

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Syndal South Primary School (4924)



Submitted for review by Helen Freeman (School Principal) on 22 February, 2023 at 12:02 PM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 22 February, 2023 at 12:03 PM  
Endorsed by Eric Huppe (School Council President) on 14 March, 2023 at 05:03 PM

## Define Actions, Outcomes 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</b>	<p>By 2023 the percentage of F-6 students achieving above the age expected level in the Victorian Curriculum will increase in:            Reading and Viewing from 40.4% (2022) to 46% (2023)            Writing from 31% (2022) to 42% (2023)</p> <p>By 2023 the percentage of F-6 students achieving above the expected level in the Victorian Curriculum will increase in:            Measurement and Geometry from 30% (2022) to 40% (2023)            Number and Algebra from 44% (2022) to 55% (2023)            Statistics and Probability from 26% (2022) to 35% (2023)</p> <p>The percentage of students in Year 3 achieving in the top two bands in NAPLAN will increase from 69% (2022) to 75% (2023)            The percentage of students in Year 5 achieving in the top two bands in NAPLAN will increase from 53% (2022) to 60% (2023)</p> <p>Improve the following factors on the AToSS:            Student voice and agency from 66% (2022) to 85% (2023)            Goal setting from 84%(2022) to 95% (2023)            Differentiated learning challenge from 84% (2022) to 95% (2023)</p> <p>Improve the following factor on the Staff Survey:            Use pedagogical model from 83%(2022) to 95% (2023).</p> <p>Improve the following factors on the Parent Opinion Survey:            Stimulating learning environment 87% (2022) to 95% (2023)            Student agency and voice from 84% (2022) to 93% (2023)</p> <p>Improve the following factors on the School Staff Survey:            Use high-impact teaching strategies from 89% (2022) to 95% (2023)            Use student feedback to improve practice from 72% (2022) to 80% (2023)</p> <p>Improve the following factor on the School Staff Survey:</p>

	Time to share pedagogical content knowledge from 83% (2022) to 95% (2023)
<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>	Develop a school-wide numeracy strategy. (Incorporating learnings from the Numeracy Improvement Guide for School Leaders) Develop the data literacy of teachers to inform understanding of student needs and identify students requiring additional support. Strengthen the school-wide approach to communication with parents/carers, with a focus on communicating how individual learning needs are being identified and supported.
<b>Outcomes</b>	Students in need of targeted Numeracy academic support or intervention will be identified and supported. Students will know what the next steps are to progress their learning in Numeracy.  Teachers will identify student learning needs in Numeracy based on diagnostic assessment data and use of data walls to inform targeted planning. Teachers will maintain PLC structures to support teacher collaboration and strengthen teaching practice.  Leaders will support teaching staff to build their differentiation practices in the teaching of numeracy. Leaders will support teaching staff to revise the school wide assessment schedule. Leaders will develop a school-wide numeracy strategy.  Tutors will provide targeted academic support to students
<b>Success Indicators</b>	Early indicators: Curriculum documentation will show plans for differentiation in Numeracy. TLI-targeted support will be documented in teachers' work programs. Feedback from student differentiated groups will be documented and analysed to inform and adjust teaching practice. Pre and Post unit assessments will be documented and analysed to inform and adjust teaching practice. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be observed within a short time frame

	<p>Late indicators:</p> <p>Teacher judgements will show growth in learning</p> <p>The percentage of F-6 students achieving above the expected level in the Victorian Curriculum will increase</p> <p>The percentage of students in the top two NAPLAN bands for Numeracy will increase.</p> <p>Staff Survey factors: Use a pedagogical model. time to share pedagogical knowledge, Use high impact teaching strategies, Use student feedback to improve practice</p> <p>AtoSS factors: Student voice and agency, Goal setting, Differentiated learning challenge</p> <p>A new school-wide numeracy strategy will be completed and understood.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a structure and schedule for peer observations with a focus on differentiation in numeracy lessons, completed twice yearly.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</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>
Schedule and organise professional learning on strategies to assess and teach numeracy to support children with specific learning requirements through out the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on developing a whole school numeracy strategy and allocate time for teachers to work collaboratively on its development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <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
Schedule and organise professional learning on assessment and collecting, analysing responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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

Utilise the Numeracy Improvement guide for School Leaders to build our capacity to catalyse change in numeracy outcomes at the school.		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 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>	Strengthen the whole school approach towards social and emotional learning. Utilise student groups to promote student voice and seek feedback on the promotion of well-being and positive mental health. Attend Respectful Relationships Professional Learning Develop a whole-school understanding of what the difference is between student choice, voice, and agency and how this can be embedded into classroom practice in a sequential nature.				
<b>Outcomes</b>	Teachers, Leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing. Teachers and Leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice. Students will feel supported and engaged in classrooms and contribute to a strong classroom culture. At-risk students will be identified and receive targeted support in a timely manner. Students will have strong relationships with peers and staff.				
<b>Success Indicators</b>	Early: Classroom and Peer observations				

	<p>Observations of change to classroom practices  Internal and external professional learning attendance and shared reading for staff are documented  Documentation of referrals/communication processes  Documentation of strategies students will use in classes and at school.  Data used to identify students in need of targeted support</p> <p>Late:  Students, staff, and parent's perception survey results  Attendance data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to embed Schoolwide Positive Behaviour Support (SWPBS) framework in conjunction with RRRR and The Resilience Project.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Investigate the new Wellbeing Capabilities Curriculum map from FISO 2.0	<input checked="" type="checkbox"/> School Improvement Team	<input 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
Schedule and organise professional learning on a whole-school understanding of what the difference is between student choice, voice, and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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
Planning documents will reflect how teachers have implented student choice, voice and agency in their classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <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
Organise learning walks to observe staff practice and collect data on student experiences of student choice, voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<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