

2023 Annual Implementation Plan

for improving student outcomes

Kurunjang Primary School (5256)



Submitted for review by Maree Moyle (School Principal) on 08 December, 2022 at 09:59 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 22 February, 2023 at 11:54 AM
Endorsed by Megan Djugum (School Council President) on 22 February, 2023 at 02:00 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	
	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	
	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	

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

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	PLC improvement cycle, consistency, common language, reflection of practice, HITS, professional reading and links to, reference to knowledgeable others (eg Dylan), peer observations, future planning Links between student voice and agency have to be made with the HITS, Building of middle leadership capacity- data literacy, challenging conversations, building teacher capacity for giving and receiving feedback- individual and cohort (our) data.improved collection of data, shared practices. Culture based on
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	relationships, wellbeing , learning, inclusion Shared vision, understandings
Considerations for 2023	Student voice and agency Staffing /structure- no LT for numeracy- collective effort of all staff Literacy continues with emphasis still on reading but under the support of LT and coach in literacy. Number of new staff and capacity- induction, knowledge, practice and engagement workforce planning - structure- middle leaders How do monitor growth and benchmark data without the NAPLAN data of 2020. DSSI continuing
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student growth in Reading and Writing
Target 2.1	By 2023 the percentage of students: <ul style="list-style-type: none"> • in the bottom two bands of Writing in Year 5 will decrease from 53% to 28% • achieving high relative growth in Writing to increase from 11% to 25% • achieving below the expected level in Victorian Curriculum standards in Writing to decrease from 53% to 28%
Target 2.2	By 2023, the percentage of students: <ul style="list-style-type: none"> • in the bottom two bands in Reading in Year 5 will decrease from 28% to 20% • in Year 5 achieving below the expected level in Victorian Curriculum standards in Reading to decrease from 41% to 20%.

Target 2.3	<p>By 2023, increase the positive endorsement for the following factors of the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 45% to 70% • Teacher collaboration from 59% to 70% • Collective efficacy from 49% to 70%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Reading and Writing across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity to use data to inform planning and differentiation
Key Improvement Strategy 2.c Building practice excellence	Embed a high performing Professional Learning Community model that supports teacher collaboration and accurate assessment.
Goal 3	To improve student growth in Numeracy
Target 3.1	<p>By 2023, the percentage of students</p> <ul style="list-style-type: none"> • in the top two bands of Numeracy in Year 5 will increase from 6% to 15% • in Year 5 achieving low relative growth in Numeracy to decrease from 35% to 25%.
Target 3.2	By 2023, the percentage of Year 5 students achieving above the expected level in Number and Algebra in the Victorian Curriculum standards to increase from 5% to 15%.

Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Embed the agreed instructional model in Numeracy across the school
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher capacity to use Numeracy data to inform planning and differentiation
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build staff and student capacity in making learning explicit and purposeful, using research-based evidence informed teaching practices in Numeracy.
Goal 4	To improve student engagement in learning
Target 4.1	<ul style="list-style-type: none"> • Reduce the percentage of unapproved students' absence from 8.4 days to 4 days • Reduce the percentage of students arriving late to school to less than 10% as measured by Compass data.
Target 4.2	By 2023, improve the positive endorsement for the following factors of AToSS: <ul style="list-style-type: none"> • Student voice and agency from 65% to 80% • Effective classroom behaviour from 66% to 80% • Sense of connectedness from 66% to 80%.
Target 4.3	Staff Opinion Survey <ul style="list-style-type: none"> • By 2023, improve the positive endorsement for collective focus on student learning. Increase feedback to improve practice from 48% to 70%.

