2023 Annual Implementation Plan

for improving student outcomes

Pascoe Vale South Primary School (4704)

Submitted for review by Michelle Tedeschi (School Principal) on 27 February, 2023 at 08:36 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 March, 2023 at 10:21 AM
Endorsed by Daniel Coomber (School Council President) on 23 March, 2023 at 04:01 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
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	

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	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	The school has a very clear direction in resourcing support and programs to build capacity in our teaching staff. For example, partnering with our DSSI teaching partners and PLC coaches to assist in building pedagogy across the school. Allocating our Learning Specialists for coaching and mentoring our classroom teachers will ensure that unit planners are transferred into the classroom practice.

Considerations for 2023	We will be continuing tutoring initiative with intervention within the classroom as we found that there was more impact with intervention in the classroom. The high ability program in 2023 will also continue regularly and also transfer the high impact strategies used in the classroom with all teaching staff. Developing rich unit planners with appointed unit planning managers will ensure the Practice Principles 3.1, 3.2 and 6.1 will a focus and aligned with our actions in our AIP for 2023. Further development and strengthening of student engagement (goal setting and feedback) along with improving attendance will be the focus of our KIS 1B in our AIP 2023.

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 maximise learning growth and achievement for all students in literacy and numeracy.
Target 2.1	**NAPLAN Top 2 Bands** (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of: - Year 3 students in numeracy from 42% to 54% - Year 5 students in numeracy from 37% to 50% - Year 3 students in reading from 56% to 70% - Year 5 students in reading from 42% to 50% - Year 3 students in writing from 55% to 70% - Year 5 students in writing from 13% to 30%.
Target 2.2	

	Annual NAPLAN Above Benchmark Growth (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of • students with high benchmark growth from 14% to 30% in numeracy • students with high benchmark growth from 19% to 30% in reading • students with high benchmark growth from 13% to 28% in writing.
Target 2.3	By 2024, the correlation between the teacher judgements above expected level and NAPLAN top 2 bands in the NAPLAN comparison to teacher judgement report for semester two be within a range of: • 10% in reading for Year 3 and 5 • 10% in writing for Year 3 and 5 • 10% in number for Year 3 and 5.
Target 2.4	Improve the following factors on the School Staff Survey based on the percentage of positive endorsement (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Module: School Climate • Academic emphasis from 57% (2019) to 80% • Collective efficacy from 71% (2019) to 95% • Collective focus on student learning from 77% (2019) to 90%

	• Guaranteed and viable curriculum from 58% (2019) to 80%.
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capability in data literacy using formative and summative assessment so there is learning challenge for every student from their point of need
Key Improvement Strategy 2.b Instructional and shared leadership	Create a culture of high performing PLCs that share collective accountability for student learning growth and achievement
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop a guaranteed and viable curriculum
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build staff capability to embed an agreed instructional model that utilises high impact teaching strategies, with a focus on differentiation in learning for all students.
Goal 3	Empower students to be resilient, engaged, independent and self-regulating learners.
Target 3.1	Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Domain: Social Engagement • Student voice and agency from 65% (2019) to 80% Domain: Effective teaching for cognitive engagement • Differentiated learning challenge from 83% (2019) to 92% • Stimulating learning from 80% (2019) to 90%.

	Domain: Learner characteristics and dispositions • Motivation and interest from 79% (2019) to 90%. • Self-regulation and goal setting from 85% (2019) to 90%. • Resilience from 79% (2019) to 85%. Domain: Teacher-student relations • Teacher concern from 70% (2019) to 85%.
Target 3.2	Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for Module: Teaching and Learning Evaluation • Use student feedback to improve practice from 47% (2019) to 72%. Module: Teaching and Learning Implementation • Believe student engagement is key to learning from 82% (2019) to 95% • Promote student ownership of learning from 74% (2019) to 90%.
Target 3.3	Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for Module-Student development

	• Student voice and agency from 69% (2019) to 80%.
Key Improvement Strategy 3.a Empowering students and building school pride	Build a shared understanding of how to activate student voice, agency and leadership throughout learning
Key Improvement Strategy 3.b Evaluating impact on learning	Building a culture of feedback and reflection to enable teachers to measure the impact of teaching to ensure continual improvement for all
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Implement agreed evidence-based teaching practice and positive classroom routines to strengthen students' engagement, effort and belief in their capacity to succeed.
Goal 4	To build community engagement in learning through strengthening relationships and enhancing connectedness
Target 4.1	Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Module -Parent community engagement • Parent participation and involvement from 66% (2019) to 80% • Teacher communication from 58% (2019) to 75%. Module- Student cognitive engagement • Effective teaching from 73% (2019) to 85% • Stimulating learning environment from 71% (2019) to 80% • Student motivation and support from 70% (2019) to 80%.

