

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Croydon Hills Primary School (5255)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>FOR LEARNING CATCH UP AND EXTENSION PRIORITY [Refer to Goal 2]</p> <p>FOR HAPPY HEALTHY KIDS PRIORITY Student Attitudes to School Survey reflect the following % of positive student responses: - Resilience from 84% in 2019 to 86% in 2021 - Teacher concern from 69% in 2019 to 75% in 2021</p> <p>FOR CONNECTED SCHOOLS PRIORITY Staff Opinion Survey whole school endorsement: - Build resilience and a Resilient, supportive environment from 70.2% in 2019 to 72% in 2021</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Enhance data literacy of teachers and education support staff to build an understanding of student needs and progress, and identify students requiring additional support and extension - Engage in DET's Primary Maths and Science Specialist Initiative.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate their progression on the learning continuum (Victorian Curriculum) - be able to co-create their next steps in learning and articulate them as learning goals - be engaged in learning at their point of need - receive a Science program with every child receiving a weekly 50-minute specialist Science lesson, and a classroom program with an enhanced focus on Science in the classroom units of inquiry. <p>Teachers will:</p> <ul style="list-style-type: none"> - confidently and accurately identify the learning needs of students - develop IEPs for students on the tutoring program, PSD, Out of Home Care, ATSI, >6 months below & > 12 months above the expected Victorian Curriculum level

	<ul style="list-style-type: none"> - collaboratively plan for and educate students at their point of need - monitor student learning growth - be supported in the teaching of Science via team teaching and collaborative planning of the in-class learning program <p>Specialist Science teachers will:</p> <ul style="list-style-type: none"> - receive the equivalent of 20 days of high-quality professional learning for teachers aligned to the objectives of the PMSS program - demonstrate enhanced capacity across three spheres of influence: <ol style="list-style-type: none"> 1. increasing their confidence and capability in teaching science in their own classrooms – so, leading self 2. equipping them with the knowledge, skills and capabilities to coach and mentor others – so, leading others, and 3. building their knowledge, skills and capabilities to work with their school’s leadership team to drive sustainable improvements in the learning and teaching science across the school – finally, leading whole-school change. <p>Leaders will:</p> <ul style="list-style-type: none"> - strategically resource an enhanced program of learning support inclusive of DET’s tutoring program - ensure the consistent implementation of the school’s agreed assessment schedule - lead the monitoring of student learning growth - lead professional learning at teacher point of need consistent with whole school approaches - strategically resource an enhanced Science program at the school 			
Success Indicators	<ul style="list-style-type: none"> - Whole School Timetable reflecting Collaborative Planning Time (CPT) - CPT minutes reflecting data conversations - teacher formative assessment data and teacher judgement data - draft whole school assessment schedule linked to collaborative planning - coaching, mentoring and observations notes - level planning documents and teacher work programs documenting data conversations and identifying students requiring additional support and extension - school and teacher professional learning plans - Physical and electronic Data walls that track learning progress 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Formative Assessment Professional Learning	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
Establish processes to strengthen data-driven inquiry during Collaborative Planning Time	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Collegiate observations and coaching pertaining to conferencing as a form of ongoing assessment	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increased resourcing for individual and tailored support programs via the school's learning enhancement program inclusive of the tutoring program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$163,055.20 <input checked="" type="checkbox"/> Equity funding will be used
Increased resourcing for classroom teachers to support data-driven collaborative planning time	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$135,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Policy updated to reflect improved practice and ratified by staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Appoint specialist Science Teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$150,000.00 <input type="checkbox"/> Equity funding will be used
Formal PMSS professional learning for Science teachers as per initiative schedule	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - Readers' Workshop (Year 2 - Year 4 Classroom Teachers)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,900.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - Science of Language and Reading (Prep - Year 1 Classroom Teachers)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,750.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - Literature Circles (Year 5 - Year 6 Classroom Teachers)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,750.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - Misty Adoniou 'Scaffolding Literacy - Using Quality Children's Literature to Teach Complexity & Wonder in Reading and Writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,500.00 <input type="checkbox"/> Equity funding will be used

