

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Laburnum Primary School (4863)



Submitted for review by Kim Dray (School Principal) on 20 December, 2022 at 12:41 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 11 January, 2023 at 10:24 AM

Endorsed by Matt Hall (School Council President) on 28 February, 2023 at 07:22 PM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<p>Learning -</p> <p>Increase the percent positive responses score on AtoSS for stimulated learning from 49% in 2021 to 55% in 2023;</p> <p>Increase the percentage of Year 5 students in the top two NAPLAN bands in Writing 35% in 2021 to 55% in 2023;</p> <p>Increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy from 59% in 2021 to 65% in 2023</p> <p>Increase the percent positive responses score on AtoSS for student voice and agency from 49% in 2021 to 55% in 2023</p> <p>Wellbeing -</p> <p>Increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 59% in 2021 to 63%</li> <li>• Sense of confidence (Years 5 and 6) from 65.9% in 2021 to 70%</li> <li>• Emotional awareness and regulation from 65% in 2021 to 70%</li> <li>• Respect for diversity from 66% in 2021 to 70%</li> </ul> <p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• School communication from 52% in 2021 to 60%</li> <li>• General satisfaction from 54% in 2021 to 70%</li> <li>• Respect for diversity from 66% in 2021 to 70%.</li> </ul> <p>Increase the participation rate in the Parent Opinion Survey from 15% in 2021 to 30%.</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build teacher capacity in assessment, data analysis and differentiation in order to identify and meet students' individual learning needs Build teacher agency in the inquiry process within the PLC structure to inform practice and meet student needs Build teacher capacity to use questioning to increase student engagement and agency in their learning

<b>Outcomes</b>	<p>Whole School Level:  Teachers use formative assessment and data to guide differentiation  The inquiry approach is used within the evaluate and diagnose section in PLC meetings  Teachers understand how student voice and agency is enabled through questioning</p> <p>Classroom Level:  Teachers analyse and use data so that students experience success with their learning and demonstrate growth  Teachers use formative assessment and data to inform the develop and plan section of the PLC meeting  Teachers use questioning that can enable student voice and agency</p> <p>Individual or Small Group Level:  Teachers and students have conversations about their assessments  Students are supported to set learning goals  Students contribute to their learning</p>
<b>Success Indicators</b>	<p>From 2022 - 2026 SSP:  Develop and implement engaging inquiry-based curriculum that stimulates students' learning.  Build teacher capacity to implement HITS with a focus on differentiation, feedback and metacognitive strategies.  Continue to embed PLCs as the structure to support teachers to develop consistent use of student data to evaluate and modify teaching practice.</p> <p>Whole School Level:  Increase the percent positive responses score on AtoSS for stimulated learning from 49% in 2021 to 55% in 2023  Increase the percent positive responses score on AtoSS for student voice and agency from 49% in 2021 to 55% in 2023</p> <p>Classroom Level:  Evidence in minutes that inquiry approach is used within the evaluate and diagnose section in PLC meetings</p> <p>Individual or Small Group Level:  Increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 35% in 2021 to 55% in 2023  Increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy from 59% in 2021 to 65% in 2023</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Streamline assessment and data platform to provide teachers with essential tools for differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Coach PLC leaders to ensure an inquiry approach is used within the 'evaluate and diagnose' section of PLC meetings, including  - CT3 coaching - access to DET PLC leaders online training - timetabling leadership attendance at PLC meetings	<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	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Provide professional learning - student voice and agency	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Provide professional learning - setting ILP goals	<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 4	<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
Use PIVOT surveys to provide student feedback (HITS)	<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 4	<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
Decide on processes for sharing student learning/work with parents	<input checked="" type="checkbox"/> PLC Leaders	<input 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
Provide professional learning - questioning (HITS)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Provide professional learning - using conferences to set learning goals (HITS)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Provide multi-tiered support for students with academic needs, including EAL and STA	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Continue to provide teacher professional learning on catering for students with EAL	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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

