**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

Wandin North Primary School (3892)



Submitted for review by Paul Bailey (School Principal) on 12 December, 2023 at 01:51 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 18 December, 2023 at 04:56 PM
Endorsed by Craig McEvoy (School Council President) on 21 February, 2024 at 06:59 AM

**Define actions, outcomes, success indicators and activities**

|  |  |
| --- | --- |
| Goal 2 | Improve student learning |
| 12-month target 2.1 target | Year 3 students achieving in the Exceeding ProficiencyWriting = 13%Numeracy = 13%Year 5 student achieving in Exceeding ProficiencyReading = 22%Writing = 18%Numeracy = 13% |
| 12-month target 2.2 target | The proportion of Year 1 to 6 achieving at or above expected growth is 90% in 2024. |
| 12-month target 2.3 target | 78% of Year 4 to 6 students responding positively to student voice and agency in the AtoSS. |
| 12-month target 2.4 target | 70% of staff responding positively to using student feedback to inform practice in the School Staff Survey. |
| KIS 2.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop middle level instructional leadership that supports improvement in teaching practice and student learning. |
| **Actions** | Develop a tiered coaching approach to strengthen staff capacity to understand and interpret student learning outcome data to evaluate and embed teaching practice. |
| **Outcomes** | Principal Class\* Curriculum leaders have a greater understanding of the Victorian Academy Leadership Excellence Framework.\* Team leaders have increased capacity of leading teaching teams and their leadership style.\* Curriculum leaders use and understand the Professional Learning Community inquiry approach to improve student learning outcomes and whole school approaches.\* Teachers present and discuss multiple sources of student learning data to; support or challenge teaching impact, identify the strengths and improvement areas of their level and track individual student growth.Learning Specialist\* Facilitating systematic observation, feedback and coaching cycles with teachers within and across year levels to analyze and improve teacher practice to ensure differentiation is occurring.\* Model and then observe improvement cycle, providing curriculum and middle level leaders targeted feedback on teacher curriculum planning that promotes differentiation.\* Observation and feedback based on the Lyn Sharratt 5 question model to monitor student voice and agency in classrooms.Curriculum Leaders\* Evidence at SIT meetings of PLC inquiry thinking and using current research and evidence to evaluate whole school practices.\* Evidence at SIT meetings of whole school data analysis using the improvement cycle to evaluate teacher practice and propose actions for continuous improvement.\* Evidence of coaching cycles with Principal and their improvement in practice.Team Leaders\* Evidence at team leader meetings of Teams documenting targets and implementing strategies to meet to improve student learning outcomes.\* Presenting evidence of how they are modelling an improvement cycle and monitoring teachers at a team level.\* Evidence of coaching cycles with Assistant Principal and their improvement in practice.Teachers\*Articulating and presenting evidence how a range of assessment evidence has been used to plan, differentiate, identify student learning goals and track growth, and inform practice.\* Demonstrating how feedback has been used from Learning Specialist, peers, students to inform teaching and track student learning.\* Evidence of observation and feedback of peers and their improvement in practice.TLI Tutor\* Analysing student outcome data and working with teaching teams.\* Identify student learning goals and track growth.\* Evidence of observation and feedback of peers and their improvement in practice.Speech Pathologist\* Assisting school identified students with Tier 2 and 3 interventions, speech assessments and therapy.\* Observation and feedback to teachers on how the recommended Tier 2 and 3 interventions are/can be implemented at the classroom level.Educational Support Staff\* Evidence of observation and feedback of peers and teacher staff and their changes in practice.\* Assisting to identify student goals, assessment outcomes and discuss the impact of intervention strategies.Students\* Are setting personal learning goals and describing how they monitor and self assess the progress of their learning using evidence. \* Are set learning tasks which are at point of need. |
