

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Niddrie Primary School (5410)



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## 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>	Learning  Increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: * reading and viewing from 59% (2019 to 2020) to 69% * writing from 69% (2019 to 2020) to 69% * number and algebra from 56% (2019 to 2020) to 66%  Wellbeing  Increase the percentages of positive student responses to the following factors: Perseverance to 81% Sense of confidence to 86% Effective Classroom Behaviour to 83% Sense of inclusion to 93% Respect for diversity to 87% Managing bullying to 83%
<b>KIS 1.a</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>	Build staff capability to understand, assess, and implement evidence-informed practice to plan for point of need learning in Mathematics (Number and Algebra) through a Professional Learning Community.
<b>Outcomes</b>	Students will: Understand and articulate their learning goals and know their next steps for learning through the use of 'Bump It Up' walls and learning rubrics (ref: ATSS – self regulation and goal setting) Regularly construct and review learning goals with their teacher (2-way feedback) (ref: ATSS – self regulation and goal setting)  Teachers will:

	<p>Understand the learning trajectories for concepts (Big Ideas) in Number and Algebra (ref: SSS - Renewal of knowledge and skills)          Begin to assess students' understanding, skills and knowledge against learning trajectories to differentiate and support student learning through cycles of inquiry (ref - SSS - Teaching and Learning - Implementation)          Plan and collaborate in professional learning communities - (SSS - Teacher collaboration - Collective responsibility)          Plan sequences of differentiated learning in Mathematics to support student goal attainment (SSS - Guaranteed and viable curriculum)          Will regularly review student learning goals with students through the use of 'Bump It Up' walls and learning rubrics. (2-way feedback) resource visible learning feedback (SSS - Teaching and Learning - Evaluation)          Will involve students and their families/carers to develop a shared understanding of the expected outcomes for learning growth and attainment through Individual Education Plans (SSS - Trust in students and parents)</p> <p>Leaders will:          Lead, support and resource the implementation of the Big Ideas in Number (ref: SSS – Instructional leadership)          Support PLC leaders to facilitate inquiry cycles focused on number and algebra (ref: SSS - School level support)          Provide coaching, modelling and mentoring around practices in number and algebra (ref: SSS - Instructional leadership and School level support)          Use multiple sources of evidence, evaluate the effectiveness of approaches and programs at regular monitoring points in the year (ref: Teaching and Learning - Evaluation)          Build middle leaders capacity to conduct learning walks (SSS - Instructional leadership)</p> <p>Community will:          Be informed of the development of number and algebra across the school through newsletters, parent meetings, Compass information sharing (ref: PCGOS - school communication/teacher communication)          Attend information sessions for supporting mathematic learning at home (PCGOS -parent participation and involvement)          Share responsibility for learning goals with teacher (PCGOS – teacher communication)</p>
<p><b>Success Indicators</b></p>	<p>Semester 1          Moderation of student work - annotated - Student goals for number and algebra          Completed PLC inquiry cycles for number and algebra          Planned, resourced and differentiated sequences of learning incorporating the Big Ideas in Number          Learning trajectories visible in classrooms (Bump it up walls)          Rubrics for assessment          Individual Education Plans          Learning Walks</p> <p>Semester 2          Students able to articulate learning goals for number and algebra</p>

	<p>Student participation in setting goals for number and algebra</p> <p>Completed PLC inquiry cycles for number and algebra</p> <p>Planned, resourced and differentiated sequences of learning incorporating the Big Ideas in Number</p> <p>Observations of 2–way feedback conversations</p> <p>Individual Education Plans</p> <p>PCGOS, AToSS, SSS - Teacher judgements</p>
<b>Activities and Milestones</b>	<p>AM - Regular engagement with numeracy consultant to build staff capacity in number and algebra</p> <p>AM - PLC inquiry cycles focused on number and algebra</p> <p>AM - Document Developmental Sequence for Number and Algebra</p> <p>AM - Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom</p>
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	<p>Strengthen the Schoolwide Positive Behaviour Strategies (SWPBS) and the Resilience, Rights and Respectful Relationships Curriculum across the school.</p> <p>Build staff capability to consistently use the NPS Instructional Model and evidence-based practices inclusive of the High Impact Teaching Strategies (HITS).</p> <p>Build staff knowledge and skills in Inclusive Education practices.</p>
<b>Outcomes</b>	<p>Students will:</p> <p>Articulate and use SWPBS supports. e.g.The NPS Behaviour Matrix (ref: AToSS- Effective classroom behaviour)</p> <p>Know and name the school values and what they look like across the school (ref: AToSS- Respect for diversity/sense of inclusion)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (AToSS - Perseverance, Sense of confidence)</p> <p>Teachers will:</p> <p>Understand the three-tiered model and focus on tier 1 and 2 preventative strategies (SSS – Instructional Leadership)</p> <p>Implement and follow the Resilience, Rights and Respectful Relationships Social and Emotional Learning Curriculum</p> <p>Implement daily wellbeing sessions incorporating the Zones of Regulation to improve student SEL vocabulary and strategies</p> <p>Use the NPS Positive Pathway and SWPBS acknowledgement system to support and promote positive behaviours</p>

	<p>Document behaviours through Compass  Use the ABC model (antecedent, behaviour, consequence) to identify behaviours and support preventative actions  Implement evidence-based, universal practices to support learning for every child  Consistently embed the NPS Instructional model into their practice (SSS – GVC, collective focus on student learning, academic emphasis)</p> <p>Leaders will:  Support staff to understand principles of inclusive practice (SSS - Academic emphasis)  Support staff to use effective evidence-based classroom practices inclusive of the High Impact Teaching Strategies (HITS)  Support staff to adopt evidence-based practices that promote positive behaviours through professional learning opportunities  Model and coach preventative strategies with all staff and students  Engage The Resilience Project to provide whole school support and learning around Social and Emotional Learning (SEL).  Provide whole staff professional learning on evidence-based classroom practice inclusive of the High Impact Teaching Strategies (HITS)  Conduct Learning Walks and provide feedback to teachers  Build the capacity of the Behaviour Champion to model best practice across the school</p> <p>Community will:  Engage with The Resilience Project through school and at home  Demonstrate awareness of the SWPBS and discuss positive behaviours with their children  Select parent members to be involved in the SWPBS team and regularly attend meetings for input</p>
<p><b>Success Indicators</b></p>	<p>Semester 1  SWPBS documentation visible and utilised in classrooms/spaces in the school  Planning documents demonstrating Resilience, Rights and Respectful Relationships lesson sequences across all year levels  Identification of students requiring additional supports - tutor learning program, high ability program, challenge and enrichment series, and wellbeing supports and services  Disability Inclusion Profile meetings  Individual Education Plans</p> <p>Semester 2  AToS factors increase:  Effective Classroom Behaviour from 82% (2021) to 83% (2023)  Sense of inclusion from 92% (2021) to 94% (2023)  Respect for diversity from 86% (2021) to 87% (2023)  Managing bullying from 83% (2021) to 85% (2023)  Observed evidence-based tier 1 and tier 2 preventive practices in classroom - observed through Learning Walks</p>

	<p>Consistent use of SWPBS Behaviour management processes and Positive Pathway          Demonstrated use of well-being supports for staff and students in classrooms and staff gatherings</p>
<p>Activities and Milestones</p>	<p>AM - Embed SWPBS strategies, values, matrix and processes          AM - Embed tier 1 and tier 2 proactive student wellbeing interventions and supports          AM - Professional learning for all staff to build school-wide capacity and capability to improve Inclusive Education practices.</p>