Annual Implementation Plan - 2020
Define Actions, Outcomes and Activities

Croydon Hills Primary School (5255)

Define Actions, Outcomes and Activities

Goal 1	To optimise individual learning growth across all areas of the curriculum and for all levels of ability.
12 Month Target 1.1	NAPLAN Years 3-5 Relative Growth: Gram & Pun <15% Low Growth, >85% Med/High Growth Numeracy <10% Low Growth, >90% Med/High Growth Reading <15% Low Growth, >85% Med/High Growth Spelling <15% Low Growth, >85% Med/High Growth Writing <20% Low Growth, >80% Med/High Growth NAPLAN Increase the % of students in the top 2 bands: Gram & Pun Year 3 >80.0 Year 5 >48.0 Numeracy Year 3 >50.0 Year 5 >50.0 Reading Year 3 >70.0 Year 5 >70.0 Spelling Year 3 >65.0 Year 5 >62.0 Writing Year 3 >70.0 Year 5 >55.0 Teacher judgment data—Prep to Year 6: Increase the mean score of students making one year's growth (except PSD students): Reading Yr P-1 > 1.01, Yr 1-2 >0.89, Yr 2-3 >1.05, Yr 3-4 >1.01, Yr 4-5 >1.02, Yr 5-6 >1.01 S & L Yr P-1 > 0.88, Yr 1-2 >0.96, Yr 2-3 >1.00, Yr 3-4 >1.02, Yr 4-5 >0.93, Yr 5-6 >1.08 Writing Yr P-1 > 0.85, Yr 1-2 >0.84, Yr 2-3 >1.00, Yr 3-4 >1.06, Yr 4-5 >0.97, Yr 5-6 >1.01 Measure Yr P-1 > 0.92, Yr 1-2 >0.92, Yr 2-3 >0.96, Yr 3-4 >0.97, Yr 4-5 >1.07, Yr 5-6 >0.95 Number Yr P-1 > 1.03, Yr 1-2 >0.95, Yr 2-3 >1.03, Yr 3-4 >1.07, Yr 4-5 >0.98, Yr 5-6 >1.00 Stat & P Yr P-1 > 0.97, Yr 1-2 >1.03, Yr 2-3 >0.94, Yr 3-4 >1.09, Yr 4-5 >1.07, Yr 5-6 >0.96 Increase % in Staff Survey, Prin/Teacher components: Professional Learning - Feedback >80 School Climate - Collective Efficacy >95 School Climate - Teacher Collaboration >85

KIS 1 Building practice excellence	Further build individual teacher and PLTs knowledge of what constitutes practice excellence, including their capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student.
Actions	Develop staff capacity in data literacy to inform planning and point of need teaching to allow for greater differentiation and ultimately enhance student engagement so that it is more relevant and appropriately challenging.

Outcomes	Students will:
	- be able to articulate their progression on the learning continuum (Victorian Curriculum) and use it to inform their future learning goals
	- co-create learning goals with teachers
	- actively engage with and co-create displays and anchor charts to make thinking visible.
	
	Teachers will:
	- draw upon the Victorian Curriculum as a formative assessment tool
	- use multiple sources of formative assessment to inform planning
	- develop a shared understanding of what formative assessment and point of need learning looks like
	- reflect differentiation in teacher planning documents
	- deliver whole class, small group and individual learning experiences at students' point of need
	- draw upon the collegiate coaching program to build their capacity to:
	  * conference as a form of ongoing assessment
	  * provide feedback to students on their learning goals
	- co-create and actively use displays and anchor charts to make thinking visible
	- maintain existing whole-school approaches to teaching English and Mathematics
	- teachers will work with leaders to co-create data walls of students' progress to provide a rich forum for conversation.
	
	Leaders will:
	- explore a range of assessment tools and data strategies to support curriculum planning
	- ensure teacher planning documents reflect differentiation
	- facilitate data discussions at Professional Learning Team meetings
	- enhance teachers' critical understandings around data literacy
	- lead learning walks
	- facilitate and strategically resource collaborative planning
	- draw upon VCAA resources and a broad range of assessment tools to support whole school curriculum mapping, planning, assessment and moderation
	- lead a pilot group in the use of Sentral, an assessment and data portal tool to enhance student data tracking
	- lead the development and use of data-walls.