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<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Develop a school-wide approach to guided inquiry</p> <p>Develop a coherent and consistent whole school approach to improving student social, emotional and physical health and wellbeing</p>			
<b>Outcomes</b>	<p>Whole school</p> <p>Teachers will consistently implement the inquiry-based curriculum</p> <p>Increased teacher knowledge and understanding of an inquiry-based curriculum</p> <p>Teachers, leaders and the school community share an understanding of the whole school approach to wellbeing with a focus on SWPBS and Respectful Relationships</p> <p>Teachers implement and model consistent approaches to enhance wellbeing</p> <p>Classroom</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Sub-schools will collaborate and plan how to implement inquiry</p> <p>Students feel supported and engaged in classrooms</p> <p>Students have respectful relationships with peers/staff</p> <p>Teachers implement interventions that support student wellbeing</p> <p>Individual or small group</p> <p>Students will experience stimulated learning and engagement through the inquiry process</p> <p>All students remain connected to school and peers</p> <p>All students experience learning success</p> <p>Families of at-risk students have regular communication opportunities and support from the school</p>			
<b>Success Indicators</b>	<p>From 2022 - 2026 SSP:</p> <p>Develop a coherent and consistent whole school approach to improving student social, emotional and physical health and wellbeing.</p> <p>Build students' sense of connectedness, confidence and identity.</p> <p>Develop strategies focused on increasing students' respect for diversity.</p>			



	<p>Strengthen a whole school understanding and approach to student voice and agency in learning. Develop students' understanding of themselves as learners and increase agency in their learning. Review and renew communication, partnerships and community engagement with all stakeholders.</p> <p>Whole School Level: Increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"><li>• Teacher concern from 59% in 2021 to 63%</li><li>• Sense of confidence (Years 5 and 6) from 65.9% in 2021 to 70%</li><li>• Emotional awareness and regulation from 65% in 2021 to 70%</li><li>• Respect for diversity from 66% in 2021 to 70%</li></ul> <p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"><li>• School communication from 52% in 2021 to 60%</li><li>• General satisfaction from 54% in 2021 to 70%</li><li>• Respect for diversity from 66% in 2021 to 70%.</li></ul> <p>Increase the participation rate in the Parent Opinion Survey from 15% in 2021 to 30%.</p> <p>Classroom Level/Individual or Small Group Level: [Add PIVOT success indicators after trialling, if relevant]</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement a school-wide inquiry curriculum platform	<div><input checked="" type="checkbox"/> Assistant Principal</div> <div><input checked="" type="checkbox"/> Leading Teacher(s)</div>	<div><input checked="" type="checkbox"/> PLP Priority</div>	from: Term 1 to: Term 4	<div><input type="checkbox"/> Equity funding will be used</div> <div><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</div> <div><input type="checkbox"/> Schools Mental Health Menu items will be used which</div>

				may include DET funded or free items
Ensure that sub-schools plan using the guided inquiry platform and framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading 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
Review SWPBS team and allocate roles and responsibilities	<input checked="" type="checkbox"/> SWPBS Leader/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
Review classroom procedures and routines (peer observation opportunity) aligned with SWPBS universal supports	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	<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 and teach lessons based on SWPBS universal supports (expected behaviours)	<input checked="" type="checkbox"/> SWPBS Leader/Team	<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
Document clear school-wide processes for SWPBS universal supports	<input checked="" type="checkbox"/> SWPBS Leader/Team	<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
Undertake Respectful Relationships baseline audit to determine action plan	<input checked="" type="checkbox"/> Respectful Relationships Implementation 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
Provide Respectful Relationships professional learning - RRRR	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<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

Continue to provide access to Cyber Safety resources and expertise for students, teachers and parents	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Audit Social and Emotional Learning provision from Prep - Year 6 to determine next steps	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> SWPBS Leader/Team	<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
Ensure that school communications and activities, as far as possible, cater for the diversity and languages in the school community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Provide Respectful Relationships professional learning - Responding to disclosures	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<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
Provide multi-tiered support for students with social and/or emotional needs	<input checked="" type="checkbox"/> Assistant Principal	<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
Explore ways to engage fathers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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