

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Croydon Hills Primary School (5255)



Submitted for review by Christian Holdsworth (School Principal) on 20 December, 2022 at 11:19 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 09 January, 2023 at 12:29 PM
Endorsed by Sian Jamison (School Council President) on 18 January, 2023 at 06:52 AM

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.
12 Month Target 1.1	<p>NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> Year 5 Numeracy to 40% Year 5 Reading to 52% Year 5 Writing to 38% Year 5 Grammar & Punctuation to 40% Year 5 Spelling to 43% Year 3 Numeracy to 63% Year 3 Reading to 70% Year 3 Writing to 68% Year 3 Grammar & Punctuation to 71% Year 3 Spelling to 62% <p>Increase the percentage of students making high benchmark growth in:</p> <ul style="list-style-type: none"> Numeracy to 27% Reading 30% Writing to 25% Grammar & Punctuation to 25% Spelling to 21% <p>Decrease the percentage of students making low benchmark growth in:</p> <ul style="list-style-type: none"> Numeracy to 15% Reading to 18% Writing to 19% Grammar & Punctuation to 25% Spelling to 19% <p>Teacher judgements</p>

	<p>Increase the percentage of students above age expected level:</p> <p>Reading and Viewing Prep–Year 6 from 47% in 2019 to 55% in 2024 Reading and Viewing Prep and Year 1 from 33% in 2019 to 50% in 2024 Writing Prep–Year 6 from 31% in 2019 to 45% in 2024 Number and Algebra Prep–Year 6 from 41% in 2019 to 55% in 2024 Staff opinion</p> <p>Components in the SSS to reflect the following Principal/Teacher endorsement:</p> <p>Teacher collaboration from 74.6% in 2019 to 90% in 2024 Time to share pedagogical content knowledge from 55.3% in 2019 to 85% in 2024 Understand how to analyse data from 68.4% in 2019 to 85% in 2024 Understand formative assessment from 73.7% in 2019 to 85% in 2024 Discuss problems of practice from 55.3% in 2019 to 85% in 2024 Use data for curriculum planning 84.2% in 2019 to 90% in 2024</p> <p>Components in the SSS to reflect the following whole school endorsement:</p> <p>Use student feedback to improve practice from 71.1% in 2019 to 85% in 2024 Seek feedback to improve practice from 65.8% in 2019 to 85% in 2024</p> <p>Components in the SSS to reflect the following whole school endorsement:</p> <p>Build resilience and a Resilient, supportive environment from 70.2% in 2019 to 80% in 2024</p> <p>Student attitudes</p> <p>Factors in the AToSS to reflect the following percentage of positive responses: Student voice and agency to 86% Stimulated learning to 94% Resilience to 85% Teacher concern to 85% Respect for diversity to 94%</p>
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KIS 1 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	<ul style="list-style-type: none"> - Strengthen teacher leaders' capacity to develop and lead effective collaborative teams that plan and deliver differentiated learning - Enhance the program of professional learning to develop teachers' content knowledge, understanding of the school's pedagogical model, and application of HITS in numeracy
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - feel appropriately challenged and engaged in point of need learning tasks - engage in numeracy learning delivered via a deliberate and predictable Lesson Structure with Explicit Teaching, Worked Examples and Multiple Exposures - be able to articulate their next steps in learning in Numeracy via Learning Intentions, Success Criteria, Feedback and Setting Goals <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in collaborative data inquiry cycles - use formative assessment strategies to support effective teaching - demonstrate enhanced understanding of the developmental sequences in numeracy - demonstrate enhanced understanding of evidence-based approaches for effective numeracy and mathematics - confidently respond to the learning needs of all of their students; identifying students in need of targeted support and extension - demonstrate high levels of self-efficacy in numeracy <p>Leaders will:</p> <ul style="list-style-type: none"> - consciously protect and privilege Collaborative Planning Time (CPT) - refine the use of formative assessment and its use through the inquiry cycle - lead professional learning consistent with the school's whole school approaches and HITS - support staff in the development of differentiated Professional Learning Plans - feel confident in their ability to provide appropriate stretch and support in the teams they lead - use coaching strategies to support the Professional Learning within their teams
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Professional Learning Plans created for individual teachers - Documentation of professional learning for teachers, including presentations, peer observations, learning walks and lesson studies. - Level curriculum planning documents include sequential units of work and demonstrating plans for differentiation - Level planning documents will include pre and post-testing for units of work to demonstrate student growth in number & algebra - Leadership Team minutes will reflect workshops modelling CPT professional learning and data workshops - Collaborative Planning Time minutes will show evidence of professional learning workshops, data analysis, and collaborative inquiry