Establishment and maintenance of a physical Learning Enhancement (Tutoring) Data Wall to monitor learning progression	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Refine whole school approach to wellbeing to department initiatives (Respectful Relationships, Positive Education, URStrong and CUST)			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - experience success in classes as a result of their connectedness to their learning community - co-create classroom agreements - use Wellbeing Journals as part of their Social and Emotional Learning Program <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the 'Building Learning Communities' program over the first two weeks of the year - implement the agreed Respectful Relationships and Positive Education scope and sequence - use Wellbeing Journals as a communication tool <p>Leaders will:</p> <ul style="list-style-type: none"> - monitor the implementation of the agreed Respectful Relationships and Positive Education scope and sequence - support the KIS through the collegiate coaching program - create agreements on the use of Wellbeing Journals <p>All staff will:</p> <ul style="list-style-type: none"> - model the school's values, DET's values and behaviours consistent with Respectful Relationships, Positive Education, URStrong and cultural sensitivity 			
Success Indicators	<ul style="list-style-type: none"> - curriculum documentation reflecting social and emotional learning - Positive Education, Respectful Relationships and CUST Action Plans - student wellbeing journals - Learning Walk reflections on Positive Education and Growth Mindset artifacts 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
New staff inducted into Positive Education through Professional Learning with Edwina Ricci	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocation and implementation of Wellbeing Journals through student booklists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Positive Education, URStrong, Respectful Relationships and Cultural Understanding learning outcomes integrated into Unit Planners	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers yet to complete Restorative Practices training undertake formal professional learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$600.00 <input type="checkbox"/> Equity funding will be used
Parent Forum 'Unleash your inner HERO: Hope Efficacy, Resilience, Optimisim'	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building communities	Connected schools priority			
Actions	Embed the school-wide approach to communication with parents/carers incorporating the new ways in which schools connected during remote and flexible learning			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - provide feedback to parents and teachers <p>Teachers will:</p> <ul style="list-style-type: none"> - facilitate Getting to Know You Interviews and Student-Teacher-Parent Conferences with parents - offer diverse options for home-school interactions <p>Leaders will:</p> <ul style="list-style-type: none"> - build Getting to Know You Interviews into Professional Learning Schedule - email a Level Weekly Update to families via Compass - review and update the school's Communication Policy <p>Families will:</p> <ul style="list-style-type: none"> - feel an increased connectedness to the school 			
Success Indicators	<ul style="list-style-type: none"> - Compass Posts - parent involvement in the Getting to Know You Interviews - Communication Policy 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff handbook updated to reflect agreed protocols for home-school communication	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Getting to Know You Interviews	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Communication Policy updated to reflect improved practice and ratified by School Council	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Student - Parent - Teacher Conferences	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Optimise learning growth in Literacy and Numeracy.			
12 Month Target 2.1	NAPLAN—top two bands Increase the % of students in the top two bands: - YR 5 Numeracy from 35% (2017–19) to 39% in 2021 - YR 5 Reading from 52% (2017–19) to 54% in 2021 - YR 5 Writing from 20% (2017–19) to 23% in 2021 - YR 5 Grammar & Punctuation from 40% (2017–2019) to 42% in 2021 - YR 5 Spelling from 33% (2017–19) to 35% in 2021 - YR 3 Numeracy from 63% (2017–19) to 65% in 2021 - YR 3 Reading from 72% (2017–19) to 74% in 2021 - YR 3 Writing from 67.8% (2017–19) to 69% in 2021 - YR 3 Grammar & Punctuation from 70% (2017–19) to 71% in 2021 - YR 3 Spelling from 57% (2017–19) to 61% in 2021			

<p>12 Month Target 2.2</p>	<p>NAPLAN—growth Increase the % of students making high benchmark growth in: - Numeracy from 24% (2017–19) to 25% in 2021 - Reading from 29% (2017–19) to 30% in 2021 - Writing from 23% (2017–19) to 24% in 2021 - Grammar & Punctuation from 24% (2017–19) to 25% in 2021 - Spelling from 19% (2017–19) to 20% in 2021 Decrease the % of students making low benchmark growth in: - Numeracy from 24% (2017–19) to 22% in 2021 - Reading from 22% (2017–19) to 21% in 2021 - Writing from 21% (2017–19) to 20% in 2021 - Grammar & Punctuation from 26% (2017–19) to 25% in 2021 - Spelling from 26% (2017–19) to 25% in 2021</p>
<p>12 Month Target 2.3</p>	<p>Teacher judgements Increase the % of students above age expected level: - Reading and Viewing P–YR6 from 47% in 2019 to 49% in 2021 - Reading and Viewing P-YR1 from 33% in 2019 to 37% in 2021 - Writing P–YR6 from 31% in 2019 to 34% in 2021 - Number and Algebra P–YR6 from 41% in 2019 to 44% in 2021</p>
<p>12 Month Target 2.4</p>	<p>Staff opinion Components in the SSS to reflect the following Principal/Teacher endorsement: Teacher collaboration from 74.6% in 2019 to 79% in 2021 Time to share pedagogical content knowledge from 55.3% in 2019 to 70% in 2021 Understand how to analyse data from 68.4% in 2019 to 73% in 2021 Understand formative assessment from 73.7% in 2019 to 77% in 2021 Discuss problems of practice from 55.3% in 2019 to 64% in 2021 Use data for curriculum planning 84.2% in 2019 to 86% in 2021</p>

KIS 1 Building practice excellence	Enhance the coaching program and develop the capacity of coaches to build staff capacity			
Actions	<ul style="list-style-type: none"> - Develop the capacity of coaches to implement the school's coaching program - Support leadership development across the school 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - feel supported in the development of a personalised professional learning plan - actively engage in professional learning at their point of need and consistent with the school's priorities, whole-school approaches and the HITS <p>SIT will:</p> <ul style="list-style-type: none"> - engage in formal professional learning pertaining to human leadership - lead learning walks with a focus on the school's priorities, whole-school approaches and the HITS - lead an enhanced program of collegiate coaching consisting of peer observations, demonstration lessons, and lesson studies - engage in learning walks in other schools to monitor and evaluate the impact of teacher professional learning and improvements in practice <p>The Principal Team will:</p> <ul style="list-style-type: none"> - resource formal professional learning consistent with the school's priorities, whole-school approaches and the HITS - design strategies and processes that support leadership development and create leadership roles within the school - develop reciprocal partnerships with other schools and Communities of Practice 			
Success Indicators	<ul style="list-style-type: none"> - SIT and Leadership meeting minutes reflecting on formal professional learning - SIT Growth Coaching (ongoing) schedule 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning - Growth Coaching (formal PL and ongoing coaching)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning - Leadership Capabilities	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Professional Learning - Developing Leaders	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$7,000.00 <input type="checkbox"/> Equity funding will be used