

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Strathfieldsaye Primary School (1211)



Submitted for review by Cindi Bruechert (School Principal) on 04 August, 2024 at 10:48 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 08 August, 2024 at 04:50 PM

Endorsed by Kim Kohlman (School Council President) on 20 August, 2024 at 09:42 AM

Define actions, outcomes, success indicators and activities

| | |
|--|--|
| Goal 2 | To increase literacy and numeracy outcomes for all students. |
| 12-month target 2.1 target | Not Applicable in 2024 |
| 12-month target 2.2 target | Not Applicable in 2024 |
| 12-month target 2.3 target | Not Applicable in 2024 |
| 12-month target 2.4 target | By the end of 2024, increase the percentage of students at and above age expected level according to Teacher Judgement - Reading & viewing from 87% to 88% - Writing from 82% to 83% |
| 12-month target 2.5 target | Not Applicable in 2024 |
| 12-month target 2.6 target | Not Applicable in 2024 |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop, document and embed whole school collaborative approaches to curriculum planning for teaching and learning . |
| Actions | <ul style="list-style-type: none"> • Build the capacity of leaders to lead highly effective teams and to embed whole school collaborative approaches to curriculum planning • Foster a culture that enables collaborative planning, supports the implementation of high impact teaching strategies, and enhances student agency in learning. |
| Outcomes | <p>.Outcomes:</p> <ul style="list-style-type: none"> • Students will have been supported at point of need. • Students will have reported a higher level of confidence in their writing, reading and mathematics skills. |

| | | | | |
|---|--|--|----------------------------------|--|
| | <ul style="list-style-type: none"> • Students will have engaged in conversations with their teacher related to their learning growth data. • Students will have contributed to the creation and monitoring of personal learning goals. • Teachers will have regularly participated in professional learning sessions, PLC inquiry cycles, and learning walks. • Teachers will have increased their knowledge, skills and use of evidence based instructional practices. • Teachers will have implemented appropriate strategies to support students' learning and wellbeing at their point of need. • Teachers will have increased their capacity to analyse data and plan for differentiated teaching. • Leaders will have increased their confidence and capability to coach and mentor others, in the areas of literacy and numeracy. • Leaders will have increased their capacity to drive sustainable improvements in the learning and teaching of literacy and numeracy. • Leaders will have delivered professional learning to teachers to support the creation and monitoring of personal student learning goals. | | | |
| Success Indicators | <p>Early Success Indicators:</p> <ul style="list-style-type: none"> • Formative and summative assessment data will show student learning growth. • Records and observations will demonstrate student's progress. • Curriculum documentation will show evidence of planning for differentiation. • Professional learning and coaching/modelling documentation will demonstrate a focus on building teacher capacity. • Pre and Post unit assessment results will be documented and regularly analysed by PLCs to inform future planning. • Learning walk documentation will demonstrate a common use of strategies originating from professional learning. • Student IEPS and learning goals will describe adjustments to meet student's individual needs. • PLC inquiry cycle documentation will demonstrate implementation of agreed approaches with fidelity. <p>Late Success Indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum teacher judgements will show an increase in the amount of learning growth at or above expected level. | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Conduct whole school and small group professional learning sessions for teachers. Focus areas will include PMSS Initiative; Mathematics Instructional Model; InitialLit; DIBELS; Science of Reading; 6+1 Writing Traits; Data Literacy; PLC Inquiry Cycles, Aboriginal Perspectives in the Curriculum | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Other funding will be used |

| | | | | |
|--|--|---|----------------------------------|--|
| Provide coaching and mentoring to support teachers to implement agreed numeracy and literacy practices appropriate to each year level; and support all teachers to embed the use of the Mathematics Instructional Model. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Enable PLC leaders to participate in the PLC Leaders Coaching sessions; and support them in the implementation of agreed changes in practice. | <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$3,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Enable all teachers to participate in weekly collaborative planning sessions; and support teaching teams to regularly analyse student data and plan for point of need teaching. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 |
| Provide information sessions for parents and students to increase opportunities for engagement, promotion, and advocacy of school initiatives. Focus areas will include numeracy, literacy, and wellbeing strategies. | <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 3 to: Term 4 | \$0.00 |
| Employ additional Education Support staff to assist equity funded students. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$41,748.40 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 3 | To improve student engagement and wellbeing outcomes. | | | |
| 12-month target 3.1 target | By the end of 2024, increase the percentage positive responses on the Attitudes to School Survey factors: - Respect for diversity from 68% to 69% - Sense of Inclusion maintain at 86% - Sense of Connectedness maintain at 66% | | | |