Success Indicators	- PLT meeting minutes reflecting professional dialogue, data conversations and moderation - SIT meeting minutes reflecting data conversations - Professional Learning schedule reflecting moderation and data analysis - team and individual planning documents reflecting differentiation - teacher conference notes - data-walls are used to convene focused conversations on how we can move all of our individual students forward - data entered into Sentral (data portal) - whole school curriculum mapping, planning, assessment and moderation documentation will be easily accessible for School Review - assessment schedule reflects the use of a broad range of assessment tools

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Writing moderation	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Termly Level Writing moderation	☑ Literacy Network Teacher ☑ PLT Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
NAPLAN Data Reflection	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used
Establishment of a data wall	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 1	☐ Equity funding will be used
Establish a pilot group in the use of Sentral as an assessment and data portal.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 2	$9,560.00 ☐ Equity funding will be used
Establishment of collaborative data-driven inquiry in PLT meetings.	☑ Assistant Principal ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Collegiate observations and coaching pertaining to conferencing as a form of ongoing assessment.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Induct new staff into existing collaborative whole-school: - curriculum mapping, planning, assessment and moderation processes - approaches to teaching English and Mathematics	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Exploration into a suite of fit for purpose assessment tools and practices in Literacy.	☑ Learning Specialist(s) ☑ Literacy Leader	☐ PLP Priority	from: Term 1	$3,000.00

			to: Term 3	☐ Equity funding will be used
Establishment of collaborative: - planning time - Professional Learning Team data protocols	☑ Assistant Principal ☑ PLT Leaders ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	To strengthen peer observation process in the school and strengthen teachers' abilities to coach others.
Actions	Draw upon evidence-based teaching practices to develop teacher critical understandings. Establish a program of collegiate coaching to build consistency of practice. Enhance the explicit teaching of phonics and word knowledge.
Outcomes	Students will: - develop their decoding and language comprehension skills - demonstrate greater language knowledge and vocabulary use including an enhanced understanding of subject-specific language in Numeracy, the Humanities, Science, Technology, the Arts and Physical Education - improve their spelling, reading and writing skills and strategies. Teachers will: - engage in professional reading, videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and formal professional learning pertaining to the explicit teaching of skills and concepts related to phonics and word knowledge - reflect the explicit teaching of phonics and word knowledge in planning documents - draw upon rich literature to enhance the explicit teaching of phonics and word knowledge - demonstrate enhanced teaching of existing whole-school approaches to English. Education Support Staff will: - engage in professional learning in phonics and word knowledge Leaders will:

	- facilitate a program of peer capacity building via professional reading, videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and professional learning pertaining to the explicit teaching of skills and concepts related to phonics and word knowledge - draw upon the expertise of others to build the practice excellence of all staff - resource and support teacher and Education Support staff professional learning in the explicit teaching of phonics and word knowledge - resource and support formal professional learning for the acknowledged leaders of the school pertaining to instructional and human leadership - lead a pilot group in the use of Sentral, an assessment and data portal to enhance student data tracking in phonics and word knowledge - resource the school with decodable take-home books, guided reading sets and rich literature.
Success Indicators	- reflections and notes on professional readings, videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and professional learning pertaining to the explicit teaching of skills and concepts related to phonics and word knowledge. - Professional Learning schedule - Professional Learning Team meeting minutes - School Improvement Team meeting minutes - Education Support meeting minutes - planning documents - staff diaries / calendars reflecting collegiate coaching meetings - improved student outcomes in spelling, reading accuracy and comprehension.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning on the use of online portal and toolkit to further support literacy strategies.	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Curriculum Day - Professional Learning with Misty Adonoiu (Friday 8th May).	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 2	$3,500.00 ☐ Equity funding will be used

