

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Karingal Primary School (4922)



Submitted for review by Samantha Cooke (School Principal) on 11 December, 2022 at 12:51 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 27 January, 2023 at 04:18 PM

Endorsed by Rachael Franks (School Council President) on 24 February, 2023 at 05:10 PM

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	Increase the percent positive endorsement for the following AToSS factors: Student voice and agency from 73% (2018) to 90% (2023) Self-regulation and goal setting from 88% (2018) to 95% (2023) Differentiated learning challenge from 91% (2018) to 95% (2023) Resilience from 80% (2018) to 90% (2023) Stimulated learning from 93% (2018) to 95% (2023) Sense of connectedness from 85% (2018) to 90% (2023) Increase the percentage of Year 3 students in the top two bands of NAPLAN Reading from 70% (2022) to 75% (2023) Writing from 59% (2022) to 63% (2023) Numeracy from 38% (2022) to 40% (2023) Increase the percentage of Year 5 students in the top two bands of NAPLAN Reading from 49% (2018) to 60% (2023) Writing from 11% (2018) to 50% (2023) Numeracy from 20% (2018) to 50% (2023) Increase the percentage of students attaining one year growth or more in reading, writing and number to 100% every year from P-6 as measured by Teacher Judgments
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs; a particular focus will be on the PLC and Instructional Model.

Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> * Students will know how lessons are structured and how this supports their learning. * Students will be supported to learn at point of need. * Teachers will confidently and accurately identify student learning needs of all of their students. * PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. * Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. <p>Classroom Level:</p> <ul style="list-style-type: none"> * Students will know what the next steps are to progress their learning in Numeracy. * Students will display an increased use of Numeracy-specific vocabulary. * Teachers will identify student learning needs in Numeracy based on diagnostic assessment data. * Teachers will plan for differentiation based on student learning Numeracy data. * Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments. <p>Individual and Small Group Level:</p> <ul style="list-style-type: none"> * Students in need of targeted Numeracy academic support or intervention will be identified and supported. * Students will know what their next steps are to progress their learning. * Teachers and leaders will establish intervention/small group tutoring programs.
Success Indicators	<p>Whole School Level:</p> <p>Early indicators:</p> <ul style="list-style-type: none"> * Teachers' formative assessment data and summative judgements against the curriculum * Teacher records and observations of student progress * Curriculum documentation will show plans for differentiation in Numeracy <p>Late indicators:</p> <ul style="list-style-type: none"> * Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra * The percentage of students in the top two NAPLAN bands for Numeracy will increase * SSS factors: instructional leadership, collective efficacy * AtoSS factors: stimulated learning, advocate at school <p>Classroom Level:</p> <p>Early indicators:</p> <ul style="list-style-type: none"> * Data walls clearly indicating student progress. * Documentation and data from formative assessment rubrics will show student learning growth.

	<p>* Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning.</p> <p>* A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</p> <p>* Differentiated curriculum documents and evidence of student learning at different levels.</p> <p>* PAT data.</p> <p>Late indicators:</p> <p>* Semester 2 teacher judgements.</p> <p>* Post-test results from assessments from sources such as PAT or the Digital Assessment Library.</p> <p>Individual and Small Group Level:</p> <p>Early indicators:</p> <p>* Progress against individual goals.</p> <p>* Data used to identify students for tailored supports.</p> <p>* Differentiated resources used in tailored supports.</p> <p>* Assessment data and student surveys from intervention groups.</p> <p>Late indicators</p> <p>* Students, staff and parent perception survey results.</p> <p>* End-of-year surveys and focus groups.</p> <p>* Post-test results.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	<input checked="" type="checkbox"/> Leadership 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
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar.	<input checked="" type="checkbox"/> Leadership 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
Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra.	<input checked="" type="checkbox"/> All Staff	<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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Term 2 with a focus on Number and Algebra pre and	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

post unit assessment tasks.			to: Term 4	<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
Refresh peer observations with a focus on differentiation in Numeracy lessons.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Create data walls with faces to Numeracy data.	<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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach towards social and emotional learning, in particular reference to creating a safe and orderly environment and Respectful Relationships.			
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> * Teachers will incorporate trauma informed practices in classes and in planning units of work. * Teachers will implement and model consistent routines. * Students will report improved emotional awareness and resilience. * 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 will support the continuous development, documentation and revision of whole school wellbeing approaches. * Wellbeing team will directly support students' mental health and/or provide referrals. <p>Classroom Level:</p> <ul style="list-style-type: none"> * Students will feel supported and engaged 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/staff. * Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. * Teachers will implement a range of interventions in their classroom to support student wellbeing. <p>Individual and Small Group Level:</p> <ul style="list-style-type: none"> * Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success. * Students and families will be connected to allied health and mental health services. * Families of at-risk students will receive regular communication and support from the school. * Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. 			

Success Indicators	<p>Whole School Level:</p> <p>Early indicators:</p> <ul style="list-style-type: none"> * Classroom and peer observations. * Observations of changes to classroom practices. * Internal and external professional learning attendance and shared readings for staff are documented. * Documentation of referrals/communication processes. * Student support resources displayed around the school will show how students can seek support. <p>Late indicators:</p> <ul style="list-style-type: none"> * SSS factors: instructional leadership, collective efficacy, trust in colleagues.? * AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience. * Attendance data. <p>Classroom Level:</p> <p>Early indicators:</p> <ul style="list-style-type: none"> * Teacher reports of student wellbeing concerns. * Documentation of resources for wellbeing programs. * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. <p>Late indicators</p> <ul style="list-style-type: none"> * Semester 2 judgements against the Personal and Social Capabilities. <p>Individual and Small Group Level:</p> <p>Early indicators:</p> <ul style="list-style-type: none"> * Student pre and post support surveys. * Data used to identify students in need of targeted support. * Data of counselling services accessed by students and families * Documentation of strategies students will use in classes and at school. <p>Late indicators</p> <ul style="list-style-type: none"> * Attendance data. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

emotional learning and student mental health.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime clubs that promote healthy habits and positive relationships.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Implement Respectful Relationships throughout the school, starting with staff.	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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