

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Croydon Hills Primary School (5255)



Submitted for review by Christian Holdsworth (School Principal) on 18 December, 2023 at 03:33 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 05 January, 2024 at 01:05 PM
Endorsed by Sian Jamison (School Council President) on 19 January, 2024 at 06:40 AM

Define actions, outcomes, success indicators and activities

Goal 2	Optimise learning growth in Literacy and Numeracy.
12-month target 2.1 target	<p>NAPLAN - Numeracy Year 3 - Improve the proportion of students in the 'excelling' proficiency level from 23% (2023 baseline) Year 5 - Improve the proportion of students in the 'excelling' proficiency level from 14% (2023 baseline)</p> <p>NAPLAN - Reading Year 3 - Improve the proportion of students in the 'excelling' proficiency level from 30% (2023 baseline) Year 5 - Improve the proportion of students in the 'excelling' proficiency level from 32% (2023 baseline)</p> <p>NAPLAN - Writing Year 3 - Improve the proportion of students in the 'excelling' proficiency level from 17% (2023 baseline) Year 5 - Improve the proportion of students in the 'excelling' proficiency level from 18% (2023 baseline)</p> <p>NAPLAN - Grammar & Punctuation Year 3 - Improve the proportion of students in the 'excelling' proficiency level from 13% (2023 baseline) Year 5 - Improve the proportion of students in the 'excelling' proficiency level from 15% (2023 baseline)</p> <p>NAPLAN - Spelling Year 3 - Improve the proportion of students in the 'excelling' proficiency level from 24% (2023 baseline) Year 5 - Improve the proportion of students in the 'excelling' proficiency level from 25% (2023 baseline)</p>
12-month target 2.2 target	Not applicable due to changes in NAPLAN measures
12-month target 2.3 target	<p>Increase the percentage of students above age expected level: Reading and Viewing Prep–Year 6 - 55% Reading and Viewing Prep and Year - 50% Writing Prep–Year 6 - 45% Number and Algebra Prep–Year 6 - 55%</p>
12-month target 2.4 target	<p>Components in the SSS to reflect the following Principal/Teacher endorsement:</p> <p>Teacher collaboration - 90% Time to share pedagogical content knowledge from - 94% Understand how to analyse data - 87%</p>

	<p>Understand formative assessment - 90%</p> <p>Discuss problems of practice - 85%</p> <p>Use data for curriculum planning - 96%</p>
<p>KIS 2.d Vision, values and culture</p>	<p>Build a culture of high expectations and high achievement</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Implement effective PLC structures to ensure a culture of collaboration and continuous improvement. - Enhance rigour in the design and delivery of high-quality instruction that provides stretch opportunities for all students, with a particular focus on numeracy. - Further embed consistent classroom management strategies to optimise the learning environment and maintain high expectations for behaviour.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Feel appropriately challenged, and demonstrate learning confidence, especially in numeracy. - Seek and take up opportunities to access 'stretch' learning opportunities. <p>Teachers will:</p> <ul style="list-style-type: none"> - Be active participants in PLCs and engage in inquiry cycles. - Provide a differentiated learning environment that offers extension opportunities and 'stretch goals'. - Demonstrate enhanced self-efficacy and capacity to extend their students through the curriculum, especially in numeracy. - Celebrate and model high expectations related to the school's values (Integrity, Care & Compassion, Respect, Resilience, and Responsibility). <p>Leaders will:</p> <ul style="list-style-type: none"> - Lead weekly Collaborative Planning Time meetings that embed PLC principles and support rigorous curriculum design. - Provide formal professional learning opportunities that build individual and collective instructional efficacy, particularly in numeracy. - Provide coaching, modelling, and feedback to staff on creating and maintaining a high-quality learning environment.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Minutes from CPT meetings reflecting PLC protocols and inquiry cycles. - Team planning documents reflecting differentiation, including extension opportunities that link to curriculum standards beyond year level. - Compass Chronicle data demonstrates regular parent communication around students' homework completion. - Learning Level 'Friday Updates' for parents include communication around homework expectations, and extension tasks. - Publication of the school's whole school approaches to curriculum and pedagogy 'Teaching and Learning at Croydon Hills Primary' - Professional Learning schedule and artefacts reflect focus on high expectations for practice improvement. - Coaches' timetables show evidence of time spent modelling, reflecting, providing feedback and setting goals to improve classroom