<p>Key Improvement Strategy 4.a Setting expectations and promoting inclusion</p>	<p>Embed consistent, agreed school wide behaviour expectations</p>
<p>Key Improvement Strategy 4.b Empowering students and building school pride</p>	<p>Develop, implement and document opportunities to explicitly amplify student voice and agency in teaching and learning</p>
<p>Key Improvement Strategy 4.c Intellectual engagement and self-awareness</p>	<p>Build teacher and student capacity in the giving and receiving of feedback and feedforward</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>By 2023, the percentage of students in the top two bands of Numeracy in Year 5 will increase from 6% to 10% By 2023 the percentage of students in the bottom two bands of Writing in Year 5 will decrease from 53% to 40%</p>
To improve student growth in Reading and Writing	No	<p>By 2023 the percentage of students:</p> <ul style="list-style-type: none"> • in the bottom two bands of Writing in Year 5 will decrease from 53% to 28% • achieving high relative growth in Writing to increase from 11% to 25% • achieving below the expected level in Victorian Curriculum standards in Writing to decrease from 53% to 28% 	
		<p>By 2023, the percentage of students:</p> <ul style="list-style-type: none"> • in the bottom two bands in Reading in Year 5 will decrease from 28% to 20% • in Year 5 achieving below the expected level in Victorian Curriculum standards in Reading to decrease from 41% to 20%. 	

		<p>By 2023, increase the positive endorsement for the following factors of the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 45% to 70% • Teacher collaboration from 59% to 70% • Collective efficacy from 49% to 70% 	
To improve student growth in Numeracy	No	<p>By 2023, the percentage of students</p> <ul style="list-style-type: none"> • in the top two bands of Numeracy in Year 5 will increase from 6% to 15% • in Year 5 achieving low relative growth in Numeracy to decrease from 35% to 25%. 	
		<p>By 2023, the percentage of Year 5 students achieving above the expected level in Number and Algebra in the Victorian Curriculum standards to increase from 5% to 15%.</p>	
To improve student engagement in learning	No	<ul style="list-style-type: none"> • Reduce the percentage of unapproved students' absence from 8.4 days to 4 days • Reduce the percentage of students arriving late to school to less than 10% as measured by Compass data. 	
		<p>By 2023, improve the positive endorsement for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 65% to 80% • Effective classroom behaviour from 66% to 80% • Sense of connectedness from 66% to 80%. 	
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • By 2023, improve the positive endorsement for collective focus on student learning. Increase feedback to improve practice from 48% to 70%. 	

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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	By 2023, the percentage of students in the top two bands of Numeracy in Year 5 will increase from 6% to 10% By 2023 the percentage of students in the bottom two bands of Writing in Year 5 will decrease from 53% to 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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

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	By 2023, the percentage of students in the top two bands of Numeracy in Year 5 will increase from 6% to 10% By 2023 the percentage of students in the bottom two bands of Writing in Year 5 will decrease from 53% to 40%
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	<ul style="list-style-type: none"> - The school will have a shared focus on Numeracy and Writing and differentiation in 2023 - Utilise data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support - Maintain PLTs structures to support teacher collaboration and reflection to strengthen teaching practice - Plan whole school professional learning on differentiation throughout the year - Embed consistent approaches to formative assessment and frequent ongoing assessment and testing - Use PLTs for staff to collaboratively plan units of work with a focus on differentiation - With staff input, establish a targeted support program for student literacy intervention - Prioritise collaborative planning time in the timetable for teachers and education support staff to address misconceptions from previous lessons and adapt strategies working for individual students - Build staff capacity to understand and implement the HITs with a particular focus on differentiation and feedback
Outcomes	Leaders will: <ul style="list-style-type: none"> - revise and make improvements to our school's writing and numeracy instructional models incorporating teacher and student input and feedback - ensure students in need of targeted academic support or intervention are identified and supported - provide regular professional learning for all staff which will include whole staff PL's, coaching and planning support, and other additional supports as required - support all staff with the development of their data literacy to identify individualised point of need for all students Teachers will: <ul style="list-style-type: none"> - confidently and accurately identify student learning needs of their students and plan for lessons and learning experiences that meet the learning needs of all students in their classes

