

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Overport Primary School (4780)



Submitted for review by Julie Gleeson (School Principal) on 16 December, 2022 at 03:40 PM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 10 February, 2023 at 02:23 PM
Awaiting endorsement by School Council President

Define Actions, Outcomes 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	<p>KIS 1A By the end of the year 90% of students will have made a minimum of 12 months growth in numeracy identified through teacher judgement.</p> <p>By the end of the year 90% of students will have made a minimum of 12 months growth in reading identified through teacher judgement.</p> <p>By the end of the year 90% of students will have made a minimum of 12 months growth in writing identified through teacher judgement.</p> <p>KIS 1B well-being To improve the following factors on the AToSS: Student Stimulated Learning will increase from 77% in 2021 to 85% in 2022.</p> <p>Voice and Agency will increase from 64% in 2021 to 70% in 2022. To improve the % of students in Naplan in the top 2 bands in year 5 Numeracy from 32% to 40% in 2023. To improve the % of students in Naplan in the top 2 bands in year 5 Numeracy from 32% to 40% in 2023. To increase the percentage of students achieving above the expected level according to teacher judgement:</p> <ul style="list-style-type: none"> Numeracy from 87% to 92% in 2023. <p>Wellbeing:</p> <p>To increase the percentage of positive endorsement in AToSS in the area of</p> <ul style="list-style-type: none"> Stimulated learning from 74% to 80% in 2023. Student voice and agency from 57% to 62% in 2023. <p>Use staff survey to improve practice in:</p> <ul style="list-style-type: none"> Use student feedback to improve practice from 82 per cent in 2022 to 86 per cent in 2023.

KIS 1 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>Correction from above: KIS 1A By the end of the year 90% of students will have made a minimum of 12 months growth in numeracy identified through teacher judgement.</p> <p>SSP target: To increase the percentage of students achieving above the expected level according to teacher judgement:</p> <ul style="list-style-type: none"> • Reading from 38 per cent (average 2015–18) to 45 per cent in 2023. • Writing from 20 per cent (average 2015–18) to 30 per cent in 2023. <p>Numeracy from 25 per cent (average 2015–18) to 40 per cent in 2023.</p> <p>KIS 1B well-being To improve the following factors on the AToSS: Student Stimulated Learning will increase from 74% in 2022 to 85% in 2023. Voice and Agency will increase from 57% in 2022 to 65% in 2023. (SSP target is 80%)</p> <p>To improve student engagement and agency in learning. *Motivation and interest from 82 per cent in 2019 to 90 per cent in 2023 (57% AToSS - our school compared to 66% similar schools).</p> <p>SUPPORT Through differentiation, conferencing and intervention programs, we will scaffold student learning, especially in numeracy. Through a range of evidence based formative and summative assessment tools we will plan, monitor and respond to student needs</p> <p>EXTENSION Assessment procedures to identify and diagnose students that require adjustments beyond the general class level MATHS High Achievers Program, Years 5-6, online coaching and mentoring</p>
Outcomes	<p>Improved knowledge by teachers to differentiate learning to cater to all students. Improved knowledge by teachers to scaffold learning, especially in numeracy. Informed teaching using data sets and having meaningful conversations with colleagues about teaching and learning.</p>

Success Indicators	Maths data sets - PAT Maths, Essential Assessment, Maths Online Interview English data sets - Running Records, Probe comprehension test, assessed writing, Soundwaves spelling test Wellbeing data sets - AToSS, staff survey, parent survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue with intensive, focused intervention groups in the areas of literacy and numeracy. Intervention staff to attend year level planning sessions to discuss student progress in their programs. Track and monitor student progress using data sets to identify students for tier 2 support in numeracy and literacy intervention. MAP (Maths Assistance Program) small group tutoring, Years 1-5, Nikki Gilham LEAP (Literacy Enrichment Assistance Program), Years 1-3, Felicity Batty STA (Phonological Awareness Program), Year Prep, Kamla Chinnathumby Tutoring (Literacy), Years 3-5, Nikki Cook	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$52,000.00 <input checked="" 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
Explore the use of the PLC model to structure conversations about data to inform planning. Examining student assessment as part of 100 minute planning block with year level teams to inform teaching and learning programs. Track and monitor student progress using data sets to identify students for tier 2 support in numeracy intervention.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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>Develop teachers' capacity to identify and implement strategies to increase Student Voice, Learner Agency and Leadership in numeracy.</p> <p>Explore the HITS ('Collaborative Learning' and "Setting Goals") with staff each term.</p> <p>Through a focus on the HITS 'Collaborative Learning' and "Setting Goals", promote Student Voice, Agency and Leadership.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop school wide consistent conferencing expectations.</p> <p>Developing conferencing understanding and teacher capacity to support and extend students.</p> <p>Adjust conferencing ratios to increase face to face time with students that need scaffolding.</p>	<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>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			

