

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Surfside Primary School (5354)



Submitted for review by Peter Walsh (School Principal) on 07 March, 2023 at 08:20 AM

Endorsed by Alan Davis (Senior Education Improvement Leader) on 07 March, 2023 at 10:16 AM

Endorsed by Eloise Cann (School Council President) on 12 May, 2023 at 09:37 AM

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>LITERACY (Top 2 Bands) Year 3 Reading - >75% Year 5 Reading - >50%</p> <p>NUMERACY (Top 2 Bands) Year 3 Numeracy - >45% Year 5 Numeracy - >35%</p> <p>ENGAGEMENT & WELLBEING Stimulated Learning - >85% Sense of Confidence - >85%</p>
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"> -Continued opportunities of teachers to capture and utilise the analysis of and response to student learning data through cohort based assessment schedule -Providing rigorous extension opportunities for students achieving above standard (top 2 bands) through VHAP, Project 23, cohort based opportunities -Development and implementation of a consistent Instructional Model in literacy and Numeracy -Embedding and providing classroom observations for the implementation of the numeracy instructional model -Further development of high level Individual Education Plans -Continued professional learning opportunities and embedding Education Support staff for each year level to deliver intervention strategies -Continued employment of Tutor Learning Initiative staff to supply intervention for identified students
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Participate in predictable regular routines such as retrieval practice in literacy and numeracy sessions with an understanding of why this is important

	<ul style="list-style-type: none"> -Develop voice and agency in their learning by developing, with the teacher, SMART goals in literacy, numeracy, engagement and wellbeing -Follow the engagement norms and expectation on regular routines in instructional model <p>Education Support staff will:</p> <ul style="list-style-type: none"> -Increase their knowledge by participating in PL with the school tutor and LS on literacy and numeracy -Implement small groups sessions with students that need extra support in the areas of literacy and numeracy (surface level skills) and build their knowledge of responding to student needs -Build knowledge about current assessment practices used in classrooms by attending PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> -Implement and embed routines following the school's goals on the numeracy instructional model for the year including: reviews and fluency-maths facts and worded problems practice -Continue to embed responsive teaching practices including the use of assessment data and regular checks for understanding during whole class instruction -Increase their knowledge and confidence in teaching morphology and implement consistent routines of morphology/phonology in their structured literacy sessions <p>Leadership will:</p> <ul style="list-style-type: none"> -Continue to provide and develop WSPL to develop a consistent understanding on best practice in teaching in literacy and numeracy, with this year, a focus on researching/synthesising best practice in Tier 1 instruction -Provide time and support for teachers to embed the whole school goals including peer observation, SWIVL and improvement cycles -LS and school tutor to provide opportunities for coaching teachers and ES -add school goals to the Surfside Instructional Playbook with the Instructional Playbook team -Review the current assessment plan for the school with consultation with staff <p>Community will:</p> <ul style="list-style-type: none"> -Have an understanding of the school's direction and focuses through communication in the newsletter -Support their child's learning at home by discussing learning goals through Seesaw -Attend conferences with their child to discuss learning goals
<p>Success Indicators</p>	<p>Early Indicators (by the end of semester 1)</p> <ul style="list-style-type: none"> -All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments -All teachers have participated in WSPL on morphology/phonology, <p>Late Indicators (by the end of semester 2)</p>

