

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Banyule Primary School (4746)



Submitted for review by Natalie Shanahan (School Principal) on 14 December, 2022 at 12:53 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## 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>	By the end of 2023, increase the percentage of positive endorsement in the AtoSS factors -Teacher concern from 80% (2020-2022) to 82% -Emotional awareness and regulation from 70% (2022) to 73% -Help seeking from 63% (2022) to 65% -Peer relationships 84% (2021-2022) to 85%
<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
<b>Actions</b>	-Continue to monitor the growth of all learners and use data to cater to individual learning needs -Enhance processes for teachers to plan for differentiated learning based on need and to provide fluid and flexible small group learning for all students -Review the process for identifying students requiring Individual Education Plans and support teachers to write quality SMART goals
<b>Outcomes</b>	-Students in need of targeted intervention will be identified and catered for through classroom ES support, intervention or tutoring programs -Students with additional learning needs will have Individual Education Plans in place -All students will participate in differentiated learning groups -Teachers will be supported to use data to identify student needs and plan differentiated learning opportunities
<b>Success Indicators</b>	Early Indicators: -Differentiated curriculum evident across all planning documents -Data walls documenting student progress in place and updated with 2022 data -Students identified as benefitting from intervention/tutoring added to the 'Intervention Needs' spreadsheet Late indicators: -Data used to identify students for tailored supports -Student participation in intervention/tutoring tracked on the 'Intervention Needs' spreadsheet -Student progress against Individual Education Plan goals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mini Lit and Macq Lit programs in place for identified students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Develop a Respectful Relationships Action Plan</li> <li>-Ensure all teachers are implementing the whole school student wellbeing program</li> <li>-Support all staff and students to use 'the language of friendship' by re-launching the UR Strong program</li> <li>-Prioritise implementation of the Peaceful Kids program in all classes, including the intervention program and Peaceful Kids lunchtime club</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>-The school community will share a common understanding of the whole school approach to wellbeing</li> <li>-Students and staff will understand and practice respectful relationships</li> <li>-Students know where to seek help and are able to use their help-seeking skills when required</li> <li>-Students understand and use a range of strategies to build and maintain healthy peer relationships</li> <li>-Students with identified needs have built resiliency and coping skills through participation in the Peaceful Kids Intervention program</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>-Documentation of student wellbeing lessons in weekly programs</li> <li>-Students' engagement in wellbeing programs (documented through feedback processes, classroom observations, exit tickets etc.)</li> <li>-Students identified for participation in Peaceful Kids programs</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>-Whole School Wellbeing program curriculum documentation reflecting social and emotional learning</li> <li>-Documented Respectful Relationships Action plan</li> <li>-Students, staff and parent perception survey results</li> </ul>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
UR Strong Workshops for all staff and students	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$32,000.00  <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
Implementation of the Respectful Relationships Initiative	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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 small group wellbeing program focused on developing resiliency through mindfulness (Tier 2 intervention)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <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
<b>Goal 2</b>	Improve student learning growth in Numeracy.			
<b>12 Month Target 2.1</b>	By the end of 2023, increase the percentage of Year 5 students making above benchmark growth in NAPLAN: Numeracy—32% (2023)			

<b>12 Month Target 2.2</b>	By the end of 2023, increase the percentage of Year 5 students in the top two NAPLAN bands: Numeracy—45% (2023)
<b>12 Month Target 2.3</b>	By the end of 2023, increase the average percentage of Years 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum: Measurement & geometry—7% (Semester 2, 2022) to 15% or above (Semester 2, 2023) Number & algebra—8% (Semester 2, 2022) to 15% or above (Semester 2, 2023) Statistics & probability—7% (Semester 2, 2022) to 15 % or above (Semester 2, 2023)
<b>12 Month Target 2.4</b>	By the end of 2023, maintain or increase the average percentage of positive endorsement for SSS factors: Collective efficacy—91% (2020-2022) or above Teacher collaboration—82% (2020-2022)
<b>KIS 1</b> Building practice excellence	Implement evidence-based Numeracy teaching strategies to support, challenge and engage students in their learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>-Further develop teacher understandings of evidence based numeracy teaching strategies; Number Talks and Challenging Mathematical Tasks, Maths proficiencies</li> <li>-Plan learning programs to support students to be reflective, questioning and self-monitoring learners through building deep levels of thinking and application</li> <li>-Implement a range of collaborative professional learning practices to challenge and support teachers to improve practice e.g. PLT collaborative inquiry, peer observations, learning walks</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-Have improved learning outcomes in mathematics across the school</li> <li>-Understand the characteristics of an effective maths learner</li> <li>-Have the vocab and confidence to explain their reasoning number talks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Understand effective teaching practices for numeracy and the classroom conditions needed to foster effective maths learners</li> <li>-Collaborate with colleagues to plan and develop a consistent understanding of the teaching and learning of mathematics</li> <li>-Effectively implement Number Talks and Challenging tasks in their classrooms</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Support and facilitate knowledge building of mathematical teaching and learning</li> <li>-Support and facilitate the implementation of collaborative professional learning practices</li> </ul>

<b>Success Indicators</b>	<p>Early Indicators:          -PLT collaborative inquiries timetabled          -Professional Learning Schedule in place          -Curriculum planning documents and teacher work programs reflect engagement with the teaching approaches</p> <p>Late indicators:          -Peer Observation records demonstrate staff engagement in knowledge building          -PLT Collaborative Inquiry documentation          -Student achievement data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PLT Collaborative Inquiry Cycles	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <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
Peer Observation program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00  <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