Annual Implementation Plan - 2023
Define Actions, Outcomes and Activities

Fitzroy North Primary School (1490)

Submitted for review by Tania Sorbello (School Principal) on 27 April, 2023 at 09:29 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	NAPLAN Top 2 Bands (target baseline is a three-year average 2019, 20121 & 2022: By the end of 2023 increase the percentage of Year 3 students in the top two bands of numeracy from 60% to 63% By 2025 increase the percentage of Year 5 students in numeracy from 46% to 48% Benchmark In 2023 increase the percentage of students with above expected benchmark growth from 16% (2021) to 22% in numeracy In 2023 decrease the percentage of students with below benchmark growth from 20% (2021) to 12% in numeracy Expected percentage of students performing at or above expected level for number and algebra according to Teacher Judgements against the Victorian Curriculum Standards from Foundation to Year 6. By 2025, increase the percentage of students performing above expected level for number and algebra from 44% (2022) to 46%%. Wellbeing Targets To maintain the positive endorsement of 4-6 year students for Stimulated Learning at 80% or above By 2025 increase the percentage for Differentiated learning challenge from 79% (2022) to 83% By 20254 increase the percentage for Sense of Confidence from 76% (2022) to 79%. By 2025 increase the percentage for Managing bullying from 63% (2022) to 70% Staff Opinion Survey To increase Academic Emphasis from 74% (2022) to 77% To increase Guaranteed & Viable Curriculum from 53% (2022) to 60%. Parent Opinion Survey To decrease the not positive response for teacher communications 19% (2022) to 16%.
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	Whole School *Finalise Guaranteed and Viable Curriculum documentation in the areas of Mathematics and Writing. Embed use of GVC documentation in Reading and planning * Further develop the data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support * Establish agreed practices around planning for a differentiated teaching and learning program * Establish/embed/maintain PLC structures to support teacher collaboration and reflection, build a professional learning culture and strengthen teaching practice * Provide opportunities for teacher leaders to undertake professional development to deepen their understanding of best practice in Numeracy * Establishment of Curriculum SIT teams to allow targeted focus on curriculum improvement Classroom * Establish/embed consistent approaches to formative assessment and frequent use of anecdotal assessment to inform practice * Establish consistent practices of documenting differentiation within planning documents * Use PLCs for staff to collaboratively plan units of work with a focus on differentiation Individual * Plan whole school professional learning on differentiation * Build staff capacity to understand and implement IEPs
Outcomes	Whole School * Teachers will be aware of the individual learning needs of their students and will plan and deliver teacher and learning experiences that meet the needs of every child * PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Classroom * Teachers will consistently implement the agreed assessment schedule * Teachers and leaders will regularly update data walls or the equivalent documentation * Teachers will provide regular feedback and monitor student progress * Teachers will provide students with the opportunity to work at their level using differentiated resources Individual * Students will know what their next steps are to progress their learning
Success Indicators	Whole School * Improvement in teachers' formative assessment data and teacher judgement data

| | * Teacher records and observations of student progress
* Classroom observations and learning walks demonstrating take up of professional learning strategies

Classroom
* Documentation and data from formative assessments
* A documented assessment schedule and evidence of teachers inputting data and moderating assessments
* Data systems such as data walls clearly indicating student progress
* Planning for differentiated learning clearly evident in planning documentation

Individual
* Data used to identify students for tailored supports
* Differentiated resources used in tailored supports

Student
* AToSS improvement in student perceptions around Differentiated Learning Challenge |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continued implementation of the PLC inquiry cycle Further develop staff data literacy skills and understanding for the use of data in planning Establish agreed practices around documenting differentiation for classroom practice	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School * Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 1	$0.00

monitoring data throughout the year. * Establish processes/structures for collecting and monitoring school-wide data Classroom * Embed an agreed assessment schedule in collaboration with staff * Establish processes for regular moderation of assessment Individual * Establish resourcing for individual and tailored support programs * Establish criteria for identifying students requiring individual and tailored support	☑ Principal ☑ Teacher(s)		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Whole School * Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels * Establish a whole school approach to social-emotional learning or belonging and engagement * Establish whole school approach to behaviour support to ensure consistency of practice for teachers and predictability of outcomes for students * Establish and embed routines and prioritise time in the school day and classes to revisit these regularly * Provide opportunities for teacher leaders to undertake professional development to deepen their understanding of best practice in Wellbeing and Behaviour Support * Development of agreed practices around the implementation of Individual Education Plans for students Classroom * Establish an agreed approach to monitoring and responding to student wellbeing concerns * Implement classroom interventions in mentoring, cognitive sills, behavioural skills or exercise and relaxation * Build staff capacity to collect, analyse, monitor and respond to student engagement data Individual * Target counselling for individual students with acute needs (consider resourcing for the wellbeing team) *Continue to develop student voice and agency opportunities to foster student input into teacher planning			

Outcomes	Whole School * Teachers will model and are consistent in agreed routines * Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing and behaviour support Classroom * Relevant teachers and leaders will implement a classroom wellbeing program * At-risk students will be identified and receive targeted support in a timely manner * RRRR to embedded in the curriculum using teacher planning Individual * Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate * Students will experience more success in classes
Success Indicators	Whole School * Classroom and peer observations * Observations of changes to classroom practices * Documentation of frameworks, policies or programs * Curriculum documentation reflecting social and emotional learning Classroom * Documentation of resources for wellbeing programs * Teacher surveys on effectiveness of programs, referral process * Teacher reports of student wellbeing concerns Individual * Data used to identify students in need of targeted support * Student pre and post support surveys * Documentation of strategies students will use in classes and at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to develop our leadership as a RRRR lead school for our CoP. Deliver whole school professional development around Restorative	☑ All Staff	☑ PLP Priority	from: Term 1	$25,000.00

Practices Deliver whole school professional development to staff on staff wellbeing			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items