82% in 2019 to 85% in 2024</li> <li>• resilience from 85% in 2019 to 90% in 2024</li> </ul>
<b>Target 3.2</b>	By 2024 the percentage positive endorsement on the School Staff Survey will increase for: <ul style="list-style-type: none"> <li>• professional learning through peer observation from 43% in 2020 to 75% in 2024</li> <li>• use student feedback to improve practice from 73% in 2020 to 85% in 2024</li> <li>• promote student ownership of learning from 77% in 2020 to 90% in 2024</li> </ul>
<b>Target 3.3</b>	By 2024 the percentage of positive responses on the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> <li>• effective teaching from 89% in 2019 to 92% in 2024</li> <li>• stimulating learning environment from 85% in 2019 to 90% in 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• student voice and agency from 89% in 2019 to 92% in 2024</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build teacher instructional practice to provide opportunities for student voice, agency and leadership
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Empower students to collaborate with adults and peers to direct, and take responsibility for learning
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Develop learning sequences and assessment processes for students to take responsibility as agents of their own learning
<b>Goal 4</b>	To improve student engagement and wellbeing
<b>Target 4.1</b>	By 2024 improve attendance by decreasing: <ul style="list-style-type: none"> <li>• the average number of days absent from 18.8 days in 2019 to 16.3 days in 2024</li> <li>• the average rate of unexplained absence from 7.5 days in 2019 to 5 days in 2024</li> </ul>
<b>Target 4.2</b>	<ul style="list-style-type: none"> <li>• By 2024 the percentage positive endorsement on the School Staff Survey will increase for:</li> <li>• trust in students and parents from 69% in 2019 to 75% in 2024</li> <li>• academic emphasis from 74% in 2019 to 82% in 2024</li> <li>• shielding and buffering from 79% in 2019 to 85% in 2024</li> </ul>



<b>Target 4.3</b>	<p>By 2024 the percentage positive response on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> <li>• not experiencing bullying from 59% in 2019 to 68% in 2024</li> <li>• general school satisfaction from 85% in 2019 to 91% in 2024</li> <li>• managing bullying from 85% in 2019 to 89% in 2024</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Collaboratively develop and embed a framework for consistent implementation of social and emotional learning underpinned by the school's values.
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Strengthen parent and community engagement
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Build collective responsibility for attendance, and refine and embed strategies to decrease student absence

## 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></p> <p>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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students assessed as at or above the expected year level using teacher judgement against the Victorian Curriculum for:</p> <p>Reading and Viewing to 88% in 2023            Writing to 80% in 2023            Number and Algebra to 84% in 2023</p> <p>Increase the percentage of students assessed as making at or above expected growth using teacher judgement against the Victorian Curriculum for:</p> <p>Reading and Viewing to 88% in 2023            Writing to 85% in 2023            Number and Algebra to 90% in 2023</p> <p>Increase the percentage of students achieving in the top two bands of NAPLAN in:</p> <p>Year 3:            Numeracy to 30% in 2023</p> <p>Year 5:            Reading to 35% in 2023</p>

			<p>Writing to 25% in 2023 Numeracy to 32% in 2023</p> <p>Decrease the percentage of students achieving in the bottom two bands of NAPLAN in:</p> <p>Year 3: Numeracy to 8% in 2023</p> <p>Year 5: Reading to 5% in 2023 Writing to 9% in 2023 Numeracy to 15% in 2023</p> <p>To improve student voice and agency in learning:</p> <p>The percentage of positive responses on the Attitudes to School Survey will increase for:</p> <p>Student voice and agency to 76% in 2023 Sense of confidence to 85% in 2023 Resilience to 90% in 2023</p> <p>The percentage positive endorsement on the School Staff Survey will increase for:</p> <p>Professional learning through peer observation to 75% in 2023 Use student feedback to improve practice to 85% in 2023 Promote student ownership of learning to 90% in 2023</p> <p>The percentage of positive responses on</p>
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			<p>the Parent Opinion Survey will increase for:</p> <p>Effective teaching to 92% in 2023  Stimulating learning environment to 90% in 2023  Student voice and agency to 92% in 2023</p> <p>To improve student engagement and wellbeing:</p> <p>Improve attendance by decreasing:</p> <p>The average number of days absent to 16.3 days in 2023  The average rate of unexplained absence to 5 days in 2023</p> <p>The percentage positive endorsement on the School Staff Survey will increase for:</p> <p>Trust in students and parents to 75% in 2023  Academic emphasis to 82% in 2023  Shielding and buffering to 85% in 2023</p> <p>The percentage positive response on the Parent Opinion Survey will increase for:</p> <p>Not experiencing bullying to 68% in 2023  General school satisfaction to 91% in 2023  Managing bullying to 89% in 2023</p>
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To improve student learning growth in literacy and numeracy	No	<p>By 2024, increase the percentage of students assessed as at or above the expected year level using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 85% in 2019 to 90% in 2024</li> <li>• writing from 77% in 2019 to 83% in 2024</li> <li>• number and algebra from 79% in 2019 to 85% in 2024</li> </ul>	
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		<p>By 2024, decrease the percentage of students achieving in the bottom two bands of NAPLAN in:</p> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• numeracy from 15% in 2019 to 8% in 2024</li> </ul> <p><b>Year 5:</b></p> <ul style="list-style-type: none"> <li>• reading from 15% in 2019 to 5% in 2024</li> <li>• writing from 13% in 2019 to 9% in 2024</li> <li>• numeracy from 21% in 2019 to 15% in 2024</li> </ul>	
To improve student voice and agency in learning	No	<p>By 2024 the percentage of positive responses on the Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 72% in 2019 to 76% in 2024</li> <li>• sense of confidence from 82% in 2019 to 85% in 2024</li> <li>• resilience from 85% in 2019 to 90% in 2024</li> </ul>	
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To improve student engagement and wellbeing	No	<p>By 2024 improve attendance by decreasing:</p> <ul style="list-style-type: none"> <li>• the average number of days absent from 18.8 days in 2019 to 16.3 days in 2024</li> <li>• the average rate of unexplained absence from 7.5 days in 2019 to 5 days in 2024</li> </ul>	
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<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>
<b>12 Month Target 1.1</b>	<p>Increase the percentage of students assessed as at or above the expected year level using teacher judgement against the Victorian Curriculum for:</p> <p>Reading and Viewing to 88% in 2023          Writing to 80% in 2023          Number and Algebra to 84% in 2023</p> <p>Increase the percentage of students assessed as making at or above expected growth using teacher judgement against the Victorian Curriculum for:</p>