	<ul style="list-style-type: none"> - meet weekly year level PLCs for collaborative planning to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - use HITS to plan lessons and units consistently and explicitly implement the school's instructional model for writing and numeracy - will have a consistent understanding of differentiation as our priority area and the strategies they can use to differentiate effectively - develop an understanding of curriculum essentials in writing and numeracy to ensure mastery - provide regular feedback and monitor student progress using data and evidence - ensure students are provided with the opportunity to work at their level using differentiated resources <p>Students will</p> <ul style="list-style-type: none"> - know how lessons are structured and how this structure supports their learning - will know what their next steps are to progress their learning - collaboratively set learning goals and monitor their progress towards these goals - work at their level using differentiated resources and intervention. - receive regular feedback in their learning and know what their next steps are to progress. 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data, teacher judgement data, work samples, records and observations of student progress - Classroom observations and learning walks demonstrating implementation of differentiation, the instructional model, and use of the HITS - Student achievement data - TLI and intervention programs, notes and data - PLC agendas and minutes - Students learning goals 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leadership to review and refine our numeracy and writing instructional models	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Embed professional learning in to the whole school meeting schedule on differentaiton and formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal			
Creation of weekly documented plans for coaching/mentoring/learning walks from all learning specialists and leading teachers	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage with parents/carers to ensure appropriate supports are being put in place for all students	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement TLI and Literacy Intervention Programs for students requiring additional support	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity 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	<ul style="list-style-type: none"> - Strengthen our whole school approach to students wellbeing and mental health, including SWPBS, SEL and RRRR's programs - Conduct regular student conferences with a focus on learning and wellbeing - Targeted supports for individual students or small groups with acute needs - Re-establish lunchtime clubs and activities - Review guidelines for referrals and IEPs - Wellbeing Team to meet weekly to monitor attendance and student wellbeing - Refine the implementation of MHiPs at our school to ensure we are utilising our MHiPs leader to regularly build capacity of our classroom teachers 			
Outcomes	<ul style="list-style-type: none"> - Teachers will consistently implement agreed routines and approaches - Teachers, leaders and the school community will share a common understanding of the whole school approach to mental health and wellbeing - Teachers and leaders will integrate social-emotional learning into school practice, policies and programs 			

	<ul style="list-style-type: none"> - At-risk students will be identified and receive targeted support in a timely manner - Students will have strong relationships with staff and peers across the school 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will reflect our approach to social and emotional learning - Students engagement levels in class and during break times - Consistent teacher reports of student wellbeing concerns including Compass and discussions with the wellbeing team - Wellbeing data including services and supports accessed by students and families - Documentation of individual wellbeing strategies students will use at school - Student attendance and learning assessment data, and summary of strategies used to improve student assessment data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine the implementation of MHiPs at our school to ensure we are utilising our MHiPs leader to regularly build capacity of our classroom teachers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Embed professional learning in to the whole school meeting schedule on social-emotional learning and engagement, and IEPs, throughout the year.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing team to actively monitor student referrals and ensure support is provided to teachers and students who require it.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$994,526.97	\$220,000.00	\$774,526.97
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$66,514.83	\$0.00	\$66,514.83
Total	\$1,061,041.80	\$220,000.00	\$841,041.80

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement TLI and Literacy Intervention Programs for students requiring additional support	\$70,000.00
Wellbeing team to actively monitor student referrals and ensure support is provided to teachers and students who require it.	\$30,000.00
Totals	\$100,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement TLI and Literacy Intervention Programs for students requiring additional support	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Wellbeing team to actively monitor student referrals and ensure support is provided to teachers and students who require it.	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$220,000.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

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
Embed professional learning in to the whole school meeting schedule on differentaiton and formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site
Embed professional learning in to the whole school meeting schedule on social-emotional learning and engagement, and IEPs, throughout the year.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout centre/designated teacher 	<input checked="" type="checkbox"/> On-site