

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Knox Park Primary School (4990)



Submitted for review by Mark Hanson (School Principal) on 20 December, 2022 at 07:21 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 21 March, 2023 at 12:20 PM
Endorsed by Chris Duncan (School Council President) on 21 March, 2023 at 02:51 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>NAPLAN Benchmark Growth Increase the percentage of students attaining 'Above Benchmark Growth': Numeracy will increase from 35% in 2021 to 36% in 2023 (SSP Target 25% by 2023)</p> <p>Decrease the percentage of students not meeting benchmark growth: Numeracy will decrease from 23% in 2021 to 20% in 2023 (SSP Target 24% by 2023)</p> <p>Year 3 Top 2 Bands Increase the percentage of students (at Year 3) in the 'Top 2 Bands': Numeracy will increase from 38% in 2022 to 40% in 2023 (No SSP Target by 2023)</p> <p>Year 5 Top 2 Bands Increase the percentage of students (at Year 5) in the 'Top 2 Bands': Numeracy will increase from 33% in 2022 to 35% in 2023 (No SSP Target by 2023) Decrease the percentage of students in the bottom 2 bands at Year 5: Numeracy will decrease from 5% in 2022 to 4% in 2023 (SSP Target 9% by 2023)</p> <p>School Staff Survey Variables in the SSS to reflect the following whole school endorsement:</p> <p>Teacher collaboration: from 95% in 2022 to 96% in 2023 Collective efficacy: from 81% in 2022 to 90% in 2023 Instructional leadership: from 96% in 2022 to 97% in 2023 Professional learning through peer observation: from 68% in 2022 to 85% in 2023</p> <p>Attitudes to School Survey Increase the percentage of positive responses for the following survey factors: Voice and Agency from 57% in 2022 to 78% in 2023 (SSP Target 85% by 2023) Motivation and Interest from 70% in 2022 to 80% in 2023 (SSP Target 85% by 2023)</p>

	<p>Stimulated Learning from 70% in 2022 to 80% in 2023 (SSP Target 85% by 2023) Perseverance from 66% in 2022 to 75% in 2023 (No SSP Target by 2023) Teacher Concern from 69% in 2022 to 75% in 2023 (No SSP Target by 2023)</p> <p>Attendance Data SSP Target - Reduce student absence of 10 days or more: 50% in 2018 to 25% by 2023. Decrease student absence of 10 days or more from 34% in 2022 to 25% in 2023.</p>
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	<p>Whole School Level: Term 4, 2022 - Revise documentation for instructional approaches in Mathematics (refer to Pedagogical Approaches and Curriculum Framework resource). - Ensure the School Improvement Team, Learning Specialists and Maths PLT Leaders are united in the Mathematics approaches. - Provide professional learning for staff in the updated approaches.</p> <p>PLT Level - Learning Specialists and Maths PLT Leaders to model exemplary use of the Mathematics proficiencies in classrooms. - Conduct Maths temperature checks to see how well teachers understand and are utilising the proficiencies within classrooms. - Ensure consistency in planning procedures and documentation. - Design and support a Mathematics Expo to be provided in Term 3.</p> <p>PLC Team and Classroom Level: - Professional learning with Michael Minas (Mathematics Proficiencies and investigations, plus differentiation). - Teachers to embed the Mathematics proficiencies into classroom lessons. - Teachers to make it explicit to students which proficiencies are of focus during lessons. - Teachers to utilise visual aides/cues to support learning intentions and success criteria and to incorporate the Mathematics proficiencies (proficiency magnets/stickers). - Evidence of the Mathematics proficiencies incorporated within planning documentation (Unit Planners) - Evidence of a differentiated classroom in Mathematics across all levels. - Evidence a differentiated curriculum within planning documentation. - Implement Peer Observation cycles and Learning Walks to ensure that professional learning is having an impact, and that strategies are being implemented into classroom practice. - Implement moderation practices to triangulate student data and to support accurate teacher judgements (more closely aligned to NAPLAN data).</p>