	<p>Long Term Indicators</p> <ul style="list-style-type: none"> -School wide reading and numeracy data is improving for students in the top 2 bands - 38% of students will be in the top bands in Year 3 for Numeracy and 25% in top two bands in Year 5. -School wide benchmark growth data is increasing- 20% of students to have above benchmark growth in Numeracy -Through the implementation of Project 22 transitional NAPLAN data (year 5-Year 7) is improving in Numeracy 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embedding and providing classroom observations for the implementation of the numeracy instructional model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
Further development of high level Individual Education Plans	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Continued employment of Tutor Learning Initiative staff to supply intervention for identified students Continued professional learning opportunities and embedding Education Support staff for each year level to deliver intervention strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <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
Providing rigorous extension opportunities for students achieving above standard (top 2 bands) through VHAP, Project 23, cohort based opportunities	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<p>Actions</p>	<ul style="list-style-type: none"> -Build staff capacity and knowledge to develop high quality Individual Education Plans for identified students (Level 3, Level 2, OOHC, Koorie) -Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in collaboration with ES and TLI -Continue to build staff capacity to utilise student voice to inform teaching and learning practices throughout the school -Implement best practice for Education support staff/teacher collaboration across the school through increased opportunity with a key focus on teaching and learning -Embed the social-emotional learning program at Surfside through scope & sequence, coaching and peer observation opportunities for Respectful Relationships, SEL, Berry Street, zones of regulation and evidence-based curriculum -MHAWL, DIP's Leader and AP (D&I) to continue to engage with specialists, including SSS, NDIS providers, Allied Health, etc to identify the needs and the adjustments required for identified students -Establish a consistent whole school approach to engaging and connecting the parent community (class, cohort and whole school tiered approach)
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - make use of the strategies drawn from zones of regulation curriculum, respectful relationships, social and emotional learning and school wide positive behaviour -co-create learning goals to support academic growth and social and emotional development -access required wellbeing and mental health supports relevant to point of need - be supported to develop a growth mindset approach to learning and social and emotional activities -Take responsibility for their learning and engage with strategies that support their emotional regulation <p>Education Support staff will:</p> <ul style="list-style-type: none"> - participate in the PLC process and contribute to student outcomes and growth -engage in professional development with Trina, Gill and other opportunities <p>Teachers will:</p> <p>Teachers will: 2022</p> <ul style="list-style-type: none"> -provide consistent predictable routines as per Berry St Trauma Informed Practices -embed classroom lessons, strategies and supports based on zones of regulation, respectful relationships, social and emotional learning and school wide positive behaviour -complete wellbeing referrals for students who require support and further strategies -utilise compass and chronicle to develop student profiles and observations -co-create support documents (i.e. BSPs, IEP's and learning goals using SMART goals) and participate in SSG meetings as required and when deemed appropriate

	<p>-include adjustments in planning documents and identify students specific needs or supports as required</p> <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide further WSPL regarding high level documentation (eg. IEP construction especially SMART goal development, and BSP) -attend and support within year level PLC time as needed, covering areas of Teaching & Learning, assessment and data and mental health and wellbeing -monitor progress against 12 month targets on an ongoing basis -work collaboratively with staff to develop professional development plans -foster parent and student voice contributions to student learning, engagement and socio-emotional growth <p>Community will:</p> <p>Leadership will:</p> <ul style="list-style-type: none"> -meet weekly as a leadership team to discuss, plan and organise wellbeing concerns and allocate or provide supports where required -distribute wellbeing matrix for staff to complete to support student learning, social and emotional wellbeing -provide support and coaching through the implementation of SWPBS, Respectful Relationships, Social and Emotional Learning and Zones of Regulation -support staff through the Disability and Inclusion Profile process -provide time for the completion of IEP's and support through the SSG process -develop and implement a whole school approach to monitoring and improving attendance (unapproved absences - N/A - pandemic issues & illness) 			
<p>Success Indicators</p>	<p>Early Indicators (by the end of semester 1)</p> <ul style="list-style-type: none"> -All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments <p>Late Indicators (by the end of semester 2)</p> <p>Long Term Indicators</p> <ul style="list-style-type: none"> -Parent Opinion Survey data is improving -School-wide ATOSS data is improving -School-wide student attendance data is improving 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

<p>Build staff capacity and knowledge to develop high quality Individual Education Plans for identified students (Level 3, Level 2, OOHC, Koorie)</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,800.00</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>
<p>Complete Berry Street training - Days 3 & 4</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Implement best practice for Education support staff/teacher collaboration across the school through increased opportunity with a key focus on teaching and learning</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$120,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Complete CUST training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP 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