

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Grovedale West Primary School (5076)



Submitted for review by Gretta Lynch (School Principal) on 02 December, 2023 at 11:25 AM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 27 February, 2024 at 10:12 AM

Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By the end of 2024 maintain or increase the percentage of students achieving NAPLAN strong and exceeding outcomes:</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 52% (2023) - Year 5 Numeracy from 72% (2023) <p>By the end of 2024, maintain the percentage of Year 1–6 students achieving at or above expected growth according to teacher judgement (Semester 2) for Number and Algebra from 83% (2022).</p> <p>In 2024, increase the percentage of positive endorsement for Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Teacher concern from 78% (2022) to 80% (2024) • Sense of confidence from 76% (2022) to 78%(2024) • Perseverance from 75% (2022) to 78% <p>In 2024, increase the percentage of positive endorsement for School Staff Survey (all staff) factor Trust in students and parents from 75% (2022) to 78%</p> <p>In 2024, decrease the percentage of students with 20 to 29.5 days absence from 25% (2022) to 23%.</p>
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

safe and orderly learning environment	
Actions	<p>Develop and embed agreed and consistent instructional practices in Numeracy, to deliver differentiated whole class, small group, intervention and high ability support.</p> <p>Implement collaborative approaches to plan for and monitor Numeracy teaching, learning and assessment practices.</p> <p>Implement PLC inquiry cycles using the Improvement Cycle</p>
Outcomes	<p>Leaders (Learning Specialist and Middle Leaders) will be providing professional development for staff focussing on the Big Ideas in Maths, data, evidence and impact.</p> <p>Teachers using the Improvement Cycle to collaboratively implement PLC inquiry cycles</p> <p>Teachers using consistent instructional practices in Numeracy with a balanced model (including inquiry practice) to differentiate learning for all students.</p> <p>A 'low floor, high ceiling' approach will be used as part of the balanced model in all levels to maximise learning growth for all students.</p> <p>Teachers will be using frequent repetition, inter-leaving strategies with opportunities for variation in approach and practice to conceptualise understanding and improve student retention.</p> <p>Student subject specific vocabulary will be enhanced through numeracy tasks</p> <p>Teachers will be using the Assessment for Common Misunderstandings to identify individual and cohort gaps to guide their planning and practice</p> <p>Teacher will be using the Common Misunderstandings data to ensure effective differentiation is occurring and differentiated goals are being set for students.</p> <p>Teachers will engage in in peer collaboration, observation and data analysis of Common Misunderstandings to enhance knowledge and practice.</p> <p>All students involved in Numeracy Tutoring will have undertaken the assessment for Common Misunderstandings</p> <p>Students will be actively engaged in inquiry learning tasks articulating their strategies.</p> <p>Teachers will have enhanced their learning task design and questioning techniques in planning to provide enhanced precision teaching in numeracy.</p> <p>Numeracy teacher leaders will engage in the Network Numeracy COP</p> <p>Planning documents will reflect Numeracy intervention and extension</p>
Success Indicators	<p>The PLC will have provided the forum for information sharing and the establishment of consistent practice as evidenced in planning documents and numeracy curriculum provision.</p>

	<p>PLTs will have undertaken action research on an agreed numeracy focus and shared outcomes within the PLC and (Network COP where relevant.)</p> <p>PLTs to present PLC inquiry learning findings in Week 10, Term 2, 2024 in order to identify key improvement areas for Semester 2 2024.</p> <p>PLTs will actively review student cohort and individual data to measure impact of practice and identify areas (and groups) for targeted teaching.</p> <p>Targeted groups including tutoring and equity students misconception data will be tracked with students having personal goals to monitor growth.</p> <p>Planning documents will identify the balanced approach (including inquiry practices) to teaching Numeracy.</p> <p>Lesson plans will reflect intervention and extension practices.</p> <p>A school developed data base of learning tasks with 'low floor/ high ceilings/ will be developed and available for staff access</p> <p>By the end of 2024, maintain the percentage of Year 1–6 students achieving at or above expected growth according to teacher judgement (Semester 2) for Number and Algebra from 83% (2022).</p>
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Strengthen teachers' capacity to respond to the diverse learning, wellbeing and behavioural needs of students.</p> <p>Strengthen strategies that support, challenge and engage students in their learning, developing self-confidence, resilience and self-efficacy as learners.</p> <p>Mental Health and Wellbeing leader to provide staff professional learning to support staff and student mental health and wellbeing.</p> <p>Develop and embed a whole-school approach to improving student attendance.</p>

Outcomes	<p>Staff analysing the self assessment of the High Impact Wellbeing Strategies focusing on improvement practice.</p> <p>Consistent teacher efficacy, levels of support and adjustments for students with additional learning and wellbeing needs through the use of the High Impact Wellbeing Strategies.</p> <p>Shared commitment and understanding of what 'relationships trust' means at GWPS</p> <p>Teachers having clarity about support resources and the roles of the Inclusion Leader, Mental Health and Wellbeing Leader and Chaplain.</p> <p>Teachers following a provided referral process to access school based and wider support.</p> <p>Differentiated practice and adjustments evidenced in planning to support student inclusion and wellbeing needs.</p> <p>Students continuing to be provided with the RRRR and SWPB program to establish shared understanding and socially appropriate behaviour</p> <p>Quality Individual Learning Plans address learning and/ or social and emotional wellbeing.</p> <p>Teams using varied data sources (including Year 4-6 staying at school data), to monitor, track and support students at risk</p> <p>Learning environments resourced and designed enabling learning responsiveness</p> <p>The Mental Health and Wellbeing Leader working with staff to provide targeted learning for parents to guide their children's social and emotional development</p> <p>The Speech Pathologist and Inclusion Leader providing executive functioning strategies to assist students for effective learning and social engagement and communication.</p> <p>Continued access to, and engagement with external providers and the SSS team.</p> <p>Students actively engaged in play, developmental and inquiry learning developing their agency and voice.</p> <p>A tiered approach to student attendance tracking varied student needs and targeting support.</p>
Success Indicators	<p>Inclusion Leader documentation outlining DIP applications, service provision and student support</p> <p>Quality Individual learning and Behaviour Plans</p> <p>PLC documentation about learning linked High Impact Wellbeing Strategies.</p> <p>School based parent survey data</p> <p>Wellbeing leader survey data</p> <p>In 2024, decrease the percentage of students with 20 to 29.5 days absence from 25%</p> <p>An increase the percentage of positive endorsement for Attitudes to School Survey factors: Teacher Concern, Sense of Confidence and Perseverance</p> <p>An increase in the percentage of positive endorsement for School Staff Survey (all staff) factor Trust in students and parents.</p>