	Module-Student development • Student voice and agency from 69% (2019) to 80%.
Target 4.2	Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Domain- School Safety • By 2024 increase the percentage for Advocate at school from 83% (2019) to 88%.
Target 4.3	Improve the percentage of positive endorsements on the Staff Opinion Survey for the following factor (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Module -School Climate • Parent and community involvement from 66% (2019) to 80%.
Key Improvement Strategy 4.a Parents and carers as partners	Foster collaborative relationships with families regarding their understanding of their children's learning needs, development and achievement
Key Improvement Strategy 4.b Building communities	Build a culture of strong community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	KIS 1A: Learning Naplan - Top Two BandsYear 3 students in reading from 2022 58% to 2023 64% (+8%) Year 5 students in reading from 2022 57% to 60% (+3%) (achieved SSP target and continue to grow)Year 3 students in numeracy from 2022 35% to 47% (+12%)Year 5 students in numeracy from 2022 35% to 45% (+10%)SSSSchool Climate - Academic emphasis from 2022 70% to 77% (+7%)-Collective efficacy from 2022 85% to 92% (+7%)- Collective focus on student learning from 2022 72% to 84% (+12%)Attitudes to School Survey Effective Teaching for Cognitive Engagement-Differentiated learning challenge from 2022 82%. By the end of 2023 target to gain 6% to 88%-Stimulating learning from 2022 77%. By the end of 2023 target to gain 10% to 87%KIS 1B: Well-being AToSSocial Engagement-Student voice and agency 2021 61%. By the end of 2022 target is to gain 8% to 69%Learner characteristics and dispositions -Motivation and interest from 2021 78%. By the end of 2022 target is to gain 7% to 85%-Self regulation and goal setting from 2021 84%. By the end of 2022 target to

			gain 3% to 87%.-Resilience from 2021 71%. By the end of 2022 target to gain 8% to 79%
To maximise learning growth and achievement for all students in literacy and numeracy.	No	**NAPLAN Top 2 Bands** (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of: • Year 3 students in numeracy from 42% to 54% • Year 5 students in numeracy from 37% to 50% • Year 3 students in reading from 56% to 70% • Year 5 students in reading from 42% to 50% • Year 3 students in writing from 55% to 70% • Year 5 students in writing from 13% to 30%.	
		Annual NAPLAN Above Benchmark Growth (target baseline is a three-year average 2017-2019). By 2024 increase the percentage of • students with high benchmark growth from 14% to 30% in numeracy • students with high benchmark growth from 19% to 30% in reading • students with high benchmark growth from 13% to 28% in writing.	
		By 2024, the correlation between the teacher judgements above expected level and NAPLAN top 2 bands in the NAPLAN comparison to teacher judgement report for semester two be within a range of: • 10% in reading for Year 3 and 5 • 10% in writing for Year 3 and 5 • 10% in number for Year 3 and 5.	
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		• Collective efficacy from 71% (2019) to 95% • Collective focus on student learning from 77% (2019) to 90% • Guaranteed and viable curriculum from 58% (2019) to 80%.	
Empower students to be resilient, engaged, independent and self-regulating learners.	No	Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Domain: Social Engagement • Student voice and agency from 65% (2019) to 80% Domain: Effective teaching for cognitive engagement • Differentiated learning challenge from 83% (2019) to 92% • Stimulating learning from 80% (2019) to 90%. Domain: Learner characteristics and dispositions • Motivation and interest from 79% (2019) to 90%. • Self-regulation and goal setting from 85% (2019) to 90%. • Resilience from 79% (2019) to 85%. Domain: Teacher-student relations • Teacher concern from 70% (2019) to 85%.	
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To build community engagement in learning through strengthening relationships and enhancing connectedness	No	Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for:
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		Module-Student development
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		Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a three-year average 2017-2019). By 2024 increase the percentage for: Domain- School Safety • By 2024 increase the percentage for Advocate at school from 83% (2019) to 88%.	
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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.**
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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 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.
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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	- Strengthen the development of the reading curriculum through unit planning, and monitor the implementation of a differentiated learning program in the classroom. - Develop the pedagogical knowledge and formative assessment of numeracy in leaders and teachers to support differentiated learning for all students.
Outcomes	Leaders will have:- - coached and support all teachers to develop a deep understanding of the Victorian reading curriculum and use for unit planning - coached and mentored staff in the transfer of the sequence of learning into a differentiated learning program enabling targeted teaching for all students - supported the use of data and evidence to identify the learning needs of all students in reading and mathematics - supported teaching staff to co-construct student learning goals and how to provide feedback and feed-forward in reading and mathematics - an increase in quality professional dialogue and collaboration with teaching staff Teachers will have:- - collaboratively developed rich reading unit planners using the Victorian Curriculum - collaboratively used the sequence of learning including LI and SC to develop and differentiate their own classroom program - analysed formative data to target the learning needs in reading and mathematics - identified students who have required support and intervention in reading and mathematics - co-constructed success criteria with students to support and form student learning goal setting - developed confidence in teacher pedagogical practice - an increase in self efficacy and teacher confidence and knowledge - shared best practice through collaboration with teaching staff and be open to learning Students will have:- - an understanding of where their learning is at and used feedback and feed forward to improve learning in reading and mathematics - co-constructed learning goals in reading and mathematics with their classroom teacher - an increased engagement level and understanding in reading and mathematics - an increase in motivation in their learning - improved outcomes in reading and mathematics
Success Indicators	Formative and summative assessment such as:- - pre and post testing in reading and numeracy - Fountas & Pinnell reading