| | |
|--|--|
| 12-month target 3.2 target | Not Applicable in 2024 |
| 12-month target 3.3 target | Not Applicable in 2024 |
| 12-month target 3.4 target | Not Applicable in 2024 |
| KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed strategies to support and celebrate diversity and inclusion, and embed a culturally responsive curriculum. |
| Actions | <ul style="list-style-type: none"> • Build the capacity of teachers to implement responsive, tiered and contextualised approaches to students learning, wellbeing and inclusion • Foster strong relationships and active partnerships with families, communities and organisations to strengthen student engagement and wellbeing • Enhance the proficiency of staff in embedding Aboriginal Perspectives in the curriculum. |
| Outcomes | <p>Outcomes:</p> <ul style="list-style-type: none"> • Students will feel supported and engaged and they will contribute to a strong classroom culture • Students at risk will be identified and receive support in a timely manner. • Students will have strong relationships with teachers and their peers. • Students will have increased their knowledge of Aboriginal Perspectives. • Students will have greater confidence in sharing their learning experiences with their parents and carers. • Teachers will confidently and accurately identify the wellbeing needs of all their students. • Teachers will implement a range of interventions to support student wellbeing and engagement. • Teachers will have developed strong relationships with students and their families. • Teachers will have increased their knowledge of, and capacity to teach Aboriginal Perspectives in the curriculum. • Teachers will have supported students sharing their learning experiences with their parents and carers. • Teacher, leaders and the school community will share a common understanding of our agreed communication processes. • Teachers and leadership team members will have worked together to develop a framework for promoting consistent and efficient communication with families. • Leaders will have facilitated the growth of teacher capacity in wellbeing and engagement data literacy. • Leaders will have delivered professional learning to build teachers capacity to implement interventions to support student wellbeing and engagement • Leaders will have strengthened partnerships with parents and carers by increasing opportunities for engagement, promotion, and |

| | | | | |
|---|--|--|----------------------------------|--|
| | advocacy of whole school initiatives. <ul style="list-style-type: none"> • Leaders will have strengthened partnerships with Koorie families and communities to collaboratively determine educational experiences and expectations. • Leaders will have facilitated an increase in teachers' knowledge of, and capacity to teach, Aboriginal Perspectives in the curriculum. | | | |
| Success Indicators | Early Success Indicators: <ul style="list-style-type: none"> • Records and observations will demonstrate student's progress, and changes in teacher practice. • Documentation of communication frameworks, parent/carer information sessions, policies and programs. • Professional learning attendance and documentation of shared practices resulting from participation in professional learning. • All planning documentation will include reference to aboriginal perspectives in the curriculum. Late Success Indicators: <ul style="list-style-type: none"> • Victorian Curriculum teacher judgements will show an increase in the amount of learning growth at or above expected level. • Student Attitudes to School Survey results will demonstrate improvements in 'respect for diversity', 'sense of inclusion', and 'sense of connectedness'. | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Conduct whole school and small group professional learning sessions for teachers. Focus areas will include Berry St Education Model (BSEM); High Impact Wellbeing Strategies; School Wide Positive Behaviour Support Framework Implementation; Aboriginal Perspectives in the Curriculum. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Provide CRT coverage and coaching support to teaching staff to implement the agreed BSEM approach with fidelity. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Employ an Inclusive Education Coordinator and additional ES Integration Aides to work alongside the Assistant Principal in the | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 3 | \$242,734.78 |

| | | | | |
|---|--|---------------------------------------|----------------------------------|---|
| implementation of the Disability Inclusion funded initiatives. | | | to: Term 4 | <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Develop a comprehensive school-wide framework for promoting consistent and efficient communication with families. | <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 |
| Engage with Koorie families and communities to collaboratively determine educational experiences in relation to the inclusion of Aboriginal Perspectives in the curriculum. | <input checked="" type="checkbox"/> School improvement team | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 |
| Ensure all curriculum planning documentation includes links to Aboriginal Perspectives; and implement an auditing process to ensure that links are made whenever appropriate. | <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 3 to: Term 4 | \$0.00 |
| Work with relevant community members to develop and document an SPS Reconciliation Action Plan. | <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 4 to: Term 4 | \$0.00 |
| Use the Schools Mental Health Funding to enable the implementation of schoolwide mental health initiatives, including provision of allied health supports, school based support staff, purchase of resources for SWPBS and other initiatives. | <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 4 | \$73,709.39 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