	<p>practice.</p> <ul style="list-style-type: none"> - Educator SMART goals reflect high expectations for practice improvement. - Artefacts that demonstrate consistent approaches to responding to behaviour/ maintaining high expectations. <p>Late indicators:</p> <ul style="list-style-type: none"> - Staff Survey: In addition to the SSP measures, increased positive endorsement in Academic Emphasis (from 71% in 2023 to 76%) - specifically related to the questions -'Students here seek extra help from staff' and 'Students at this school seek extra work so they can improve their results'. - Peer observation reflections which demonstrate collegiate engagement in instructional practice improvement. - Student workbooks and teacher notes reflecting conferencing, goals setting, and evidence of 'stretch goals'. - Improvement in the percentage of year 3 and 5 students achieving within the 'excelling' NAPLAN proficiency level (compared to 2023 baseline). - Vic Curriculum teacher judgements will show an increased percentage achieving above expected level. - Students achieving 12 months or more above the expected level maintain growth (of at least 12 months) in 2023. - Student surveys will demonstrate increased learning engagement and confidence in numeracy.
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake PLC training	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leadership team <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,150.00 <input type="checkbox"/> Other funding will be used
Publish the school's whole school approaches to curriculum and pedagogy: 'Teaching and Learning at Croydon Hills Primary' to solidify the high-quality learning environment.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Other funding will be used
Conduct coaching sessions, that include: - modelling - team teaching lessons - reflecting on lessons - supporting educators to set specific goals for improvement	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Undertake professional learning (Margarita Breed) around the 'Big Ideas' in number and High Impact Teaching Strategies including:</p> <ul style="list-style-type: none"> - 26th April, 2024 - Curriculum Day - Week 10 , Term 2- Working with teams in CPT - Week 9 , Term 3- Working with teams in CPT 	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$8,000.00 <input type="checkbox"/> Equity funding will be used
<p>Review and update meeting protocols to prioritise time for discussion around improving student outcomes.</p>	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>Conduct student surveys to collect data on engagement and confidence in mathematics.</p>	<input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<p>Conduct learning walks & talks and lesson studies with a focus on:</p> <ul style="list-style-type: none"> - numeracy instruction - coaches/ level leaders sharing what learning looks like in the above curriculum level 	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,600.00 <input type="checkbox"/> Other funding will be used
<p>Include opportunities for extension/ challenge in parent communication regarding homework/ home learning.</p>	<input type="checkbox"/> Curriculum co-ordinator (s) <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Goal 4	Further enhance the wellbeing of all students.			
12-month target 4.1 target	Factors in the AToSS to reflect the following percentage of positive student responses: Student voice and agency - 85% Stimulated learning - 86% Resilience - 90% Teacher concern - 85% Respect for diversity - 90%			

12-month target 4.2 target	Components in the SSS to reflect the following whole school endorsement: Use student feedback to improve practice 87% Seek feedback to improve practice 92% Build resilience and a Resilient, supportive environment 80%
KIS 4.b Global citizenship	Embed practices that cater for the cultural and linguistic diversity of the school community, including the teaching of intercultural capabilities
Actions	<ul style="list-style-type: none"> - Develop staff understanding of 'Intercultural Capability', and capacity to integrate intercultural knowledge, skills and understanding within curriculum plans. - Build staff knowledge and understanding of the EAL curriculum.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate an awareness and respect for cultural diversity within the community. - Recognise the importance of acceptance of appreciation of cultural diversity for a cohesive community. <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop their own 'cultural intelligence' and and ability to integrate intercultural capability throughout all areas of the curriculum. - Demonstrate an enhanced understanding of the EAL continuum and reporting requirements. <p>Leaders will:</p> <ul style="list-style-type: none"> - Plan and support whole school events that help celebrate cultural diversity within the community. - Support the continuous development, documentation and revision of whole school approaches related to intercultural capabilities. - Lead teacher capacity building around 'cultural intelligence', Intercultural Capability and EAL within the Victorian Curriculum.
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Team planning meeting minutes reflecting enhanced teaching and learning focus on Intercultural Capability. - Community engagement in school events that celebrate cultural diversity within the community (e.g. Whole School Assemblies). - Professional learning related to 'cultural intelligence' and intercultural capability. - Professional Learning related to the EAL curriculum and catering for EAL learners. - Newsletter articles that promote awareness and respect for cultural diversity. <p>Late indicators:</p> <ul style="list-style-type: none"> - Further improve the already high positive endorsement the AtoSS factor 'Respect for diversity'. - Enhanced curriculum documentation demonstrating lines of inquiry specifically related to Intercultural Capability. - EAL assessment and reporting consistent with DE requirements.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit current curriculum documents to identify gaps in the teaching of the Intercultural Capability.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Review and update Units of Inquiry to address gaps in the teaching of intercultural capabilities (as indicated during audit)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Host a Harmony Day celebration (March 21st) acknowledging the broader community's cultural and linguistic diversity	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Student(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Assign a team of staff to Positions of Responsibility aligned to EAL enhancement	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Engage the school's EAL Leaders in advanced EAL PL	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Host Whole School Celebration Assemblies acknowledging the broader cultural and linguistically diverse community (inclusive of Reconciliation Week, NAIDOC Week, Diwali, Chinese New Year, and Ramadan)	<input type="checkbox"/> Principal <input type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Enhance the school's Clubs Program's focus on cultural and linguistic diversity (inclusive of Culture Club, Dance Club, Art Club)	<input type="checkbox"/> Student(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase resources to support engagement and learning relative to cultural and linguistic diversity (including rich texts and EAL resources)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00 <input type="checkbox"/> Other funding will be used
Whole staff Professional Learning on using games from different linguistically diverse cultures to support curriculum learning areas.	<input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Delivery of a series of in-school PL dedicated to enhancing educator knowledge and agreed school understanding of: - Cultural Intelligence - Intercultural and linguistically diverse community understandings. - Supporting EAL learners. - EAL assessment and reporting.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All staff to complete (or revise) Community Understanding and Safety Training (CUST)	<input type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00