

2023 Annual Implementation Plan

for improving student outcomes

Newborough Primary School (4650)



Submitted for review by Christine Robinson (School Principal) on 28 March, 2023 at 10:31 AM
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 30 March, 2023 at 09:26 PM
Endorsed by Karyn Van Dyk (School Council President) on 02 June, 2023 at 12:30 PM

Self-evaluation Summary - 2023

Newborough Primary School (4650)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging	
	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		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving	Throughout 2022 the school focused heavily on creating a safe and orderly learning environment - ensuring that student knew what was expected of them as learners, created process for how things were completed, including how to enter the room, how to exit the room, the order to line up in and how to walk from one part of the school to another. Respectful Relationships weekly lessons has been included in the teaching.
	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	Emerging	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>Throughout 2022 the school focused heavily on creating a safe and orderly learning environment - ensuring that student knew what was expected of them as learners, created process for how things were completed, including how to enter the room, how to exit the room, the order to line up in and how to walk from one part of the school to another.</p> <p>The school continued to imbed the reading program that was developed in 2021, ensuring that each classroom was implementing reading the same way. During PLC meetings the learning specialist worked with the teachers to plan and implement their reading lessons, with reflection on the lesson the following week.</p> <p>The social worker continued to work with small groups of students and individual students to develop their social and emotional learning. Some student continued in the program for some time while other were involved for a short time.</p>
Considerations for 2023	<p>Literacy - to continue implementing and imbedding the reading program, ensuring that the new classroom teachers are caught up quickly. Writing will also be a focus, with professional development to be undertaken and teachers to experiment in their classrooms.</p> <p>Numeracy - To ensure the pre and post testing is being used accurately (that the teachers understand how to use the data) and that the data impacts on the teaching of the students.</p> <p>Social emotional learning - The social worker to continue working with the small groups and individuals. Employ a Disability Inclusion Coordinator to oversee the new disability inclusion model.</p>
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student outcomes in Mathematics
Target 2.1	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.
Target 2.2	At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.
Target 2.3	Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.

Target 2.4	By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of Mathematics.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build the capacity of members of staff to know, understand and effectively use the Victorian Curriculum for Mathematics
Key Improvement Strategy 2.b Instructional and shared leadership	Build the instructional leadership capacity of school/middle leaders to support staff and give feedback on planning, assessment and instruction to ensure whole school consistency and quality
Key Improvement Strategy 2.c Curriculum planning and assessment	Further develop the PLC culture to support curriculum planning, moderation of assessments and instructional practice
Goal 3	Improve student outcomes in English with an initial focus on Reading
Target 3.1	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.
Target 3.2	At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.
Target 3.3	Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.

Target 3.4	By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build, implement and sustain an agreed approach to the teaching of Reading
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Establish strategies for students to be setting, monitoring and evaluating their learning progress in Reading
Goal 4	Enhance student engagement and motivation to learn
Target 4.1	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.
Target 4.2	By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.
Target 4.3	By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.

<p>Key Improvement Strategy 4.a Vision, values and culture</p>	<p>Engage all stakeholders in the process of developing and embedding a shared vision, reflective of the school's values and aspirations for the future</p>
<p>Key Improvement Strategy 4.b Empowering students and building school pride</p>	<p>Build and embed a school culture that maintains students at the centre of decision making</p>
<p>Key Improvement Strategy 4.c Setting expectations and promoting inclusion</p>	<p>Build a school culture based on collaboration where we take responsibility for ours and others learning</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase Perseverance factor on the Student Attitude to School Survey from 68% to 80% To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.</p>
Improve student outcomes in Mathematics	No	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.	
		At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.	
		Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.	
		By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of Mathematics.	

Improve student outcomes in English with an initial focus on Reading	No	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.	
		At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.	
		Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.	
		By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.	
Enhance student engagement and motivation to learn	No	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.	
		By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.	
		By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.	

