

2023 Annual Implementation Plan for improving student outcomes.

Newlands Primary School (4646)



Submitted for review by Ross Dudgeon (School Principal) on 16 March, 2023 at 11:15 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 05 May, 2023 at 10:40 AM

Awaiting endorsement by School Council President

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	Embedding
	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	Evolving
	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	Evolving
	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	Evolving
	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	Please refer to the attached School Review Summary.
Considerations for 2023	<ul style="list-style-type: none"> - Focus on improving teacher understanding of Wellbeing processes at Newlands - Continue to build teacher capacity and knowledge of Literacy and Numeracy practices - Continue to build teacher capacity in Bilingual Education

Documents that support this plan	
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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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve the learning growth of every student in Literacy and Numeracy	Yes	By 2022, Increase the percentage of students in Years 5 achieving in the top 2 NAP bands in writing to be at least 25%. Currently, there is 15.6% of students in the top two bands.	Increase the top 2 bands in writing to 20%
		By 2022. Decrease the percentage of Year 5 students making low relative growth in NAPLAN writing and numeracy to under 20% - Current Percentage is 37% in Writing, 38.46% in Mathematics	Decrease the low relative growth to 30% in 2023 in both Writing and Mathematics.
		By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in literacy/numeracy according to teacher judgements, to be equal or above that of similar schools	Reach the target based on Panorama data.
Improve student engagement in learning.	No	By 2022 increase the percentage of positive endorsement of the Social Engagement domain to 80%.. Current Position 68.6%	

		By 2022 increase the percentage of positive endorsement for factor of student agency and voice on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP. Currently at 70%	
		By 2022, decrease the amount of students who are not attending school 20+ days to under 8%. Currently at 12%	
Improving student health and wellbeing.	Yes	By 2022, Improve 'Not Experience Bullying' in relation to 'Safety Module' in the Parent Opinion Survey to be above 80%. Currently 67% Positive Endorsemen	The school aims to see improvement to at least 75% in relation to 'Not Experience Bullying' found in the Parent Opinion Survey Safety Module.
		By 2022, teacher-student relationship domain be at the state average 84% in relation to Attitudes to School Survey data, Currently at 72.3% Positive Endorsement.	The school aims to be at the state average 84% in relation to the teacher-student relationship domain.
		By 2022, Improve Learner Characteristics and Dispositions factor 'Resilience' to state average 82% (Currently 62%) and 'Sense of Confidence' to state average 82% (Currently 73%)	The school aims to be at the state average 82% in relation to Resilience and Sense of Confidence.

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	The school will continue to prioritise department funding to support the Graduate Teacher Program and Tutor Learner Initiative.

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.	
Goal 2	To improve the learning growth of every student in Literacy and Numeracy	
12 Month Target 2.1	Increase the top 2 bands in writing to 20%	
12 Month Target 2.2	Decrease the low relative growth to 30% in 2023 in both Writing and Mathematics.	
12 Month Target 2.3	Reach the target based on Panorama data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.	Yes
KIS 2.b Curriculum planning and assessment	Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.	Yes

KIS 2.c Building practice excellence	Teachers provides regular feedback to students on their progress against individual learning goals and curriculum standards.	No
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.	While the school has now created it's Spanish Curriculum and English Curriculum, there is an opportunity to infuse these together to ensure that it is a cohesive document that ensures both languages support each other. A curriculum day in early Term 2 will be dedicated to this and allow the school to begin using the refined document with time allocated to make further improvements in preparation for 2024. This will continue to be used to drive the planning and delivery of learning experiences at Newlands Primary School.	
Goal 4	Improving student health and wellbeing.	
12 Month Target 4.1	The school aims to see improvement to at least 75% in relation to 'Not Experience Bullying' found in the Parent Opinion Survey Safety Module.	
12 Month Target 4.2	The school aims to be at the state average 84% in relation to the teacher-student relationship domain.	
12 Month Target 4.3	The school aims to be at the state average 82% in relation to Resillience and Sense of Confidence.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Teachers build quality relationships that enhance student engagement, self confidence and growth as a learner.	Yes
KIS 4.b Health and wellbeing	Teachers ensure all students cultural backgrounds, needs and abilities are recognised and addressed in the learning environment.	No
KIS 4.c Health and wellbeing	Teachers build school pride and connectedness	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.

The school has its Leadership team leading the Tutor Learner Initiative program. This will allow for a stronger crossover during planning when discussing the needs of students who are not making major milestones.

The school has made organisational changes to allow for our Wellbeing and Engagement Co-ordinator to work more closely with staff during classroom sessions as well as have designated time to discuss issues/concerns with students regarding academic/behaviour and attendance. This will coincide with a considerable amount of time allocated to refining our Developmental Management processes in Term 1 and our Berry Street curriculum day refresher in Week 3 of Term 1.

The school has devoted the majority of Whole School Professional Learning to improve Wellbeing understanding and will make refinements and relevant changes to its current developmental management processes.

