

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Croydon Hills Primary School (5255)



Submitted for review by Christian Holdsworth (School Principal) on 15 February, 2022 at 03:22 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 11 March, 2022 at 01:07 PM
Endorsed by Sian Jamison (School Council President) on 11 March, 2022 at 02:39 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>NAPLAN: Increase the percentage of students in the top two bands in: Year 5: Numeracy - 40% Reading - 53% Writing - 27% Grammar & Punctuation - 40% Spelling - 49% Year 3: Numeracy - 64% Reading - 73% Writing - 69% Grammar & Punctuation - 72% Spelling - 60%</p> <p>NAPLAN—growth Increase the percentage of students making high benchmark growth in: Numeracy - 25% Reading - 30% Writing - 24% Grammar & Punctuation - 25% Spelling - 21%</p> <p>Decrease the percentage of students making low benchmark growth in: Numeracy - 15% Reading - 17% Writing - 19% Grammar & Punctuation - 25%</p>

Spelling - 20%

Teacher judgements

Increase the percentage of students above age expected level:

Reading and Viewing Prep–Year 6 - 49%

Reading and Viewing Prep and Year 1 - 37%

Writing Prep–Year 6 - 34%

Number and Algebra Prep–Year 6 - 44%

Staff opinion

Components in the SSS to reflect the following Principal/Teacher endorsement:

Teacher collaboration - 86%

Time to share pedagogical content knowledge - 90%

Understand how to analyse data - 86%

Understand formative assessment - 86%

Discuss problems of practice - 80%

Use data for curriculum planning - 95%

Student attitudes

Factors in the AToSS to reflect the following percentage of positive responses:

Student voice and agency - 80%

Stimulated learning - 83%

Staff opinion

Components in the SSS to reflect the following whole school endorsement:

Use student feedback to improve practice - 88%

Seek feedback to improve practice - 88%

Student attitudes

Factors in the AToSS to reflect the following percentage of positive student responses:

Resilience (Normal + High Resilience - 75% in 2021) - 80%

Teacher concern - 76%

Respect for diversity - 87%

STAFF OPINION

Components in the SSS to reflect the following whole school endorsement:

Build resilience and a Resilient, supportive environment - 80%

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Embed Collaborative Planning Time structures to support teacher collaboration with a focus on formative assessment, planning, and differentiation - Develop the capacity of teachers to implement the school's agreed instructional models with a focus on differentiated teaching - Review and refine the school's whole-school approach to Numeracy
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - be engaged in a high quality, holistic educational program that supports and extends them at their point of need - demonstrate increased understanding of where they are on the learning continuum, their role in goal setting and their next steps in learning - know how lessons are structured and how this supports their learning - experience success and celebrate the acquisition of knowledge <p>Education Support staff will:</p> <ul style="list-style-type: none"> - feel supported in the development of a personalised professional learning plan - provide high-quality support to teachers and students in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> - come prepared and actively engage in Collaborative Planning Time for the purposes of formative data analysis, curriculum planning and differentiation - confidently and accurately identify the learning needs of all of their students - draw upon the expertise of educational leaders to support and extend students - 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 - implement the agreed instructional models and assessment schedule <p>Leaders will:</p> <ul style="list-style-type: none"> - lead the review and refinement of the school's whole-school approach to Numeracy - consolidate the school's curriculum scope and sequence documents to support teacher collaboration with a focus on formative assessment, planning and differentiation - confidently lead data discussions and curriculum planning to identify and cater for the learning needs of each student; with a focus on extending high ability learners - ensure the school continues to provide a high-quality tutoring program

	<ul style="list-style-type: none"> - source professional learning consistent with the school's whole-school approaches and the HITS - lead an enhanced program of collegiate coaching consisting of learning walks, peer observations, demonstration lessons, and lesson studies with a focus on the school's whole-school approaches and the HITS 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Refined Whole School Curriculum Scope and Sequence document; inclusive of Collaborative Planning Time foci - Documentation of the revised whole-school approach to Numeracy - Collaborative Planning Time meeting minutes reflecting formative assessment data discussions - Teacher learning programs reflecting both the whole class focus and differentiated learning - Staff Performance and Development Plans reflecting personalised professional learning programs - Collegiate coaches' timetables - Staff goal-setting and learning reflections - Whole-school professional learning consistent with the school's agreed instructional models - Classroom observations and learning walks demonstrating the use of strategies and instructional practice from professional learning and documented whole school approaches - Leadership Team meeting minutes reflecting domain leaders enhancing other school leaders' ability to facilitate data discussions and strategies to challenge and extend students (eg. High Ability Practice Leader, Writing Leader, Maths Leader, Reading Leader) <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN Growth and Band data - Student and staff perception survey results - Semester Two teacher judgements - Post-test results (PAT, Essential, Sparkle Kit, F&P) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Whole School Curriculum Scope and Sequence Published inclusive of;</p> <ul style="list-style-type: none"> - Literacy (Reading, Writing, Spelling, Grammar and Punctuation, Speaking and Listening and Assessment) - Numeracy (Number and Algebra, Measurement and Geometry, Statistics and Probability) - Units of Inquiry - Wellbeing (Positive Education and Respectful Relationships) - Professional Learning Foci (Collaborative Planning Time, PLT) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<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