Actions	Effectively employ resources and programs to support students' wellbeing and mental health, especially the most vulnerable students			
Outcomes	Happy resilient children Improved results in AToSS survey Improved outcomes in student wellbeing survey (Term 1 compared to term 4) Increased staff understanding of supporting with students with diverse learning and mental health needs			
Success Indicators	AToSS results Students survey results Elements of staff survey results			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Utilize appropriate staffing to support students within the tier 2 and 3 of the DI funding program. Professional Development surrounding the multi-tiered DI model of support. Increase ES support and employment of a social worker. Assistant principal role with a focus on wellbeing. Inclusion of a therapy dog program.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$248,000.00 <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
Monitor and continue to support teachers with the RRRR's program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,800.00 <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
<p>Increase student voice, agency and leadership through collaboration between staff and Student Health Ambassadors and Student Voice Leaders.</p> <p>A Wellbeing Passion team member will meet regularly with the students and help develop whole school initiatives and programs.</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Goal 2	To improve student learning outcomes in Literacy			
12 Month Target 2.1	<p>To improve the % of students in Naplan in the top 2 bands in year 3 Reading from 67% to 70% in 2023.</p> <p>To improve the % of students in Naplan in the top 2 bands in year 5 Reading from 48% to 52% in 2023.</p> <p>To improve the % of students in Naplan in the top 2 bands in year 3 Writing from 48% to 52% in 2023.</p> <p>To improve the % of students in Naplan in the top 2 bands in year 5 Writing from 36% to 40% in 2023.</p>			
12 Month Target 2.2	N/A			
12 Month Target 2.3	<p>To increase the percentage of students achieving above the expected level according to teacher judgement:</p> <ul style="list-style-type: none"> Reading from 84% to 90% in 2023. 			

	<ul style="list-style-type: none"> Writing from 76% to 80% in 2023. 			
KIS 1 Building practice excellence	Embed a whole school instructional model for Reading and Writing that enables teachers to implement high impact teaching strategies			
Actions	Develop teacher capacity to improve the % of students in the top 2 bands in reading and writing by: NAPLAN RELATIVE GROWTH READING To rank less than 15% of students in LOW relative growth (10% below state) To rank more than 25% of students in HIGH relative growth (above state) WRITING To rank less than 28% of students in LOW relative growth (below state) To rank more than 22% of students in HIGH relative growth (above state)			
Outcomes	To increase the % of students above the expected level of achievement by 2% according to teacher judgement in: Reading and Viewing Writing			
Success Indicators	NAPLAN results - Top 2 bands, relative growth			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use the Overport Explicit Teaching Model and our Instructional Model to plan and implement lessons. Utilising Learning Specialists to model and support teachers' understanding and development of these models.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
<p>Develop teachers' capacity to identify and implement strategies to increase Student Voice, Learner Agency and Leadership in Literacy.</p> <p>Explore the HITS ("Collaborative Learning' and "Setting Goals') with staff each term.</p> <p>Through a focus on the HITS "Collaborative Learning' and "Setting Goals", promote Student Voice, Agency and Leadership.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop school wide consistent conferencing expectations.</p> <p>Developing conferencing understanding and teacher capacity to support and extend students.</p> <p>Adjust conferencing ratios to increase face to face time with students that need scaffolding.</p>	<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>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

KIS 2 Building practice excellence	Embed a collaborative inquiry approach to using student assessment data to inform learning programs			
Actions	Develop year level leaders capacity to structure and administer a 'professional learning community' PLC discussion.			
Outcomes	<p>Improved use of data sets to garner an understanding about student growth and point of need teaching.</p> <p>Informed planning</p> <p>Structured meetings</p>			
Success Indicators	<p>More focused discussions about improving teaching and learning practices.</p> <p>Embed the PLC model</p> <p>Whole school mid and end of year results</p> <p>Improved staff survey results - Time to share pedagogical content knowledge, professional learning through peer observation</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Explore the use of the PLC model to structure conversations about data to inform planning.</p> <p>Examining student assessment as part of 100 minute planning block with year level teams to inform teaching and learning programs.</p> <p>Track and monitor student progress using data sets to identify students for tier 2 support in Literacy intervention.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p> <p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Improve teacher capacity to teach spelling through utilising literacy professional, Lyn Stone.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <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
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