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	The school will continue to prioritise department funding to support the Graduate Teacher Program and Tutor Learner Initiative.
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"> -Leadership taking ownership of the Tutor Learning Initiative. -Leadership supporting the new Induction process to support new/current teachers of the school's pedagogical models. -Organisational changes allowing teachers to have designated opportunities to contact families (increase parent engagement to support Literacy and Numeracy outcomes. -Increased English writing time allocation (an hour each week) -AIP Team focus on Workshops and Conferencing (in Literacy and Numeracy) -Wellbeing and Engagement Co-ordinator out of the classroom fulltime -Focus on infusing the English and Spanish Curriculum to create stronger cohesion -Stronger Implementation of Mentor/Mentee program as well as peer to peer observations
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Increased results in relation to NAPLAN, Local Assessments and End of Semester/Year reports. - Stronger understanding for students in understanding where they are in their learning journey - Improvement in Attitudes to School Survey in relation to Teacher Concern & Student-Teacher Relationships <p>Teachers</p> <ul style="list-style-type: none"> - Deeper understanding of evidenced practices relating to the instructional model including: workshops and conferences - Stronger understanding and more effective beginning for new teachers in relation to our pedagogical and planning approach. - Deeper understanding of the connection between English and Spanish and how both languages support student Victorian Curriculum growth. <p>Leaders</p> <ul style="list-style-type: none"> Stronger understanding of individual progress in relation to overarching data. Stronger connection and support for teachers in relation to classroom practices and individual learning plans.

	Community Stronger engagement with families in relation to their child's academic performance (Improved communication) Stronger connection between student-teacher-family			
Success Indicators	End of Year Literacy/Numeracy Teacher Judgements Staff Opinion Survey results Attitudes to School Survey Parent Opinion Survey			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Term 2 Curriculum Day - Spanish/English Continuum	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PL Priority	from: Term 2 to: Term 2	\$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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Wellbeing and Engagement Co ordinator time allocation raised to 1.0 to focus specifically on wellbeing/attendance. -Creation of a Wellbeing Team which supports Wellbeing and Engagement Co-ordinator and Whole School Professional Learning. -Hiring a Student Councillor/Child Psychologist to support teachers. -Continue to bridge the gap between student, teachers and parent with specific events to allow for more regular contact.			

	<p>- Highlight School wellbeing practices and celebrating learning through school communication mediums</p> <p>-Professional Learning to support current practices and to build upon current understanding.</p>			
Outcomes	<p>-Stronger process for teachers and parent community in identifying and supporting students with additional needs</p> <p>-Stronger support for teachers in classroom management support and strategies for students needing additional support.</p> <p>-Stronger understanding of processes for staff through the creation of a Wellbeing & Engagement Policy which includes a stronger understanding of: our use of lanyards, restorative conversations, behaviour flow chart, IEP/ILPs process, use of the school values and Minor/Major Behaviour expectations.</p> <p>-Stronger community understanding of the processes and practices at Newlands to ensure Newlands is a safe and supportive environment.</p> <p>- Stronger processes in building a narrative around students through Learning Management System (LMS) recording.</p>			
Success Indicators	<p>Improvement in: Parent Opinion Survey Attitudes to School Survey Staff Opinion Survey LMS Data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry Street Whole School Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$4,950.00</p> <p><input checked="" 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>

.4 Child Psychologist to support students, teachers and parents.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve the learning growth of every student in Literacy and Numeracy			
12 Month Target 2.1	Increase the top 2 bands in writing to 20%			
12 Month Target 2.2	Decrease the low relative growth to 30% in 2023 in both Writing and Mathematics.			
12 Month Target 2.3	Reach the target based on Panorama data.			
KIS 2.a Building practice excellence	Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives.			
Actions	<ul style="list-style-type: none"> - Whole School Curriculum day finding deliberate links to Spanish and English Continuums to support Victorian Curriculum. - Leadership being responsible for the Tutor Learner Initiative - Continued refinement of Newlands Planning Framework - Refinements to Pre and Post assessments in Numeracy. - Refinements of Spelling assessments (Words their Way) - School Based Phonics assessments (DET Initiative) - Stronger understanding and use of PAT Maths and PAT Reading - Continuing to develop stronger understanding of Writing Moderation to ensure consistency of practice. 			

Outcomes	<ul style="list-style-type: none"> - Stronger understanding of the links between English and Spanish continuums to support student Victorian Curriculum growth. - Catch up students who are 6-12 months behind in Literacy and Numeracy due to the Tutor Learner Initiative - Strengthen Team Leader understanding in leading the planning sessions using the Newlands Planning Framework. - Triangulate formative and summative data more effectively to drive planning and assess students against Victorian Curriculum. - Stronger knowledge and understanding of Phonics assessments and scope and sequence to differentiate the needs of individuals. - Leadership team taking more ownership of the multiple data sources. 			
Success Indicators	Staff Opinion Survey NAPLAN Data Mid/End of Year Reports Teacher Judgements			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Term 2 Curriculum Day	<input checked="" type="checkbox"/> All Staff	<input checked="" 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
KIS 2.b Curriculum planning and assessment	Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.			
Actions	<ul style="list-style-type: none"> -Co-creation of school-based assessments in Numeracy -Leadership supporting Tutor Learning Initiative -ILPs 			

