2023 Annual Implementation Plan

for improving student outcomes

Footscray North Primary School (4160)

Submitted for review by Kay Willmott (School Principal) on 20 December, 2022 at 02:09 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 15 March, 2023 at 06:29 PM
Endorsed by Daniel Maunders (School Council President) on 17 March, 2023 at 01:08 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	Excelling
	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.	Embedding
	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 | Through a process of staff feedback and analysis of the multiple sources of system feedback (ATSS, Parent and carer survey and Staff survey, performance data) the self-evaluation highlighted areas of strengths in the domains of Teaching and Learning and Assessment, with opportunities to further progress in the areas of Leadership, Engagement and Support and Resources. Using the FISO 2.0 Illustrations of practice potential next steps and areas of focus have supported the development of the 2023 AIP.

The opportunity to execute the School's Strategic Plan between 2019-2023 has been impacted significantly due to the initial |
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	and ongoing impact of COVID. The school's focus has been to support the system wide priorities. The introduction of FISO 2.0 provided further endorsement of the wellbeing focus that the school had identified during 2020-2021 and into 2022. The opportunity to engage in our 4-year review in term 3 of 2023 is timely and necessary to provide an opportunity to reflect and identify areas of possible focus.
Considerations for 2023	The 2023 AIP has been informed through analysis of the 2022 data sets available, illustrations of practice and the self-evaluation. FNPS has a focus on delivering the system priorities in our context. This does mean that a number of the Goals and Key Improvement strategies in the 2019-2023 Strategic Plan have not been prioritised. The commitment made to the Mental Health in Primary School's pilot for 2022 will continue in regard to the workforce to do this work in 2023. FNPS was able to contribute to this work in the pilot phase and as such will be ahead of the roll out of this statewide initiative in our area in 2024. Throughout 2021-2022 FNPS has also engaged in the Career Start Pilot - Transforming the First years of Teaching. Due to the expectations of the program, the length of the pilot and limited workforce, currently it is not planned to continue with this pilot in 2023 (with an understanding that the pilot has only currently been approved for 2023). 2023 will see the roll out of the Disability and Inclusion reform in our area. Acknowledging this significant changes and the associated learning, adjustments to the staffing and staff learning program for 2023 has been planned for to enable a smooth transition for the school community. In Term 3 2023 the school's review will take place. In developing the AIP for 2023, consideration has been given to the areas of focus selected to align with work that has already commenced and the system wide priorities and reform. In 2023 work will focus on Learning - Numeracy and Writing Wellbeing - Disability and Inclusion, Connections and Attendance Student Voice and agency embedded in actions that support both learning and wellbeing.
Documents that support this plan	

SSP Goals Targets and KIS

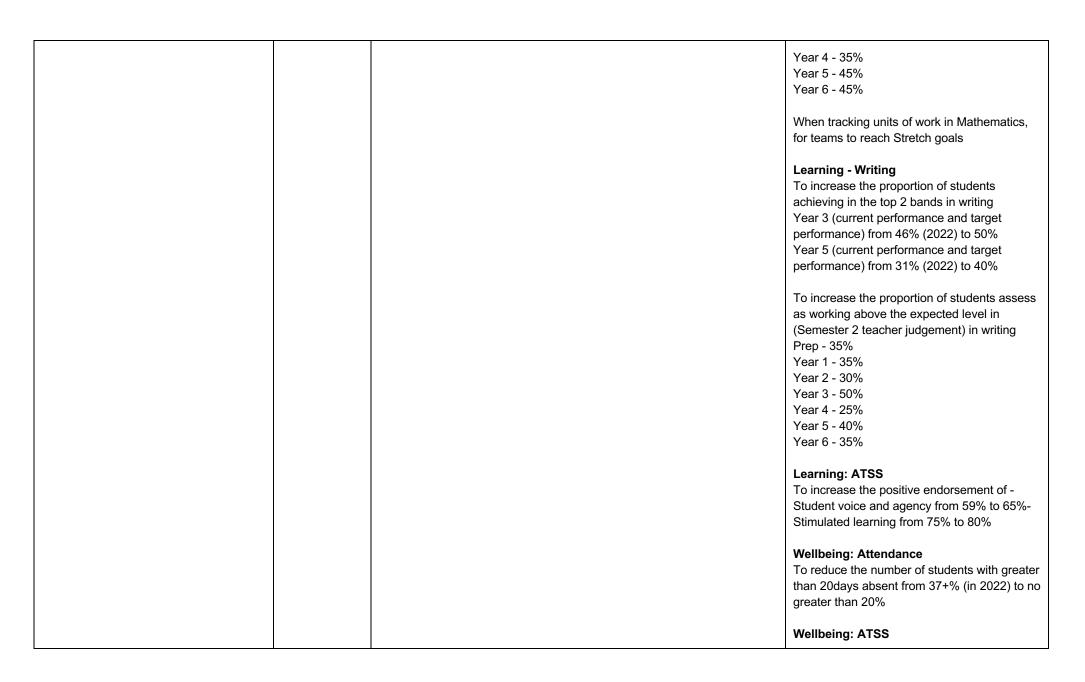| Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
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 improve student outcomes in writing
Target 2.1	To reduce the decline of students in NAPLAN writing top two bands from Years 3–5 from 40 per cent in 2016–18 to no greater than 20 per cent in 2020–22.
Target 2.2	To increase the percentage of students above expected level in writing according to teacher judgement writing (second semester) in Years 3–6 from 18.5 per cent in 2018 to 25 per cent in 2022.
Target 2.3	All students will make at least 12 months growth in writing every 12 months according to teacher judgement.
Key Improvement Strategy 2.a	Develop a community of writers