	- English and Maths Online learning for F-Year 2 - Naplan -Target Tracking document to track our 12 month targets heading towards our SSP targets -Teacher Judgements- learning growth -SSS-academic progress -PAT testing in reading and maths - consistent unit planners across the school using rich mentor texts to guide the learning - the learning sequence is transferred in to the classroom practice - use of professional learning and feedback for middle leaders to coach and mentor teachers in improving their practice and data literacies - more students will be moving from the middle two bands to the top two bands - teachers and students using the success criteria to guide teaching and learning in reading and mathematics

Activities and Milestones	People Responsible	Is this a PL Priority	When
Allocating English and Mathematics Learning Specialists to coach, mentor and track the implementation of the unit planners and teaching practice (transfer from planning to weekly practice) that are coherent, sequential and developmental.	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4
Timetabling the Tutor Learning Initiative in the classroom for reading and mathematics (analyse and monitor data to create targeted teaching support) using PLC Inquiry cycle	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4
Learning Specialists and Unit managers design unit planners that include the integration of the well-being Vic Curriculum capabilities to learning areas and assist staff to be responsive to their teaching.	☑ Learning Specialist(s) ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4
School Professional Learning focusing on a Learning Priority (LI/SC, learning goals/feedback) and a Wellbeing Priority (SWPBS, TRP) - FISO 2.0. (Practice Principles 3.1, 3.2)	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4

	☑ Learning Specialist(s) ☑ Principal		
Appointed a leader and teacher to drive numeracy pedagogy and practice aligned with the Primary Mathematics and Science Specialists Initiative. They will attend the training.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4
Allocate time to evaluate the effectiveness of our current mathematics teaching and learning using the PMSS professional learning through peer observations	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4
Build teacher capacity to support student engagement in numeracy and reading through feedback and goal setting (PP6.3)	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4
Maintain PLC Inquiry throughout the school with the PLC leaders and DET coaches, to support and give feedback at the team level	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4
Appointed unit planner managers will audit the curriculum and ensure the integration of the personal and social capabilites	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4
Build capacity of teachers and ES to differentiate lesson plans and assessments to ensure all learners can access the curriculum to achieve learning and wellbeing growth.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4

Strengthen learning walks and talks and peer observations through coaching cycles	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Identify all students especially most vulnerable and continue to develop a positive mental health disposition in all students - Strengthen our whole school approach towards social and emotional learning through our SWPBS and TRP framework including developing a multi-tiered response to intervention model
Outcomes	- Leaders will support the continuous development, documentation and revision of a multi-tiered response model to well-being -Leaders will complete the MHiPS training with the MHWL. - MHWL will build teacher capacity to support Tier 1 and 2 behaviours in classroom. - Teachers begin to develop the skills necessary to implement social and emotional learning within their curriculum areas - SWPBS well-being team will directly support students' mental health and well-being. - Teachers will incorporate tiered intervention strategies in classes and in planning units of work - Education Support Staff provide high quality support to teachers and students in the classroom for student well-being and learning needs - Students will recognise and respond to well-being concerns and know how and where to seek support. - Students will report improved well-being - Students will understand the importance of positive health and well-being. - All staff, students and our community will be further connected and strengthened through The Resilience Project Initiative
Success Indicators	- Develop school documentation of multi-tiered response to intervention model outlining who our most vulnerable students are and their needs - Maintaining documentation to show the referral process for student learning and well-being needs - Engagement of The Resilience Project and our Social and Emotional Learning in the classroom.

- Integration of the Victorian Curriculum Domain - Personal and Social Capability in unit planning of all curriculum areas

2022 - AIP - Actions Outcomes
- Staff survey factors: instructional leadership, collective efficacy, trust in colleagues
- AtoSS factors: sense of connectedness, Resilience, perseverance, teacher concern, advocate at school, respect for diversity and school stage transitions
- Student support resources displayed around the school will show how students can seek support.
- Student survey and focus group responses show that students know how to seek health and wellbeing support.
- Student Attendance data

Activities and Milestones	People Responsible	Is this a PL Priority	When
Review and further develop documentation of multi-tiered response to intervention model "whole school approach" to wellbeing to support the implementation in the classroom and across the school(SWPBS).	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2
Appoint a Wellbeing and Inclusion Leader drive the mental health strategy. Leader will participate in MHiPS training	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4
Professional Learning curriculum day with FISO 2.0 and build capacity and knowledge of how wellbeing and learning is central to planning.	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 3
Professional learning to develop frameworks on social emotion learning including Zones of Regulation and check in boards to ensure consistency across the school.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 2

Further strengthen our SWPBS and The Resilience Project (TRP) frameworks to promote positive mental health and well-being with all staff, students and families	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4
Students to participate in regular, meaningful student-led forums to collect and analyse student feedback, and perception data and evidence to inform leaders and staff of learning and wellbeing strategies. (GEM, JSC, Herald Fun Newspaper, Kids Clubs, EcoWarriors	☑ Assistant Principal ☑ Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4
Build staff capacity to collect, analyse and respond to student well-being and attendance data	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4