	-Refinement of Data Schedule -Improving the depth of the Newlands Planning Model to ensure a strong knowledge of data literacy and how to use this information effectively.			
Outcomes	- Stronger planning and delivery of learning experiences in Numeracy - Students whom have been identified as 6 or months below in Writing and Numeracy are a priority for the TLI. - Improvement in Literacy/Numeracy outcomes for students across the school			
Success Indicators	NAPLAN Teacher Judgement Local Assessments			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor Learning Initiative ran by Learning Leaders.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <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
Goal 4	Improving student health and wellbeing.			
12 Month Target 4.1	The school aims to see improvement to at least 75% in relation to 'Not Experience Bullying' found in the Parent Opinion Survey Safety Module.			
12 Month Target 4.2	The school aims to be at the state average 84% in relation to the teacher-student relationship domain.			

12 Month Target 4.3	The school aims to be at the state average 82% in relation to Resilience and Sense of Confidence.			
KIS 4.a Health and wellbeing	Teachers build quality relationships that enhance student engagement, self confidence and growth as a learner.			
Actions	<ul style="list-style-type: none"> - Strengthen our Wellbeing and Engagement policy that includes all elements of our developmental management process. - Berry Street Professional Learning sessions focused on Student Relationships - Professional Learning for different learning needs - eg Autism, Severe Behaviour, Autism through the hiring of Child Psychologist. - Creation of a new attendance policy - 30 minutes allocated to Wellbeing Learning Experiences supported by DET initiatives including Safe Schools and RRRR 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Stronger understanding of the learning sequence - Stronger working relationships with teachers - Stronger social engagement with our schooling community - Stronger strategies to support individual students' health and wellbeing <p>Staff</p> <ul style="list-style-type: none"> - Stronger understanding to develop relationships with students - Stronger strategies to support students resilience in their learning. - Stronger understanding of Developmental Management processes - Stronger understanding to implement strategies to support students with Wellbeing and Academic concerns <p>Community</p> <ul style="list-style-type: none"> - Wider community understanding of the processes, plans and policies in place at Newlands 			
Success Indicators	Attitudes to School Survey Results Staff Opinion Survey Parent Opinion Survey Local Based Community Assessments			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry Street Professional Learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,950.00

			to: Term 1	<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
KIS 4.c Health and wellbeing	Teachers build school pride and connectedness			
Actions	<ul style="list-style-type: none"> - Strengthen our Wellbeing and Engagement policy that includes all elements of our developmental management process. - Berry Street Professional Learning sessions focused on Student Relationships - Professional Learning for different learning needs - eg Autism, Severe Behaviour, Autism - Creation of a new attendance policy - 30 minutes allocated to Wellbeing Learning Experiences supported by DET initiatives including Safe Schools and RRRR - Little Learners Program in Spanish - Parent Conversation sessions in Spanish - Students in the 4/6 area involved in planning sessions 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Stronger understanding of the learning sequence - Stronger working relationships with teachers - Stronger social engagement with our schooling community - Stronger strategies to support individual students' health and wellbeing <p>Staff</p> <ul style="list-style-type: none"> - Stronger understanding to develop relationships with students - Stronger strategies to support students resilience in their learning. - Stronger understanding of Developmental Management processes - Stronger understanding to implement strategies to support students with Wellbeing and Academic concerns 			

	Community - Wider community understanding of the processes, plans and policies in place at Newlands			
Success Indicators	Attitudes to School Survey Results Staff Opinion Survey Parent Opinion Survey Local Based Community Assessments			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Weekly Wellbeing Sessions	<input checked="" type="checkbox"/> All Staff	<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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Term 2 Curriculum Day - Spanish/English Continuum	✓ All Staff	from: Term 2 to: Term 2	<ul style="list-style-type: none"> ✓ Planning ✓ Moderated assessment of student learning ✓ Curriculum development 	✓ Whole School Pupil Free Day	✓ Literacy expertise	✓ On-site
Berry Street Whole School Professional Learning	✓ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Curriculum development 	✓ Whole School Pupil Free Day	<ul style="list-style-type: none"> ✓ External consultants Berry Street 	✓ On-site
Term 2 Curriculum Day	✓ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	✓ Whole School Pupil Free Day	✓ Literacy expertise	✓ On-site
Tutor Learning Initiative ran by Learning Leaders.	✓ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning 	✓ Timetabled Planning Day	<ul style="list-style-type: none"> ✓ Primary Mathematics and Science specialists ✓ Literacy expertise ✓ Leadership partners 	✓ On-site
Weekly Wellbeing Sessions	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Demonstration lessons 	✓ Timetabled Planning Day	<ul style="list-style-type: none"> ✓ Primary Mathematics and Science specialists ✓ Literacy expertise ✓ Learning Specialist ✓ Literacy Leaders 	✓ On-site

					<input checked="" type="checkbox"/> Pedagogical Model	
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