Building practice excellence	
Key Improvement Strategy 2.b Building practice excellence	Strengthen teacher capacity as teachers of writing through the Teaching and learning cycle
Key Improvement Strategy 2.c Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	To activate student voice and agency
Target 3.1	Increase AToS positive endorsement, Student voice and agency from 61 per cent in 2018 to 75 per cent in 2022.
Target 3.2	Staff rating on FISO continuum for Positive climate for learning-Empowering students and building school pride to increase from emerging (2019) to embedding (2023).
Key Improvement Strategy 3.a Building practice excellence	Develop teacher knowledge of student voice and agency
Key Improvement Strategy 3.b Building practice excellence	Develop collaborative practices and processes which support student voice and agency
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future
Goal 4	To develop student critical and creative thinking skills

Target 4.1	Teacher judgement for students working beyond the expected level in Critical and creative thinking to be: • Year 4 from 0 per cent in 2018 to 20 per cent in 2022 • Year 6 from 9 per cent in 2018 to 20 per cent in 2022
Target 4.2	To increase AToS for • High expectations for success from 89 per cent (2018) to 95 per cent (2022) • Stimulating learning from 63 per cent (2018) to 80 per cent (2022) • Differentiated learning from 82 per cent (2018) to 90 per cent (2022) • Effective teaching from 82 per cent (2018) to 90 per cent (2022)
Target 4.3	To increase Staff Opinion Survey results • Collective efficacy from 68 per cent (2018) to 80 per cent (2022) • Academic emphasis from 64 per cent (2018) to 75 per cent (2022) • Teacher collaboration from 45 per cent (2018) to 70 per cent (2022)
Key Improvement Strategy 4.a Building practice excellence	Develop teacher knowledge and capacity of creative and critical thinking
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Implement high impact teaching strategies (metacognition, collaboration and questioning)
Key Improvement Strategy 4.c	Enhance the school's involvement in STEAM

Curriculum planning and assessment	

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	**Learning Numeracy** To increase the proportion of students in the top 2 bands in numeracy Year 3 (current performance and target performance) from 40% (2022) to 45% Year 5 (current performance and target performance) from 33% (2022) to 45% To increase the proportion of students, assessed as working above the expected level across all strands of mathematics (Semester 2 teacher judgement) to greater than Prep - 30% Year 1 - 30% Year 2 - 52% Year 3 - 40% Year 4 - 35% Year 5 - 45% Year 6 - 45% To increase the proportion of students assessed above the expected level in PAT - Maths to greater than Prep - 30% Year 1 - 30% Year 2 - 52% Year 3 - 40%

			Year 4 - 35% Year 5 - 45% Year 6 - 45% When tracking units of work in Mathematics, for teams to reach Stretch goals **Learning - Writing** To increase the proportion of students achieving in the top 2 bands in writing Year 3 (current performance and target performance) from 46% (2022) to 50% Year 5 (current performance and target performance) from 31% (2022) to 40% To increase the proportion of students assess as working above the expected level in (Semester 2 teacher judgement) in writing Prep - 35% Year 1 - 35% Year 2 - 30% Year 3 - 50% Year 4 - 25% Year 5 - 40% Year 6 - 35% **Learning: ATSS** To increase the positive endorsement of - Student voice and agency from 59% to 65%- Stimulated learning from 75% to 80% **Wellbeing: Attendance** To reduce the number of students with greater than 20days absent from 37+% (in 2022) to no greater than 20% **Wellbeing: ATSS**

