

2023 Annual Implementation Plan

Goal 1: 2023 Priority Goal	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.	
Key Improvement Strategy	AIP Actions	2023 Targets
Learning – Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Refer to Goal 3	Refer to Goal 3.
Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Refer to Goal 4.	Refer to Goal 4.

Goal 2: Academic (English)	To target and accelerate the learning growth of every student in English	
Key Improvement Strategy	AIP Actions	2023 Targets
Further enhance, document and implement whole school teaching and learning approaches that supports deep learning, metacognition and transfer of knowledge in English.	To further refine the WSA to Spelling that incorporates student voice, in order to strengthen consistency of practice and enhance student learning outcomes. <ul style="list-style-type: none"> - Review current best practice in classrooms and explore student voice to refine and strengthen the WSA to spelling. - Refine the documented WSA to spelling with agreed practices that support deep learning, metacognition and transfer of knowledge in spelling. 	The percentage of students in Year 5 making high benchmark learning growth in NAPLAN reading will increase to 30 per cent.
Document and implement a whole school approach to catering for EAL learners across all areas of the curriculum.	To create an agreed, research base WSA to planning, teaching, learning and assessing EAL learners that incorporates student voice. <ul style="list-style-type: none"> - Explore and deliver professional learning for all staff to build strategies that enhances planning for, engaging and assessing high needs EAL learners. 	The percentage of students in Year 5 making high benchmark learning growth in NAPLAN spelling, will increase to 21 per cent.
Further build a consistent teacher understanding of data analysis to enhance student learning and growth.	Deepen whole school Data Literacy and Engagement practices to further refine the targeting of student ZPD and enhance levels of challenge for all learners with student voice. <ul style="list-style-type: none"> - Build the capacity of all staff to implement efficient and effective data inquiry cycles. - Deepen and refine the 6 levels of moderation to enhance challenge, student data literacy and accelerate learning growth in English. - Collaborate with the SEiL and Data Literacy Vertical Team to embed the new CAFÉ menus to enhance goal setting and tracking. 	The percentage of students F-6 making 18 months or greater learning growth in VC levels in 2023, based upon teacher judgements will increase to; <ul style="list-style-type: none"> - reading: 39 per cent - speaking and listening: 34 per cent - writing: 36 per cent

Goal 3: Academic (Maths)	To target and accelerate the learning growth of every student in Mathematics	
Key Improvement Strategy	AIP Actions	2023 Targets
Further enhance, document and implement whole school teaching and learning approaches that supports deep learning, metacognition and transfer of knowledge in Mathematics.	<p>To develop an agreed WSA to planning mathematics in order to build consistency of practice in mini lessons, challenging and engaging tasks and Maths Talks.</p> <ul style="list-style-type: none"> - Collaborate with the Data Literacy and Digital Learning teams to enhance the use of data and technology in the development of challenging and engaging tasks. - Build staff capacity to access, interpret and implement whole school resources. - Collaborate with the SEiL team to enhance the personalisation of mathematics planners that cater for individual class needs. 	The percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, to increase to 33 per cent.
Create and implement a Whole School Approach for language acquisition across all areas of Mathematics.	<p>To begin the development of an agreed WSA to language acquisition in order to cater for the needs of all learners.</p> <ul style="list-style-type: none"> - Collaborate with the English Vertical team to explore and develop an approach to meet the needs of EAL learners in mathematics. - Develop a scaffolded bank of precise mathematical language that can be explicitly taught and modelled from Prep – 6. - Review and enhance the SURF menu to support language acquisition and EAL learners. 	To decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN numeracy, to 13 per cent.
Build teacher and student capabilities in data analysis to identify, communicate and enhance levels of challenge.	<p>Deepen whole school Data Literacy and Engagement practices to refine the targeting of student ZPD and enhance levels of challenge for all learners with student voice.</p> <ul style="list-style-type: none"> - Build the capacity of all staff to implement efficient and effective data inquiry cycles. - Further refine the 6 levels of moderation to enhance challenge, student data literacy and accelerate learning growth in Mathematics. - Collaborate with the SEiL and Data Literacy Vertical Team to enhance goal setting and tracking in Mathematics. 	<p>The percentage of students F-6 making 18 months or greater learning growth in VC levels in 2023, based upon teacher judgements will increase to;</p> <ul style="list-style-type: none"> - measurement and geometry: 34 per cent - number and algebra: 35 per cent - statistics and probability: 36 per cent

Goal 4: Student Voice and Agency	To empower all students to lead their learning and wellbeing with voice, agency and as productive citizens of the world	
Key Improvement Strategy	AIP Actions	2023 Targets
<p>Develop a contextual understanding of student voice and agency in learning, leadership and wellbeing to enhance engagement as global citizens.</p>	<p>To build an environment that fosters student choice and student voice</p> <ul style="list-style-type: none"> - Further refine the school’s definitions of Student Voice - To deepen whole school understanding of research based preconditions for effective student voice practices (eg. collecting, analysing and/or implementing student voice in planning, teaching and/or learning) - Trial and develop a process for implementing Student Voice skills to build trust and belonging. <p>To build a whole school approach towards self-regulation.</p> <ul style="list-style-type: none"> - Build a scaffolded approach to SOLO Verbs that further enhances learner understanding of thinking, skills or strategies to achieve success. - Develop an approach to planning, teaching and assessing using Learning Intention and Success Criteria. - Build whole school understanding of emotions, strategies and metacognition required to effectively move through the Learning Pit. - Develop, trial and implement a scaffolded approach towards personalised success criteria’s being utilised to track and apply personal learning goals. 	<p>The percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <p>social engagement domain;</p> <ul style="list-style-type: none"> - Student voice and agency factor will increase to 79 per cent <p>learner characteristics and dispositions domain;</p> <ul style="list-style-type: none"> - Sense of confidence factor will increase to 81 per cent <p>effective teaching practice domain;</p> <ul style="list-style-type: none"> - Stimulated learning factor will increase to 91 per cent <p>social engagement domain;</p> <ul style="list-style-type: none"> - Resilience factor will increase to 89 per cent.

<p>Renew the school’s well-being program to include a focus on resilience and social and emotional learning.</p>	<p>To continue building a Whole School Approach to Wellbeing through the development of key pillars.</p> <ul style="list-style-type: none"> - Further develop the concept of educating the whole child through the unpacking of the emotional pillar. - Develop and trial the zones of regulation within the context of our school community. - Create a scaffolded approach to the Zones of Regulation and the learning pit with a focus on emotional literacy habits practices. - Align research, evidence and community needs with an effective Whole School Framework for wellbeing. 	<p>The percentage of parents reporting positive endorsement in the following parent opinion survey measures:</p> <p>parent community engagement domain;</p> <ul style="list-style-type: none"> - teacher communication factor will increase to 86 per cent <p>student cognitive engagement domain;</p> <ul style="list-style-type: none"> - student motivation and support factor will increase to 91 per cent
<p>Build the language and communication of goal setting and self regulation in students, parents, and staff.</p>	<p>To begin building a whole school framework for the Science of Learning</p> <ul style="list-style-type: none"> - Unpack PEN Principles in collaboration with Math and English VT - In partnership with wellbeing, build staff capacity in understanding the impact of PEN Principles - Revisit science of learning concept of spacing and interleaving with all stakeholders in order to further enhance engagement in learning - Develop, trial and implement a scaffolded approach towards personalised success criteria’s being utilised to track and apply personal learning goals. 	<p>The percentage of 20+ days of absence for F-6 students will decrease to at or below 28 per cent.</p>