2023 Annual Implementation Plan

for improving student outcomes

Northcote Primary School (1401)

Submitted for review by Shaun Wells (School Principal) on 22 August, 2023 at 10:02 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 22 August, 2023 at 04:11 PM
Endorsed by Jo Pitt (School Council President) on 16 October, 2023 at 11:07 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	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	

	FISO 2.0 dimensions	Self-evaluation level
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	COLLABORATIONIncrease positive endorsement in the following surveys:Staff Opinion Survey ResultsActive Participation from 27% to 35%School Level Support from 19% to 25%Collective Participation from 30% to 35%Teacher Collaboration from 16% to 25%Use pedagogical model from 71% to 75%Collective focus on Student learning 54%Attitude to School Survey (AtoSS)Effective Teaching Time from 73% to 80%Stimulated Learning from 59% to 65%ENGAGEMENTAttitude to School Survey (AtoSS)Effective Classroom Behaviour from 73% to 78%Managing Bullying from 73% to 78%Parent Opinion SurveyManaging Bullying from 72% to 77%Promoting Positive Behaviour from 76% to 81%
To improve literacy outcomes for all students	No	NAPLAN: The percentage of students in the top **two bands** to be **equal to**, 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)	

		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 - Reading from 492 (2018) to 500 (2022) - Writing from 427 (2018) to 460 (2022) - Spelling from 430 (2018) to 445 (2022) - Grammar and Punctuation from 461 (2018) to 470 (2022) Year 5 - Reading from 544 (2018) to 560 (2022) - Writing from 499 (2018) to 510 (2022) - Spelling from 509 (2018) to 525 (2022) - Grammar and Punctuation from 545 (2018) to 560 (2022)	
		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	**AToSS:** - Student Voice and Agency (Years 4–6) to improve from 59% positive to 70% - Stimulated learning to improve from 68% positive to 80% - Motivation and interest to improve from 73% positive 85%	

		POS: • High Expectations to improve from 73% positive to 85% • Stimulating Learning Environment to improve from 68% positive to 80%	
To improve student wellbeing	No	**AToSS** • Not Experiencing Bullying from 49% positive to 60%, • Resilience from 77% positive to 85%, • Teacher Concern from 64% positive to 75%.	
		POS • By 2022, improve POS data on Managing Bullying to the 50th percentile.	

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-month target	COLLABORATION Increase positive endorsement in the following surveys: Staff Opinion Survey Results Active Participation from 27% to 35% School Level Support from 19% to 25% Collective Participation from 30% to 35% Teacher Collaboration from 16% to 25% Use pedagogical model from 71% to 75% Collective focus on Student learning 54% Attitude to School Survey (AtoSS) Effective Teaching Time from 73% to 80% Stimulated Learning from 59% to 65%

	ENGAGEMENT Attitude to School Survey (AtoSS) Effective Classroom Behaviour from 73% to 78% Managing Bullying from 73% to 78% Parent Opinion Survey Managing Bullying from 72% to 77% Promoting Positive Behaviour from 76% to 81%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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, success indicators 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 target	COLLABORATION Increase positive endorsement in the following surveys: Staff Opinion Survey Results Active Participation from 27% to 35% School Level Support from 19% to 25% Collective Participation from 30% to 35% Teacher Collaboration from 16% to 25% Use pedagogical model from 71% to 75% Collective focus on Student learning 54% Attitude to School Survey (AtoSS) Effective Teaching Time from 73% to 80% Stimulated Learning from 59% to 65% ENGAGEMENT Attitude to School Survey (AtoSS) Effective Classroom Behaviour from 73% to 78% Managing Bullying from 73% to 78% Parent Opinion Survey Managing Bullying from 72% to 77% Promoting Positive Behaviour from 76% to 81%
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	Collaboration (Learning) -To develop a consistent whole school instructional model -To develop consistent whole planning documentation to support the instructional model

Outcomes	Collaboration -Evidence of a consistent instructional model in classroom practice, planning documentation and artifacts around the school. -Evidence of a consistent language being used in classrooms and in team PLC meetings to discuss teaching and learning.			
Success Indicators	Collaboration -Team Planning Documentation -PLC Meeting Agendas/Minutes -Teaching and Learning Handbook (for the Instructional Model) -Non-negotiables relating ot the whole school instructional model.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff Professional Learning- Instructional Model	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ School leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Weekly Professional Learning Community Meetings	☑ Leading teacher(s) ☑ PLC leaders ☑ Principal ☑ School leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Increased Tutor Learning Initiative for an additional day	☑ Literacy support	☐ PLP Priority	from: Term 3	$12,659.20

				to: Term 4	☑ Equity funding will be used
Implement PIVOT as a student perception survey.	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Teacher(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 2 to: Term 4		$5,000.00

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Engagement (Wellbeing) -To develop a consistent whole school approach to behaviour expectations -To develop a consistent whole school approach to managing behaviours
Outcomes	Engagement -Evidence of a consistent behaviour expectations in classroom practice, in the yard and in artifacts around the school. -Evidence of a consistent language being used in classrooms and in team PLC meetings to discuss behavioural data.
Success Indicators	Engagement -Consistency in whole school expectations and behavioural data -PLC Meeting Agendas/Minutes -Wellbeing and Engagement Handbook etc (i.e. wellbeing and engagement policy) -Non-negotiables relating ot the whole school behavioural expectations and processes.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff Professional Learning- School Wide Positive Behavioiur	☑ All staff ☑ Assistant principal	☐ PLP Priority	from: Term 2	$26,143.00

	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal		to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with Regional SWPBS Coach	☑ Assistant principal ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$12,659.20	$12,659.20	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$42,728.01	$26,143.00	$16,585.01
Total	**$55,387.21**	**$38,802.20**	**$16,585.01**

Activities and milestones – Total Budget

Activities and milestones	Budget
Increased Tutor Learning Initiative for an additional day	$12,659.20
Staff Professional Learning- School Wide Positive Behavioiur	$26,143.00
Totals	**$38,802.20**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Increased Tutor Learning Initiative for an additional day	from: Term 3 to: Term 4	$12,659.20	☑ School-based staffing

Totals		$12,659.20	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Staff Professional Learning- School Wide Positive Behavioiur	from: Term 2 to: Term 4	$26,143.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		$26,143.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Staff Professional Learning- Instructional Model	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ School leadership team ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Learning specialist ☑ Pedagogical Model	☑ On-site