Leaders, SIT, Whole Staff)	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refined Whole School Approach to Mathematics Published	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input 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
Formal Professional Learning on Whole School Approach to Writing: - Leaders' Workshop (Thursday 3rd March) - 'Introduction to the Workshop Model' (Tuesday 8th March) - '6 + 1 Traits of Writing' (Tuesday 15th March - Curriculum Day) - 'Writer's Workshop' (Thursday 17th March)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,700.00 <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
Bastow - Leading Literacy (Writing Stream)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,150.00 <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
New staff inducted into the school's agreed Whole School Approaches	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <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 <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

Staff professional learning plans developed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Collaborative Planning Time structures established	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Personalised staff formal professional learning consistent with the school's whole-school approaches and the HITS: - Reader's and Writer's Workshop - 6 + 1 Traits of Writing - SMART Spelling - Science of Language and Reading - Hands-on and Engaging Maths	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$70,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - Restorative Practices - Positive Education - Growth Coaching 				<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
Professional Learning pertaining to Literature Circles for teachers in Years 4, 5 and 6	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,072.50 <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
Review and update staff meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports / extension	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Review the Whole School Timetable to prioritise time for classroom teachers to collaborate on formative assessment data, moderation, curriculum planning and pedagogy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Classroom Observations, Collegiate Coaching and Learning Walks pertaining to HITS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$132,000.00 <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
Resource classroom libraries with accessible texts to support in class and take home reading	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

			to: Term 1	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Consolidate the school's Positive Education program and the Resilience, Rights and Respectful Relationships curriculum - Identify and provide timely, targeted interventions to at-risk students 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - feel engaged in and contribute to a positive and supportive classroom culture - be able to explain what positive mental health means and where they can seek support at school - feel valued and supported the staff at the school <p>Education Support staff will feel confident:</p> <ul style="list-style-type: none"> - supporting positive mental health - referring at-risk students <p>Teachers will:</p> <ul style="list-style-type: none"> - effectively plan for and integrate physical, social, emotional, cultural and civic wellbeing into the classroom learning program - enhance their approach to Positive Education wellbeing programs to ensure classroom environments promote positive mental health - identify at-risk students and ensure they receive targeted support in a timely manner - show accountability, understand and follow school processes for disclosures related to mandatory reporting and student wellbeing <p>The Wellbeing Officers will:</p> <ul style="list-style-type: none"> - directly support at-risk students and their families including making referrals to Allied Health professionals 			

	<p>- support staff in their understanding of disclosures and the referral process</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - support the continuous development, documentation and revision of a multi-tiered response model to mental health - lead the enhanced use of Compass as the school's agreed monitoring tool to ensure at-risk students are identified and monitored <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</p>			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Resilience, Rights and Respectful Relationships curriculum clearly documented in the whole school scope and sequence - Staff provided with Professional Learning so they have an enhanced capacity to notice and respond to signs of student distress and emerging mental illness - Meeting minutes reflect information sharing and a range of interventions being put in place for at-risk students - Students with emerging or acute wellbeing needs identified and referred appropriately <p>Late Indicators</p> <ul style="list-style-type: none"> - Students, parents and staff perception survey results 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Nominated staff to receive Professional Learning in managing disclosures	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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

Whole School Curriculum Scope and Sequence Published	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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 <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
Identify and schedule whole school professional learning for managing disclosures, the referral process and mental health awareness	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
New staff inducted into the school's agreed Whole School Approaches pertaining to Health and Wellbeing (Positive Education, Respectful Relationships, Student referral process)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Dedicated whole staff Professional Learning pertaining to the student Attitude to School Survey	<input checked="" type="checkbox"/> Assistant Principal	<input 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