	<ul style="list-style-type: none"> - Build the capacity of ES staff in supporting differentiated learning and engagement practices within classrooms. <p>Individual Level:</p> <ul style="list-style-type: none"> - Support students to be able to articulate the Mathematics proficiencies and how they support their learning. - Support students in the identification and articulation of their own learning goals (or next steps in their learning). - Support students to monitor their own progress with learning goals and to consider how they might achieve those goals. 			
Outcomes	<p>Leaders and teams will meet engage to engage in reflective practice, evaluate and plan curriculum, assessments and lessons at point of need.</p> <p>Leaders will observe high teacher capability in the delivery of instructional practices in classrooms and the application of strategies explored through professional learning.</p> <p>Teachers will implement the agreed instructional approaches with consistency, including the use of the Mathematics Proficiencies.</p> <p>Students will be supported to learn at point of need.</p> <p>Students will be able to identify and articulate their learning goals.</p> <p>Students will know what their next steps are to progress their learning.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>ES staff will provide high quality support to teachers and students in the classroom.</p>			
Success Indicators	<p>Early indicators:</p> <p>Learning walks and Peer Observation practices demonstrate consistent teacher practice.</p> <p>Planning documentation demonstrates evidence of a differentiated curriculum.</p> <p>Maths journals demonstrate student application of the Mathematics Proficiencies.</p> <p>Learning goal conferences show evidence of students articulating their next steps in learning.</p> <p>An ES timetable developed with the classroom teacher to target student learning.</p> <p>PLC cycles and data sets demonstrating learning improvement in Mathematics.</p> <p>Late indicators:</p> <p>Increased NAPLAN data (top 2 bands and benchmark growth - see targets)</p> <p>Increased positive endorsement for relevant factors in Attitudes to School Survey data (see targets).</p> <p>Increased positive endorsement for relevant factors in the School Staff Survey data (see targets).</p> <p>Increased percentage of students working at or above expected levels of achievement in Mathematics, and experiencing at least 12 months of growth.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Revisit the instructional model and teaching approaches in Mathematics with all staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLT Leaders 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Build teacher capacity in their understanding of developmental learning sequences (and differentiation) through the use of the curriculum roadmaps resources.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Build teacher capacity to differentiate learning experiences, tailored to the needs of individual students, by exploring differentiation and connecting assessment practices with staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Build teacher capacity in their knowledge and use of the Mathematics Proficiencies (Fluency, Understanding, Reasoning and Problem Solving).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Develop some consistency of practice regarding Mathematics investigations across the school (for example, 4 days of fluency and understanding, and 1 day (the 5th day) of investigations to move students from surface to deep and transfer learning experiences.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole School Level:</p> <ul style="list-style-type: none"> - Utilise Mental Health Funding to appoint a Wellbeing Officer and document an appropriate role description. - As part of inclusive practices, build teacher capacity in the processes that support funding for students with additional needs (substantial and extensive adjustments) - Support the implementation of Zones of Regulation as part of the whole-school Wellbeing approach (including with a targeted focus on the Years 5 and 6 cohorts in 2023). - Continue the implementation of whole-school language associated with bullying prevention and the building of a positive wellbeing culture. - Revisit whole-school Wellbeing approaches with staff, inclusive of a particular focus on Restorative Practice. - Launch the school's Wellbeing site to activate community engagement and to share Respectful Relationships resources. <p>PLT Leaders Level</p> <ul style="list-style-type: none"> - Monitor and update the new Wellbeing site to ensure relevant information is provided and up to date. - Utilise the Wellbeing Officer to support the implementation of the Disability Inclusion Profile (DIP). - Maintain SWPBS implementation and accreditation requirements to sustain Gold standards. <p>PLC Team and Classroom Level:</p> <ul style="list-style-type: none"> - Student Engagement – Ensure the development of student personal goals move to a SMARTER Goals model. - Monitor and update the new Wellbeing site to ensure relevant information is provided and up to date. <p>Individual Level:</p> <ul style="list-style-type: none"> - Ensure personalised teaching strategies and adjustments are identified and actioned as part of the different student support plans. - Define bullying with students prior to the implementation of the Attitudes to School Survey. - Provide a focus group to assist the unpacking of student data associated with the 2022 Year 5 girls cohort to identify appropriate intervention strategies for implementation (Perseverance, Teacher Concern, Bullying and Sense of Confidence). 			
Outcomes	<ul style="list-style-type: none"> - Leaders, teachers and the school community will share a common understanding of the whole-school approach to Wellbeing. - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. - Students will feel supported and engaged in the classroom and will contribute to a positive school culture. - At risk students will be identified and receive targeted support in a timely manner. 			

	<ul style="list-style-type: none"> - Teachers will use appropriate language to articulate and document the adjustments as part of the student profile. - Parents will engage with the newly developed Wellbeing site and will have access to appropriate Wellbeing resources. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - A documented role description to support the Student Wellbeing Officer. - Evidence of appropriately documented student support plans for specific needs (SWPBS Behaviour Management Plans, Individual Education Plans, Safety Management Plan (staff and students), Cultural Support Plans, etc.) <p>Late indicators:</p> <ul style="list-style-type: none"> - SWPBS SAS and TFI results will indicate a positive school culture and understanding of whole school language. - Increase in positive responses for relevant factors in the Attitudes to School Survey (see targets) - Maintain school attendance data (average absence days) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Share the different types of KPPS student support plans and their purpose, to target learning plans for specific needs (SWPBS Behaviour Management Plans, Individual Education Plans, Safety Management Plan (staff and students), Cultural Support Plans, etc.).	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Support teachers in the development of Individual Education Plans (IEPs) for appropriate students, by providing professional learning for staff in the four stages of Individual Education Planning (Assess, Plan, Teach and Evaluate)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$44,321.00 <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
<p>Activate student agency by incorporating students as a contributor to the development of their Individual Education Plans (IEPs) through Student Support Groups.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
<p>Develop a process to support staff to identify students who require an Individual Education Plan (IEPs) and build staff capacity to understand which support plan would be beneficial to support student needs.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$84,741.00</p> <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
Staff show a greater understanding of the adjustments they are making to support student needs and increase their confidence to document this for Disability inclusion	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,592.00 <input checked="" 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
Provide professional learning in relation to disability inclusion.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,962.00 <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