	Late: <ul style="list-style-type: none"> - Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra - A larger percentage of students achieving in the top two bands (NAPLAN Numeracy) - Staff Survey results will reflect high levels of self-efficacy and collaboration 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning - High Performing Teams (4 Days Offsite)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$45,635.00 <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
Numeracy Professional Learning - Consultant (MAV)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <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
The Victorian Academy of Teaching and Leadership - Leading Mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,240.00 <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
Growth Coaching International - Reflective Practice	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00 <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
Rejuvenate the school's established peer observations, and instructional coaching with a focus on explicit teaching and differentiation in numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$124,858.00

	<input checked="" type="checkbox"/> Numeracy Leader		to: Term 4	<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
Develop Professional Learning Plans that support staff to effectively respond to student needs, especially in numeracy	<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	\$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
Schedule first CPT inquiry cycle to begin term 1, week 4 (focus on analysis of pre-assessments to inform planning for units of work in numeracy).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<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
Organise Learning Walks to observe classroom practice and collect data on student experiences of explicit teaching and differentiation in numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,320.00 <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
Establish year-level maths groups in Year 3 to support 'point of need' teaching in number and algebra.	<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

Maths at Home Parent Information Evening	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<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
Leadership Team Workshop introducing the Numeracy Improvement Guide for School Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<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

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<ul style="list-style-type: none"> - Strengthen the school's established whole school approach to health and wellbeing - Embed the school's tiered interventions to student support
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - demonstrate positive behaviours and explain why they are important - feel safe and supported in their learning environment - build their understanding of resilience and draw upon strategies for overcoming challenges - receive well-being support targeted to individual and group needs <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - provide high level support to identified Tier 2 and Tier 3 students - draw upon professional learning and experiences to feel confident managing low level and extreme behaviours - have a voice in the construction of individual student plans (IEPs, Safety Plans and Behaviour Management Plans) <p>Teachers will:</p> <ul style="list-style-type: none"> - implement an integrated approach to the teaching of the health and wellbeing curriculum - use consistent and real language to discuss positive behaviours - manage challenging classroom behaviours with greater confidence - identify 'at-risk' students and seek support to provide appropriate interventions - have and model enhanced personal resilience and wellbeing strategies <p>Leaders will:</p> <ul style="list-style-type: none"> - provide PL for staff so that staff feel confident in providing tier 1 behaviour support within the classroom - document and establish a shared understanding of the school's tiered interventions and behaviour support behaviour plans - work with the health & wellbeing team to refine the whole-school scope & sequence <p>The community will:</p> <ul style="list-style-type: none"> - demonstrate a higher level of health, wellbeing and resilience
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - level planning documents reflect integrated planning of the capabilities and health and well-being curriculum - meeting minutes reflect a range of tiered interventions put in place for at-risk students - whole-school approach to responding to student behaviour documented - staff have undertaken PL to support their ability to promote positive classroom behaviour and these strategies observed in the classroom.

	Late: - data will show improved positive endorsement of the AtoSS factor 'Resilience' and Staff Survey factor 'Build Resilience and a Resilient, Supportive Environment' - health and well-being scope and sequence clearly documented			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Effective Behaviour Management (PL - Glen Pearsall) - Classroom Management Strategies for Early Career Teachers (9th Feb) - Coaching Tools for School Leaders (9th Feb) - Practical Behaviour Management for all staff (20th Feb)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$13,800.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and refine whole school curriculum scope and sequence (health and wellbeing); aligned with Vic Curriculum personal/social capabilities and inclusive of the Resilience, Rights and Respectful Relationships Curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,330.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Revise whole-school approach to behaviour management and share with staff at the beginning of the year.	<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 <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 Mental Health PL (Mindfulness) with Craig Hassed	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,650.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning and Resources - Resilience, Rights and Respectful Relationships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Flourishing Classrooms (Friendology) Professional Learning and Resources	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Cybersafety Performance - Zanna & The Lost Code (Year 5 & 6 eSafety)	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,415.70 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocation of financial resources to support replacement staff, physical resources, hardship (uniforms/lunches) for Disability and Inclusion interventions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$26,523.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Allocate staff to students with additional needs not supported by Tier 3 Disability and Inclusion Funding.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$73,771.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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

Flourishing Families Parent Evening	<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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Proactive wellbeing interventions targeted at Tier 2 cohorts in identified areas of need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items