Provision of Learning Support Program Coordinator to support the development of teacher critical understandings in phonics and word knowledge.	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used
Resource the school with decodable take-home books and guided reading sets. Enhance the resourcing of rich literature across the school.	☑ Literacy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☑ Equity funding will be used
Learning Walks with a focus on the explicit teaching of skills and concepts related to phonics and word knowledge.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Professional readings, videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and professional learning pertaining to the explicit teaching of skills and concepts related to phonics and word knowledge.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
SMART Spelling with Michelle Hutchison Professional Learning.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$7,500.00 ☐ Equity funding will be used
Draft of Croydon Hills phonics and word knowledge Scope and Sequence.	☑ Assistant Principal ☑ Literacy Leader	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used

Formal professional learning for the acknowledged leaders of the school pertaining to instructional and human leadership: - Bastow UP (1 staff member) - Bastow Create (2 staff) - Bastow Leading Literacy (1 Assistant Principal, 1 Literacy Learning Specialist, 1 Classroom Teacher) - Bastow Open to Learning Leadership (Leadership Team)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Goal 2	To create a stimulating learning environment where there are increased opportunities to maximise the social, emotional and cognitive engagement of all students.
12 Month Target 2.1	Attitudes to School Survey - % endorsement: Advocate at school (Student Safety) >95 Student Motivation and Interest >91 Stimulating Learning >92 Sense of Confidence >92 Effective Teaching Time >94 Student Voice and Agency >86 Resilience >91 Increase % in Staff Survey, Prin/Teacher: Instructional Leadership >80 Visibility >75 School Leadership (overall score) >80
KIS 1 Health and wellbeing	Create a positive school climate which is safe and secure environment where risk–taking is part of the learning process, and students are academically engaged, so learning outcomes will improve.
Actions	Undertake Respectful Relationships professional learning. Undertake CUST professional learning. Continue to embed Positive Education with an enhanced focus on Growth Mindset; maintain focus on Restorative Practices, Resilience Project and Global Education.
Outcomes	Students, teachers and leaders will: - use a common language relative to Positive Education, Growth Mindset and Respectful Relationships. Parents and carers will enhance their understanding of: - personal identity, relationships with others and the world around them - growth mindset and positive psychology. Students will:

	- demonstrate greater self-efficacy, confidence and resilience - identify their own strengths and the strengths of others - actively engage with and co-create displays and anchor charts to make thinking visible. Teachers will: - promote and model positive and respectful relationships at all times - enhance student voice through the use of classroom circles in all areas of the curriculum - model and encourage students to have a Growth Mindset - use restorative practices and use 'I can' statements with students - provide students with strength-based feedback - co-create and facilitate ongoing student interaction with displays and anchor charts to make thinking visible. - enhance the relationship between the home and school via weekly communication to families. Leaders will: - promote and model positive and respectful relationships at all times - facilitate a program of peer capacity building via videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and professional learning pertaining to 'using a Growth Mindset' - draw upon the expertise of each other to build the practice excellence of all staff - lead learning walks - provide new staff professional learning in Positive Education and Restorative Practices - resource and support formal professional learning for the Respectful Relationships co-ordinator and Principal nominee - develop a CUST Action Plan - increase the resourcing of support staff to support students with additional needs - enhance the relationship between the home and school via weekly teacher communication to families.
Success Indicators	- observation notes; notes from peer coaching; notes from learning walks - Professional Learning schedule - evolving classroom displays and anchor charts reflecting co-creation and ongoing student interaction - feedback - DET student, staff and parent surveys - CHPS internal school survey - Maroondah Wellbeing Network survey - leader notes from conversations with students during learning walks regarding Growth Mindset - Learning level weekly teacher - family communications

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning (afternoon) and parent forum (evening) with Edwina Ricci (Tuesday 11th February)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Respectful Relationships Professional Learning	☑ Assistant Principal ☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 3	$3,000.00 ☐ Equity funding will be used
Videos of professional practice, demonstration lessons, collegiate observations, coaching, learning walks and professional learning pertaining to the explicit teaching of skills and concepts related to Growth Mindset, Respectful Relationships and Positive Education	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Induct new staff into existing practices in Positive Education, Resilience Project and Restorative Practices	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Establish a weekly teacher to family Compass communication routine	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Parent forums relative to actions	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Employ and extend hours of: - Integration Aides - Student Wellbeing Officers (Social Workers).	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☐ Equity funding will be used