

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Syndal South Primary School (4924)



Submitted for review by Helen Freeman (School Principal) on 19 March, 2024 at 10:47 AM

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Define actions, outcomes, success indicators and activities

Goal 1	To improve the learning growth of every student.
12-month target 1.1	In 2024 increase the percentage of students in the NAPLAN exceeding proficiency levels for: Year 3 Reading from 33% in 2023 to at least 35% Year 3 Numeracy from 18% in 2023 to at least 20% Year 5 Reading from 37% in 2023 to at least 39% Year 5 Numeracy 26% in 2023 to at least 28%
12-month target 1.2	In 2024 increase the percentage of students making an increase in scale score of 9 or above PAT adaptive testing in: Reading: Year 4 from 57% in 2023 to 59% Year 5 from 37% in 2023 to 39% Year 6 from 24% in 2023 to 26% Mathematics: Year 4 from 17% in 2023 to 19% Year 5 from 50% in 2023 to 52% Year 6 from 42% in 2023 to 44%
12-month target 1.3	In 2024 increase the percentage of Year F –6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10: Reading from 40% in 2022 to 42% or above. Number and Algebra from 44% in 2022 to 46% or above.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build knowledge and capabilities of staff to deliver evidence based differentiated classroom practices

Actions	To build the knowledge and capabilities of teachers to deliver the Mathematics Curriculum 2.0. Develop a tiered approach in delivering evidence based differentiated classroom practices including assessment, planning and application.
Outcomes	Students: Students in need of targeted support or intervention in mathematics will be identified and supported Students will know what the next steps are to progress their learning in mathematics Teachers: Teachers will understand their students' needs and develop and deliver appropriate interventions (see Learning Difficulties Information Guide: Numeracy). Teachers will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments and the PVAT assessment Leadership: Leaders will support all teaching staff to build differentiation and inclusive practices through consistent, clear processes and professional learning Leaders will support teaching staff to revise specific units of learning identified through student outcomes data
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation in mathematics Formative and summative mathematics assessment on the Student Performance Analyser (SPA) will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Through the PLC's teachers participate in the inquiry cycle into evidence based practices for mathematics instruction (evidenced in PLC minutes) Student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs Implementation of the whole school mathematical planner based on the Mathematical Curriculum 2.0. Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in mathematics Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented. The PVAT assessment data will show student learning growth Planners reflect a greater variety of evidence based differentiated classroom practices.

	Review and adjustments to the whole school mathematical planner based on the Mathematical Curriculum 2.0 completed.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Allocate time in leadership meetings for engagement and discussion of the Mathematics Curriculum 2.0 and the Learning Difficulties Information Guide Numeracy and continue our discussion and learning from the Numeracy Improvement Guide for School Leaders.	☒ Leadership team ☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership schedule Staff Meetings on professional learning of the Mathematics Curriculum 2.0 and the whole school Mathematics plan.	☒ Leadership team ☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
All teachers attend a curriculum day with Ange Rogers from the Numeracy Academy on teaching evidence based differentiated classroom practices on place value.	☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 3	\$5,732.60 ☒ Equity funding will be used
All teachers to deliver evidence based differentiated classroom practices in the Place Value Unit from the Mathematics Curriculum 2.0 as a result of the Ange Roger's Curriculum Day.	☒ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	\$0.00
Refresh peer observations with a focus on differentiation and adjustments in mathematics lessons	☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00

Distribute the Learning Difficulties Information Guide: Numeracy to all teachers and allocate time in the professional learning plan for teachers to discuss assessment data and appropriate adjustments and interventions for their students	☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 2	\$0.00
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capabilities to use a range of assessment tools for accurate data analysis, data understanding and improved teacher judgements of learning outcomes to drive whole school improvement			
Actions	Build staff capacity in assessment in mathematics in order to identify and meet students' individual learning needs			
Outcomes	Students: Students will be learning at their individual point of learning need. Teachers: Teachers will identify student learning needs in mathematics based on diagnostic assessment data Teachers will implement different assessments to triangulating and ensuring accuracy of teacher judgement data To implement adaptive PAT testing in 2024 twice a year as a means of triangulating and ensuring accuracy of teacher judgement data. Teachers will moderate through PVAT assessment stages. Leadership: Leaders will support all teaching staff to build targeted assessment. Leaders will support teaching staff to revise specific units of learning identified through student outcomes data			
Success Indicators	Early Indicators: Formative and summative mathematics assessment on the Student Performance Analyser (SPA) will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Late indicators:			

	Victorian Curriculum teacher judgements and PAT results will show increased learning growth in mathematics The PVAT assessment data will show student learning growth Revised agreed assessment scheduled completed taking into consideration the triangulation of data using an assorted number of assessments.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review the assessment schedule and embed time for moderation of mathematics assessment in the professional learning calendar/learning area time	☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Development to review and strengthen the way in which in NAPLAN, PAT and PVAT assessments are utilised.	☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Teachers trial formative assessment rubric from PVAT to update units of learning	☒ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	\$0.00
Goal 2	To develop empowered students who are actively engaged in and connected to their learning and well-being.			
12-month target 2.1	In 2024, to increase the percentage of positive endorsement in the Parent/Caregiver/Guardian Opinion Survey measures: Student Motivation and Support from 73% in 2023 to 75% Stimulating Learning Environment from 75% in 2023 to 77% Student Voice and Agency from 75% in 2023 to 77%			
12-month target 2.2	In 2024 increase the percentage of positive endorsement in the following student Attitudes to School Survey measures: Student voice and agency from 59% in 2023 to 60%			

