

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Niddrie Primary School (5410)



Submitted for review by Sarah Dalton (School Principal) on 19 February, 2024 at 10:20 AM

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Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning growth in literacy and numeracy.
12-month target 2.1 target	<p>NAPLAN Increase percentage of students 'exceeding' from 2023 baseline data</p> <p>Year 3 Reading - from 27% Writing - from 13% Numeracy - from 10%</p> <p>Year 5 Reading - from 28% Writing - from 6% Numeracy - from 6%</p>
12-month target 2.2 target	<p>N/A - NAPLAN Benchmark Growth</p> <p>NAPLAN (interim) Relative Growth Year 5 Reading - from 6% (2023) to 15% Numeracy - from 8% (2023) to 15%</p>
12-month target 2.3 target	<p>Teacher judgements growth 12-month target Reading and viewing from 69% (2023) at or above expected growth to 75% Writing from 67% (2023) at or above expected growth to 75% Number and algebra from 76% (2023) at or above expected growth to 80%</p>
12-month target 2.4 target	<p>Differentiated learning challenge from 82% (2023) to 85% Effective teaching time from 84% (2023) to 86% Motivation and interest from 79% (2023) to 82% Stimulated learning from 85% (2023) to 86% Effort from 79% (2023) to 86% Teacher concern from 75% (2023) to 80%</p>
12-month target 2.5 target	<p>Teacher collaboration from 43% (2023) to 55% Cultural leadership from 75% (2023) % to 76% Instructional leadership from 66% (2023) to 70%</p>

	<p>Visibility from 42% (2023) to 60%</p> <p>Leading change 70% (2023) to 75%</p>
<p>KIS 2.b Evaluating impact on learning</p>	<p>Build staff capacity to use data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.</p>
<p>Actions</p>	<p>Develop a whole school approach to instructional and shared leadership.</p> <p>Review and refine PLC processes to improve data analysis</p> <p>Build staff capacity to understand and plan effective differentiation</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> * Provide regular feedback to teachers about their experience of literacy and numeracy through self-reflection (AToSS: Student voice and agency - I am encouraged to share my ideas) * Develop their use and understanding of reflection tools (AToSS: Student voice and agency - I have a say in the things I learn) <p>Teachers will:</p> <ul style="list-style-type: none"> * Use school level data (AToSS, NAPLAN, PAT, Teacher Judgements, EOI, MOI, SSS, POS) to identify, plan for and monitor student growth targets (SSS: School Climate - In this school we use assessment data to make decisions about teaching and learning) * Use feedback provided by students to differentiate learning experiences (SSS: Teaching and Learning: Evaluation - Teachers in this school use student feedback to inform their teaching practice) <p>Leaders will:</p> <ul style="list-style-type: none"> * Leaders have effective systems in place (assessment schedules, Whole School data sheet, AIP monitoring tracker, PANORAMA) to support ongoing data analysis, which is understood and used by all staff to access and use data at multiple levels of the school effectively and readily (SSS: School Leadership - Instructional Leadership - The school leadership team continually monitor the effectiveness of the assessment practices used in our school) * Leaders will support middle leaders to implement learning walks for consistency of instructional practice including HITS (SSS: Teaching and Learning: Practice Improvement Professional Learning through Peer Observation - Teachers in this school regularly engage in professional learning through peer observation) <p>Community will:</p> <ul style="list-style-type: none"> * Engage in conversations with classroom teachers about student learning and growth and provide input into the learning experience (POS: Parent Community Engagement - This school gives me opportunities to participate in my child's education) * Provide classroom teacher/leaders with recommendations/reports from allied health/external supports (POS: Parent