Reading and Viewing to 88% in 2023  
Writing to 85% in 2023  
Number and Algebra to 90% in 2023

Increase the percentage of students achieving in the top two bands of NAPLAN in:

Year 3:  
Numeracy to 30% in 2023

Year 5:  
Reading to 35% in 2023  
Writing to 25% in 2023  
Numeracy to 32% in 2023

Decrease the percentage of students achieving in the bottom two bands of NAPLAN in:

Year 3:  
Numeracy to 8% in 2023

Year 5:  
Reading to 5% in 2023  
Writing to 9% in 2023  
Numeracy to 15% in 2023

To improve student voice and agency in learning:

The percentage of positive responses on the Attitudes to School Survey will increase for:

Student voice and agency to 76% in 2023  
Sense of confidence to 85% in 2023  
Resilience to 90% in 2023

The percentage positive endorsement on the School Staff Survey will increase for:

Professional learning through peer observation to 75% in 2023  
Use student feedback to improve practice to 85% in 2023

	<p>Promote student ownership of learning to 90% in 2023</p> <p>The percentage of positive responses on the Parent Opinion Survey will increase for:</p> <p>Effective teaching to 92% in 2023  Stimulating learning environment to 90% in 2023  Student voice and agency to 92% in 2023</p> <p>To improve student engagement and wellbeing:</p> <p>Improve attendance by decreasing:</p> <p>The average number of days absent to 16.3 days in 2023  The average rate of unexplained absence to 5 days in 2023</p> <p>The percentage positive endorsement on the School Staff Survey will increase for:</p> <p>Trust in students and parents to 75% in 2023  Academic emphasis to 82% in 2023  Shielding and buffering to 85% in 2023</p> <p>The percentage positive response on the Parent Opinion Survey will increase for:</p> <p>Not experiencing bullying to 68% in 2023  General school satisfaction to 91% in 2023  Managing bullying to 89% in 2023</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</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	Yes
<b>KIS 2</b> Priority 2023 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 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>			
<b>12 Month Target 1.1</b>			
<b>KIS 1</b> Priority 2023 Dimension			
<b>Actions</b>			
<b>Outcomes</b>			
<b>Success Indicators</b>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>
Develop a professional learning plan within PLTs that supports staff to identify and meet students' individual Reading and Numeracy learning needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Review the assessment schedule and embed time for moderation of Reading and Numeracy assessments in the professional learning calendar.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Review PLT improvement cycle process and the alignment of instructional coaching to support classroom teachers. Schedule the regular analysis of relevant data sets within PLT and RTI meetings (Teacher Judgement, At-risk register, High abilities, etc.).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2

Define peer observations process and how it fits within the coaching framework and PLT structure to support teachers learning around the Reading and Mathematics practices at the school.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Organise Learning Walks to observe staff practice and collect data on student experiences of Reading and Numeracy assessment and differentiation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Organise end-of-term focus groups with students to gather feedback and student perspectives on the instructional model so that this can be strengthened for greater impact.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Implement intensive, short term Intervention program to support the diverse needs of students. The AP and Intervention team will regularly track student growth and collaborate with classroom teachers to ensure students learning is maintained.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

<b>KIS 2</b> Priority 2023 Dimension			
<b>Actions</b>			
<b>Outcomes</b>			
<b>Success Indicators</b>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>

Positive Climate team meets regularly to lead curriculum development and analyse data, connecting RRRR with SWPBS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Participate in SWPBS program, collaborating with members of our CoP and coach to build capacity of staff. This would enable them to lead the school to refine whole school practices, analyse data and develop the whole school plan.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Introduce and establish the Mental Health and Wellbeing role and develop a plan for ways that they will support health and wellbeing across the school.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Engage a consultant (Andrea Downie, Project Thrive) to support the school to further develop school culture and student voice and agency.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Continue to resource wellbeing strategies to support students and families with a focus on breakfast club, lunchtime clubs and the acknowledgement system through the SWPBS Hub.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4