	Sense of Confidence from 76% in 2023 to 77% Teacher Concern from 67% in 2023 to 68%.			
12-month target 2.3	To establish the baseline for positive endorsement in the school-developed survey			
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement a school wide support program of targeted intensive support related to Tier 2 learners.			
Actions	Develop a tiered system of support that enables teachers to identify and respond to students' individual learning needs			
Outcomes	Students: Improve their reading skills through advancement in their phonics knowledge and confidence Teachers: All teachers gain knowledge of the DIBELS assessment suite. Teachers identify from the DIBELS assessment the students to receive Tier 2 support and reflect this in their planning. Track students growth in reading. Leaders: Revise and update the assessment schedule based on staff feedback and effective use of data for planning. Employ a Tier 2 Tutor			
Success Indicators	DIBELS data used in weekly planning for Tier 2 students. Improvement in the Benchmarking DIBELS assessments throughout the year (AERO/SOLAR LAB project) Student growth and confidence in reading, in particular in decoding.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

To build teacher capacity and capability in delivering adjustments to those students who are not meeting Tier 1 learning expectations in their classroom.		☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Implement small group intensive support groups for our Tier 2 learners.		☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Provide professional learning to increase teacher knowledge of DIBELS assessment and implementation.		☒ Allied health ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Employ a suitably qualified teacher as the Tier 2 tutor		☒ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	\$50,785.19 ☒ Disability Inclusion Tier 2 Funding will be used
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).				
Actions	Build teacher knowledge and capabilities to implement the High Impact Wellbeing Strategies.				

Outcomes	Students: Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Teachers: Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders: Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leadership team with the support of the HWKC will directly support students' mental health and/or provide referrals			
Success Indicators	Early indicators: Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Late indicators: Victorian Curriculum: Personal and Social Capability AtoSS factors: Student voice and agency, Sense of Confidence, Teacher Concern Parent/Caregiver/Guardian Opinion Survey factors: Student Motivation and Support, Stimulating Learning Environment, Student Voice and Agency.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Distribute the High Impact Wellbeing Strategies to all teachers and allocate time in the professional learning plan for teachers to discuss.	☒ All staff	☒ PLP Priority	from: Term 2 to: Term 3	\$0.00
Provide the time for professional learning to build a common understanding of each strategy amongst teachers.	☒ Leadership team ☒ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00

To assist teachers to further build and refine their skills, develop a shared language and consistent practice	☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$6,000.00 ☒ Other funding will be used
After identifying friendship as a determining factor, on a recent survey in student mental health, investigate programs available to address this issue. Select the most appropriate for our school and implement.	☒ Leadership team ☒ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	\$9,000.00 ☒ Other funding will be used
Continue to implement the Resilience Project as part of the whole school wellbeing approach.	☒ All staff ☒ PLT leaders ☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	\$6,500.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Designate time to an appropriate staff member to over see the implementation of the whole school Mental Health and Wellbeing supports.	☒ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	\$32,196.53 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Activation of student voice and agency, including in leadership and learning, to	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.			

strengthen students' participation and engagement in school				
Actions	Build teacher capacity to co-design opportunities for students to exercise agency in their learning. Empower all students as active agents in their learning.			
Outcomes	Students: Students can identify where they have authentic Student Voice and Agency opportunities in their classroom. Students are supported to have a voice and agency in their learning through goal setting, giving and receiving feedback and metacognition. Teachers: Teachers identify opportunities for, and understand the role of authentic Student Voice and Agency embedded within the Instructional Model and planning documents. Teachers seek feedback from students regarding their school experiences. Leaders: Leaders design and implement professional learning to build staff (teachers and ES) understanding of authentic Student Voice and Agency Leaders will create and monitor student feedback through focus groups.			
Success Indicators	Early indicators: Observations of change to classroom practices Students can articulate their own learning goals Staff have increased their knowledge and understanding of Student Voice and Agency Later indicators: Student Voice and Agency embedded within the Instructional Model and planning documents Students can explain how the teacher has changed modified their instruction based on student feedback Students report increased opportunities to have agency within their classroom AtoSS factors: Student Voice and Agency, Sense of Confidence, Teacher Concern A positive endorsement in the school-developed student survey			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Build teacher capacity to co-design opportunities for students to exercise agency in their learning	☒ Education support ☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Building teacher practice in using the HITS with a focus on metacognition and feedback utilising strategies such as focus groups, yarning circles, formative feedback and class meetings.	☒ Education support ☒ Leadership team ☒ School improvement team ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Design and administer a student survey.	☒ Leadership team ☒ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Activation of Student Voice and Agency in the Instructional Model and planning documents.	☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00