

2023 Annual Implementation Plan

for improving student outcomes

Nanneella Estate Primary School (3708)



NANNEELLA
ESTATE
PRIMARY SCHOOL

Submitted for review by Thomas Mangan (School Principal) on 19 December, 2022 at 01:14 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 20 February, 2023 at 03:24 PM
Endorsed by Tay Bannister (School Council President) on 24 February, 2023 at 05:10 PM

Self-evaluation summary - 2023

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| 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 |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| | 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 | |

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| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Embedding |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |

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| Support and resources | 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 | |

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| Enter your reflective comments | <p>There has been a mixture in the practices in the classrooms during 2022, a future focus will be in the consistent implementation of the instructional model for Nanneella Estate Primary School. We also need to develop the PLC culture of the school in 2023.</p> <p>There were some inconsistencies across the school this year with teaching programs. Next year there will be a stronger focus on the development and implementation of the instructional model including the documentation on the curriculum.</p> |
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| | <p>Data was assessed across the school to develop point of need teaching.</p> <p>Strong relationships between home and school have been a big focus this year. The school has also been heavily involved in the wider community taking active steps through the development of community run events including the colour run.</p> |
| <p>Considerations for 2023</p> | <p>In 2023 there will be a stronger focus on the conferencing and reporting to parents/carers around the whole student including academics, attendance and well-being. The 2023 focus will be around documenting this data into a data wall to ensure all students are growing at or above the expected level. Next year there will be a stronger focus on the development and implementation of the instructional model including the documentation on the curriculum. We also need to develop the PLC culture of the school in 2023.</p> |
| <p>Documents that support this plan</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>To have 86% of students demonstrating at least a year's academic growth in numeracy as indicated through Essential Assessment and Teacher judgement. To have 83% or more of students from Gr 4-6 giving a positive endorsement for school connectedness as indicated through the Attitude to School Survey.</p> |
| <p>Improve student learning growth and achievement in Literacy and Numeracy</p> | No | <p>Over the period of the School Strategic Plan (SSP) <i>the mean of students, over the years 2020 – 2023, making at or above expected age level, to be above the benchmark of 86% (average of years 2017-2019) in Reading and Viewing.</i></p> | |
| | | <p><i>By 2023 the mean of students, over the years 2020 – 2023, making at or above expected age level to be above the benchmark of 79% in Number and Algebra.</i></p> | |
| | | <p>Increase the mean percentage of positive endorsement in the Attitudes to School Survey for:</p> | |

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| | | <ul style="list-style-type: none"> • Differentiated Learning Challenge in the from 68 percent (benchmark mean over the past three years prior to the 2020 review period) to 83 percent • Self-regulation and Goal Setting in the Attitudes to School Survey from 70 percent (benchmark mean over the past three years prior to the 2020 review period) to 83 percent. | |
| Improve students' engagement and agency in their learning | No | <p>By 2023 increase the percentage of positive endorsement in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Motivation and Interest from 69 percent (benchmark mean over the past three years prior to the review period) to 83 percent • Stimulated Learning from 67 percent (benchmark mean over the past three years prior to the review period) to 83 percent. | |
| | | <p>By 2023 increase the percentage of positive endorsement in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 68 percent (benchmark mean over the past three years prior to the review period) to 83 percent • Sense of Confidence from 57 percent (benchmark mean over the past three years prior to the review period) to 83 percent. | |
| | | <p>By 2023 increase the percentage of positive endorsement in the Parent Opinion Survey for Student Agency and Voice from 78 percent (benchmark from 2019) to 90 percent.</p> | |

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| 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-month target | To have 86% of students demonstrating at least a year's academic growth in numeracy as indicated through Essential Assessment and Teacher judgement. To have 83% or more of students from Gr 4-6 giving a positive endorsement for school connectedness as indicated through the Attitude to School Survey. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | 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 | 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, success indicators and activities

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| 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 target | To have 86% of students demonstrating at least a year's academic growth in numeracy as indicated through Essential Assessment and Teacher judgement. To have 83% or more of students from Gr 4-6 giving a positive endorsement for school connectedness as indicated through the Attitude to School Survey. | | | |
| 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 norms and protocols for PLC meetings Develop a positive learning culture throughout the school focusing on a collaborative approach to improving teacher practice and student outcomes Develop a data wall mapping students' current levels and growth across the year | | | |
| Outcomes | Students participate in point of need learning tasks Students apply learning to complete formative assessment tasks Students provide feedback to teachers to inform planning Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles Leaders consciously protect privileged time for PLC collaboration Leaders provide professional development for staff focussing on data and evidence | | | |
| Success Indicators | Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data Data walls tracking student learning growth ZPD evident in planners | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |

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| Complete PLC leader training | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Develop Data wall | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 |
| Learning walks | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Additional staffing to support the students achieving academic growth | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Structured teaching of respectful relationships to all students A consistent language will be developed around the behaviour and support of students | | | |
| Outcomes | Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Staff will deal with behaviour consistently and use a common language | | | |

| Success Indicators | Student support resources displayed around the school will show how students can seek support Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Attitude to school survey results will indicate improvement | | | |
|---|--|--|----------------------------------|---|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Complete student survey | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$0.00 |
| Addition staff employed to teach Respectful Relationships | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SWPB professional readings | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Specific targeted support of students | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,647.38 <input checked="" 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 | \$30,570.70 | \$15,000.00 | \$15,570.70 |
| Disability Inclusion Tier 2 Funding | \$14,370.85 | \$14,000.00 | \$370.85 |
| Schools Mental Health Fund and Menu | \$30,647.38 | \$30,647.38 | \$0.00 |
| Total | \$75,588.93 | \$59,647.38 | \$15,941.55 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|--------------------|
| Additional staffing to support the students achieving academic growth | \$30,000.00 |
| Addition staff employed to teach Respectful Relationships | \$25,000.00 |
| Specific targeted support of students | \$5,647.38 |
| Totals | \$60,647.38 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|-----------------|------------------------|---|
| Additional staffing to support the students achieving academic growth | from: Term 1 | \$15,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources |

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| | to: Term 4 | | |
| Totals | | \$15,000.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Additional staffing to support the students achieving academic growth | from: Term 1 to: Term 4 | \$14,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff |
| Totals | | \$14,000.00 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Addition staff employed to teach Respectful Relationships | from: Term 1 to: Term 4 | \$25,000.00 | <input checked="" type="checkbox"/> Respectful Relationships (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) |
| Specific targeted support of students | from: Term 1 to: Term 4 | \$5,647.38 | <input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider |

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|---------------|--|-------------|--|
| Totals | | \$30,647.38 | |
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Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--------------------------------|---|----------------------------------|--|---|--|---|
| Complete PLC leader training | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |
| Learning walks | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| SWPB professional readings | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Departmental resources SWPB framework | <input checked="" type="checkbox"/> On-site |