			To increase the positive endorsement of - Student voice and agency from 59% to 65% - Connectedness from 73% to 80% - Managing Bullying from 66% to 75% - Not experiencing Bullying from 77% to 85%
To improve student outcomes in writing	No	To reduce the decline of students in NAPLAN writing top two bands from Years 3–5 from 40 per cent in 2016–18 to no greater than 20 per cent in 2020–22.	
		To increase the percentage of students above expected level in writing according to teacher judgement writing (second semester) in Years 3–6 from 18.5 per cent in 2018 to 25 per cent in 2022.	
		All students will make at least 12 months growth in writing every 12 months according to teacher judgement.	
To activate student voice and agency	No	Increase AToS positive endorsement, Student voice and agency from 61 per cent in 2018 to 75 per cent in 2022.	
		Staff rating on FISO continuum for Positive climate for learning-Empowering students and building school pride to increase from emerging (2019) to embedding (2023).	
To develop student critical and creative thinking skills	No	Teacher judgement for students working beyond the expected level in Critical and creative thinking to be: • Year 4 from 0 per cent in 2018 to 20 per cent in 2022 • Year 6 from 9 per cent in 2018 to 20 per cent in 2022	
		To increase AToS for	

		- High expectations for success from 89 per cent (2018) to 95 per cent (2022) - Stimulating learning from 63 per cent (2018) to 80 per cent (2022) - Differentiated learning from 82 per cent (2018) to 90 per cent (2022) - Effective teaching from 82 per cent (2018) to 90 per cent (2022)	
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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.**
12 Month Target 1.1	Learning Numeracy To increase the proportion of students in the top 2 bands in numeracy Year 3 (current performance and target performance) from 40% (2022) to 45% Year 5 (current performance and target performance) from 33% (2022) to 45% To increase the proportion of students, assessed as working above the expected level across all strands of mathematics (Semester 2 teacher judgement) to greater than Prep - 30% Year 1 - 30% Year 2 - 52%

Year 3 - 40%
Year 4 - 35%
Year 5 - 45%
Year 6 - 45%

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Prep - 30%
Year 1 - 30%
Year 2 - 52%
Year 3 - 40%
Year 4 - 35%
Year 5 - 45%
Year 6 - 45%

When tracking units of work in Mathematics, for teams to reach Stretch goals

Writing
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Year 3 (current performance and target performance) from 46% (2022) to 50%
Year 5 (current performance and target performance) from 31% (2022) to 40%

To increase the proportion of students assess as working above the expected level in (Semester 2 teacher judgement) in writing
Prep - 35%
Year 1 - 35%
Year 2 - 30%
Year 3 - 50%
Year 4 - 25%
Year 5 - 40%
Year 6 - 35%

ATSS
To increase the positive endorsement of
- Student voice and agency from 59% to 65%
- Stimulated learning from 75% to 80%

Wellbeing

	Attendance To reduce the number of students with greater than 20days absent from 37+% (in 2022) to no greater than 20% ATSS To increase the positive endorsement of - Student voice and agency from 59% to 65% - Connectedness from from 73% to 80% - Managing Bullying from 66% to 75% - Not experiencing Bullying from 77% to 85%	
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 teaching practices in numeracy (with a particular focus on accelerating students learning growth). - Embedding teaching practices in writing.
Outcomes	In Numeracy: Leaders will - Facilitate whole school professional learning around numeracy instructional practices, and the four proficiencies.

	- Support teaching staff to build knowledge and understanding (referring to practices, rigour) through the FNPS Teaching and Learning cycle - Align school wide processes around how student voice and agency is enacted within numeracy instruction Staff will: - Create a positive narrative about learning Numeracy - Understand the 'Big ideas' and 'Misconceptions' of mathematical concepts and add detailed rigor and misconceptions to proficiency scales - Strengthen engaging, differentiated targeted lessons - Support students to set and achieve goals through the Gradual Release of Responsibility - Support tracking and celebration of learning through The FNPS Teaching and Learning cycle Students will: - be engaged in numeracy lessons - understand what misconceptions are for each mathematical concept - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals In Writing Leaders will: - Support teaching staff to build knowledge and understanding (key resources, practices, rigor) through Teaching and Learning cycle - Support staff in analyzing cohort data through the use of the T&L cycle with an emphasis on the selection of writing practices in alignment with the gradual release of responsibility - Explore whole school writing assessment to support triangulation of data - Align school wide processes around how student voice and agency is enacted Staff will: - have increased knowledge and understanding of writing practices to support the differentiation (ie strategy group vs skill-based groups) of students in writing - refine analysis of cohort data to inform the use of writing practices embedded through the gradual release of responsibility - Support students to set and achieve goals through the Gradual release of responsibility - Support tracking and celebration of learning through the teaching and learning cycle Students will: - utilise Proficiency Scales to understand next steps in learning at a deeper level (rigor - bump up walls/ heat maps) - understand the phases of the instructional model and the responsibility they hold at each stage.