	Community Engagement - There is effective two-way communication between the teachers and parents/caregivers/guardians at this school)
Success Indicators	<p>Semester 1: PLC Leader meetings Learning Walks Student reflection tools PLC inquiry cycles Student Support Group minutes Individual Education Plans Team Planning Documents showcasing differentiated teaching</p> <p>Semester 2: Middle leader attendance at Academy Courses PLC inquiry cycles Whole School Data Sheet Student Support Group minutes Individual Education Plans PLC Planning Documents Attitudes to School Survey - factor: Student Voice and Agency Parent Opinion Survey - factor: Parent Community Engagement School Staff Survey - factor: Teaching and Learning: Practice Improvement/Instructional Leadership</p>
Activities	
Plan professional learning for all staff to build school-wide capacity and capability to differentiate teaching and learning in all classrooms.	
Develop middle leaders capacity to lead quality conversations focused on improving student learning and wellbeing outcomes.	
Goal 3	Improve student engagement in learning.
12-month target 3.1 target	Student Voice and Agency from 63%(2023) to 70% Motivation and Interest from 79% (2023) to 82% Sense of connectedness from 79% (2023) to 85%

12-month target 3.2 target	Student agency and voice from 81% (2023) to 83% Student motivation and support from 88% (2023) to 89% Stimulated learning environment from 90% (2023) to 91%
12-month target 3.3 target	Promote student ownership of learning goals from 88% (2023) to 89%
KIS 3.b Evidence-based high-impact teaching strategies	Create learning environments that support student-teacher partnerships in the planning, implementation and monitoring of point of need learning..
Actions	Continue to embed Disability Inclusion and reasonable adjustments across the school. Build staff capacity to understand and embed differentiated teaching.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Reflect upon Learning Goals using Bump it Up Walls/Rubrics/Learning Ladders (AToSS: Sense of confidence - I can do challenging school work) * Understand what a positive learning environment looks like, sounds like, feels like, and identify required supports for success (AToSS: Sense of confidence - I am good at learning; AToSS: self-regulation and goal setting - I try very hard at school) <p>Teachers will:</p> <ul style="list-style-type: none"> * Teach students about what successful learning environments look like, sound like, feel like (SSS: Teaching and learning - implementation - Teachers in this school use evidence based high impact teaching strategies in their daily practice) * Collect and utilise student feedback to differentiate learning in all areas of the curriculum (SSS: Teaching and learning - Evaluation - Teachers in this school use student feedback to inform their teaching practice) * Co-construct learning goals with students to inform Bump It Up Walls, Learning Ladders, Rubrics, Individual Education Plans (SSS: Teaching and learning - implementation - Teachers in this school promote student ownership of learning goals and learning progress) <p>Leaders will:</p> <ul style="list-style-type: none"> * Create documentation and processes to support middle leaders to conduct regular and consistent learning walks (SSS: School Leadership - The school leadership team create the conditions necessary for change to happen; SSS: School Leadership - The school leadership team make systematic and frequent visits to classrooms) * Facilitate staff professional learning regarding differentiated learning and monitoring point of need learning (SSS: School Leadership - The school leadership team encourage teachers to try new methods of instruction) <p>Community will:</p>

	<p>* Attend and support Individual Education Plan/Student Support Group meetings (POS: Parent community engagement - The school gives me opportunities to participate in my child's education)</p> <p>* Engage in learning around routines to support wellbeing and learning at home (POS: Connection and progression - I feel confident that this school prepares students for the next phase of their life)</p>
Success Indicators	<p>Semester 1</p> <p>Visual schedules in all classrooms</p> <p>Two-way feedback tools</p> <p>Individual Education Plans</p> <p>Student Support Groups</p> <p>Bump It Up Walls/Rubrics/Learning Ladders</p> <p>Semester 2</p> <p>Learning Walks and documented feedback actioned</p> <p>Student voice in Individual Education Plans</p> <p>Professional Learning schedule reflecting differentiation and inclusion</p> <p>Planning documents reflecting differentiation</p> <p>Attitudes to School Survey - factor: Sense of confidence</p> <p>School Staff Survey - factor: School leadership/Teaching and Learning: Implementation/Evaluation</p> <p>Parent Opinion Survey - factor: Connection and progression</p>
Activities	
Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom	
Differentiate pedagogy, lesson plans and assessments to ensure learners of all abilities can access the curriculum and engage in stimulating learning experiences	
Goal 4	Improve the wellbeing of all students.
12-month target 4.1 target	<p>Perseverance from 76% (2023) to 80%</p> <p>Sense of confidence from 78% (2023) to 85%</p> <p>Effective Classroom Behaviour from 82% (2023) to 84%</p> <p>Sense of inclusion from 89% (2023) to 92%</p> <p>Respect for diversity from 81% (2023) to 84%</p> <p>Managing bullying 77% (2023) to 83%</p>