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.
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12 Month Target 1.1	Increase Perseverance factor on the Student Attitude to School Survey from 68% to 80% To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 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 Perseverance factor on the Student Attitude to School Survey from 68% to 80% To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.
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	Develop teacher capacity in the teaching of writing and numeracy
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Book training for the Writers Workshop model of writing Support the teachers to experiment with the Writers Workshop model in their classrooms. Implement the learnings from the Primary Maths Science Specialist Training. Prioritise meeting time fortnightly to assist with the adult learning of teaching number and algebra <p>Teachers will:</p> <ul style="list-style-type: none"> Undertake the training for the Writers Workshop model of writing, along with the education support staff who work in the classrooms Experiment with the Writers Workshop model in their classrooms Prioritise the teaching of maths - within the school week 3 hours of number and algebra (5 hours in total of all maths across the week) Trial the activities in their classroom that are shared at the teachers meetings Undertake pre and post testing and group their students according to their results Use the pre test data to work with students so they know their strengths and next area of work (goals) <p>Students will:</p> <ul style="list-style-type: none"> Experiment with the Writers Workshop model Understand what areas of number and algebra that they are more successful in (increase their confidence) Understand what the next thing they need to work on is - using the front cover of the test which outlines all the learning goals

Success Indicators	Increase in student understanding of number and algebra, comparing pre and post test results Increase in student confidence and attitude to learning maths Increase in NAPLAN results			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate teacher meetings to support teachers in teaching number and algebra	<input checked="" type="checkbox"/> Leadership 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
Book in and undertake the Writers Workshop training	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,500.00 <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	Develop whole school approach to teaching Social and Emotional Learning Implement the Disability Inclusion Model			
Outcomes	<p>Leaders will: Prioritise the teaching of Social and Emotional Literacy across the whole school Model the language and interactions with the students who are escalated Disability Inclusion leader to work with teachers to support the inclusion of students in the classroom.</p> <p>Teachers will: Know how to bring the various programs together Have knowledge of the programs and skills to implement the programs Work with the Disability Inclusion leader to develop strategies to support students in the classroom</p> <p>Students will: Have a language to explain how they are feeling Demonstrate they can work through issues</p>			
Success Indicators	Attitude to School survey perseverance survey School based survey results Curriculum documents PLC agends Work programs Anecdotal observations			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	<input checked="" type="checkbox"/> Leadership Team	<input checked="" 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
Participate in the Modeling Respectful and Equality program	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input 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
Social worker to support teachers to implement the SEL programs in the classroom	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,253.62 <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
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,647.38 <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
Hire and implement Disability and Inclusion Leader and support whole school staff	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,234.91 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$110,622.48	\$110,622.48	\$0.00
Disability Inclusion Tier 2 Funding	\$99,234.91	\$99,234.91	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$240,504.77	\$240,504.77	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	\$20,000.00
Social worker to support teachers to implement the SEL programs in the classroom	\$39,253.62
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	\$30,647.38
Hire and implement Disability and Inclusion Leader and support whole school staff	\$99,234.91
Totals	\$189,135.91

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Social worker to support teachers to implement the SEL programs in the classroom	from: Term 1 to: Term 4	\$39,253.62	<input checked="" type="checkbox"/> School-based staffing
Totals		\$59,253.62	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hire and implement Disability and Inclusion Leader and support whole school staff	from: Term 1 to: Term 4	\$99,234.91	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Totals		\$99,234.91	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	from: Term 1 to: Term 4	\$30,647.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional support in classrooms to support SEL	\$51,368.86
Totals	\$51,368.86

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional support in classrooms to support SEL	from: Term 1 to: Term 4	\$51,368.86	<input checked="" type="checkbox"/> School-based staffing
Totals		\$51,368.86	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Additional support in classrooms to support SEL	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional support in classrooms to support SEL	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Allocate teacher meetings to support teachers in teaching number and algebra	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site