	- identify where they are in their learning and what practices may be used in each phase and the responsibilities they hold at each stage (eg I do - what are my responsibilities as a learner?) - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals
Success Indicators	Earlier Mathematics - Teachers - Create a positive narrative about learning Numeracy Mathematics - Teachers - Engage in Professional Reading for every major concept being taught Mathematics - Teachers - Engage in the Curriculum Day on April 24 Writing - Teachers - Understand writing practices that fit within the Gradual release of responsibility Writing - Teachers - Teachers can select practices to support the differentiation of writing within the instructional model. Later Mathematics - Every PS used in 2023 has had its rigour developed with the inclusion of misconceptions Mathematics - Teacher - Knowledge of concepts and best practice has increased Mathematics - Students - Are able to articulate their learning against a PS and have a positive regard for Numeracy. Writing - Leaders - Exploration of Writing Assessment tools Writing - Teachers will evidence differentiation in writing through the use of writing practices and the instructional model. Writing - Students - Are able to articulate their learning against a PS
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implement a Multi-tiered System of Supports (MTSOS) approach to identify and respond to the wellbeing needs of our students. Prioritise and strengthen attendance processes within the school. Strengthen connectedness and partnerships between stakeholders (student <-> student, student<->teacher, student <-> school, school <-> home, school <-> community)
Outcomes	In MTSOS Leaders will: - Facilitate whole school Professional Learning around inclusive practices - Provide Professional Learning around adjustments, accommodations, modifications and differentiation - Provide scaffolding and Professional Learning to support staff to create high quality IEP's - Articulate multi-tiered systems of support to staff Staff will:

	- Develop understanding of the intent of Disability Inclusion (including Multi-Tiered Systems of Support) and embed inclusive practice in their classrooms. - Engage in Professional Learning to upskill in inclusive practice excellence - Implement multi-tiered systems of support for students using adjustments, accommodations, modifications and differentiation - Collect and respond to data to inform tiered responses (SEL tracking, MHC, Sentral incidents, referrals, case management, attendance, mini surveys, Personal and social capabilities - teacher judgements, ABLES - Personal and Social learning) - Work collaboratively to support positive outcomes for all students (teachers, wellbeing team, leadership and education support) Students will: - Have an informative IEP that is consistently and regularly updated in collaboration with stakeholders. - Benefit from the use of inclusive practice excellence, within the classroom. - Demonstrate empathy and understanding of inclusive practices In Attendance Leaders will: - Strengthen, refine and respond to attendance practices and processes - Monitor trends in student attendance to better understand students' needs Staff will: - Have an awareness that student attendance is being thoroughly followed up - Be informed of any inclusive practices they can execute to support students' attendance Students will: - Have an understanding of the importance of attending school Families will: - Receive support to encourage their child to attend school - Be kept informed about their child's attendance and the importance of attending school on time everyday In Connectedness Leaders will - Foster partnerships and pathways within and beyond the school to support student outcomes - Regularly monitor feedback from focus groups across the school related to the connectedness objective - Support the consistent implementation of behavior management - Explore buddies, peer mediation (yard) Staff will

	- Plan and promote opportunities for purposeful peer connections enhancing the house system - Consistently implement and respond to reports related to the behavioral expectation in the class and yard - Be supported in recording and responding to student learning and wellbeing needs Students will - Be included in a range of cohort and school wide activities (including planning of) - Be supported to activate their leadership, voice and agency (ie peer mediation) Families will - Experience a sense of connection and belonging supported through shared partnership with the school
Success Indicators	MTSOS Earlier: - Teachers have a beginning understanding of Disability Inclusion (including MTSOS) - In CTM's, Teachers are beginning to use the language required in IEP's. Later: - Inclusive practice excellence is being implemented and shared between staff and students so that all students are benefiting from teaching cycles of improvement. - Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional decision making. - Teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments. - Reduction of behavior related incidences between students across the school - Curriculum documentation shows evidence of planned differentiation - Students will begin to be referred to a DIP. Attendance: Earlier: - Consistent procedure that follows up on student absences - Increased connectedness with families around absences Later: - An improvement in student attendance - Promotion of connectedness (ATOSS) Connectedness Earlier

	- clarity around internal and external referral processes and pathways - shared understanding around school based practices and processes (such as consequences and supports as follow up from incidents) - engagement in school and community events Later - reduction in Sentral incidents - focus group feedback sees positive endorsement strengthening