12-month target 4.2 target	Confidence and resilience from 98%(2023) to 99% School pride and confidence from 96% (2023) to 97% Parent participation and involvement from 88% (2023) to 89%
12-month target 4.3 target	School Climate from 77% (2023) to 78%
KIS 4.b Setting expectations and promoting inclusion	Embed the Schoolwide Positive Behaviour Strategies (SWPBS) and the Resilience, Rights and Respectful Relationships strategy across the school.
Actions	Implementation of Mental Health in Primary Schools initiative and Mental Health and Wellbeing Leaders Introduce Learning walks focused on consistent practices in SWPBS and Resilience, Rights and Respectful Relationships
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> *Can understand how to use the Zones of Regulation to self-regulate (AToSS - emotional awareness and regulation - I know when my feelings are making it hard for me to focus; AToSS - emotional awareness and regulation - I know the emotions I feel) *Will review SWPBS documents (including whole-school positive pathway, behaviour matrix and acknowledgements menu) and provide input/feedback for improvement (AToSS - Student voice and agency - I am encouraged to share my ideas; AToSS - respect for diversity - All students are treated fairly at this school) <p>Teachers:</p> <ul style="list-style-type: none"> * Will explicitly teach and model the Zones of Regulation strategies (SSS - Teaching and Learning Implementation - Teachers in this school work together to support the growth and learning of the whole student) * Begin to implement High Impact Well-being Strategies (HIWS) in the classroom (SSS - Teaching and Learning Implementation - This school provides opportunities for teachers to build knowledge and skills in the use of high-impact teaching strategies) <p>Leaders:</p> <ul style="list-style-type: none"> * Will provide whole staff professional learning on the High Impact Wellbeing strategies (SSS - Professional Learning - Staff were provided with adequate training when new school initiatives were introduced) * Engage in learning walks to provide feedback on SWPBS and RRRR practices (SSS - Professional Learning - Staff in my school request feedback from colleagues in order to develop their teaching practice) <p>Community:</p> <ul style="list-style-type: none"> * Share wellbeing concerns with classroom teacher (POS - School Communication - I feel comfortable about approaching the school with any concerns I might have)

	* Understand there are additional supports for mental health (POS - Parent Community Engagement - The school takes parent/caregiver/guardians' concerns seriously)
Success Indicators	<p>Semester 1</p> <p>Professional Learning schedule - HIWS/SWPBS/RRRR</p> <p>Observation records from Learning Walks with actions noted</p> <p>Student Support Services (Health and Wellbeing Key Contact) meeting minutes reflecting MHiPS</p> <p>Parent/Teacher/Student conferences</p> <p>Semester 2</p> <p>Student feedback actioned on Positive Pathways/Matrix/School Values</p> <p>Documented evidence of RRRR and SWPBS embedded in planning</p> <p>Documented High Impact Wellbeing Strategies evident in classroom planning documents/inquiry cycles</p> <p>Newsletter articles regarding mental health information for families</p> <p>Attitudes to School Survey - factor: Emotional awareness and regulation/Student voice and agency</p> <p>School Staff Survey - factor: Teaching and Learning Implementation/Professional Learning</p> <p>Parent Opinion Survey - factor: School Communication/Parent Community Engagement</p>
Activities	
Embed tier 1 and tier 2 proactive student wellbeing interventions and supports	
Appoint and support Mental Health and Wellbeing Leaders to implement the Mental Health in Primary Schools initiative	