| **Success Indicators** | Principal Class\* SIT self assessment of Leaderships improves from embedding to excelling against FISO 2.0.\* Whole school growth against the High Impact Teaching continuum.\* Above NAPLAN exceeding data targets are met and all areas meets or exceeds State.\* Whole school student learning growth data improves.\* Leaders using documented coaching, observation and feedback to improve leadership practice.\* Teaching and ES staff observation and feedback of exemplar practice to aid teacher practice improvement. \* Implementation of Harvard Growth Coaching material to improve teacher practice.Learning Specialist\* Implementation of Harvard Growth Coaching material to improve teacher practice.\* Teachers using documented coaching and feedback to improve their practice.\* Teachers documenting their goals and action plans in their Coachee Handbooks.Curriculum Leaders\* Above NAPLAN exceeding data targets are met and all areas meets or exceeds State.\* Teacher Judgement is aligned with NAPLAN outcomes.\* Scope and Sequence documents reflect agreed assessment practices.\* Instructional Playbook documents relfect agreed teaching practices.\* Using documented coaching goals from Principal to improve their practice.Team Leaders\* Learning walk data, Data walls and cohort spreadsheets reflect expected growth.\* Teacher Judgement is aligned with NAPLAN outcomes.\* Planners are consistent and reflect differentiation across teachers.\* Using documented coaching goals from Assistant Principal class to improve their practice.Teachers\* Using documented coaching goals from Learning Specialist to improve their practice.\* Planning includes clear line of sight for ES staff.\* Teacher Judgement is aligned with NAPLAN outcomes.\* Planners are consistent and reflect differentiation.TLI Tutor\* Student learning growth meets or exceeds ILP goals.\* Targeted TLI students achieving a minimum of 12 months growth.Speech Pathologist\* Articulating intervention practices to teaching staff, students and parents for identified students. \* Liasing with SSSO to complete disability inclusion profiles.Educational Support Staff\* Student learning growth meets or exceeds ILP goals.\* Consistency in documentation of formative assessment data and intervention strategies.\* Using documented coaching goals from Assistant Principal and Classroom teachers to improve their practice.Students\* Student achieving 12 months growth.\* Students setting independent learning goals and self assessing their progress.\* Students able to articulate where their voice and agency is in their learning. |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| PLC Training | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Literacy leader🗹 Numeracy leader🗹 Principal🗹 Student leadership coordinator | 🗹 PLP Priority | from:Term 1to:Term 2 | $1.00🗹 Other funding will be used |
| Growth Coaching International | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 1 | $2,900.00🗹 Other funding will be used |
| School Improvement Team Meetings - Using the improvement cycle, practice is evaluated and monitored against student learning data. Learning Sprints are co constructed | 🗹 School improvement team | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Coaching Cycles - Principal, Assistant Principal and Learning Specialist to conduct coaching cycles with all staff | 🗹 All staff | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Learning Walks - Principal Class and Learning Specialist to conduct learning walks in classrooms and team planning | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Professional Development of Education Support Staff - ES meeting with Assistant Principal to build capacity in the area of modifying tasks, ILP goal development and data literacy. | 🗹 Assistant principal🗹 Education support🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Intervention and professional development from Speech Pathologist to ES and Teaching staff. | 🗹 Disability inclusion coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $60,000.00🗹 Disability Inclusion Tier 2 Funding will be used |
| Levelled Literacy Intervention | 🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $13,000.00🗹 Equity funding will be used |
| Curriculum Day - PLC training | 🗹 All staff | 🗹 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Curriculum Day - Mathematics Curriculum 2.0  | 🗹 All staff | 🗹 PLP Priority | from:Term 3to:Term 3 | $0.00 |
| Goal 3 | Improve student wellbeing |
| 12-month target 3.1 target | The percentage of positive responses in the AtoSSResiliency = 81%Sense of Confidence = 87%Teacher Concern = 80% |
| 12-month target 3.2 target | 96% of parents responding positively in the Parent Opinion Survey to confidence and resilience. |
| KIS 3.aActivation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop and refine a documented whole school approach to student wellbeing. |
| **Actions** | Strengthen responsive and tiered approaches to support student wellbeing and inclusion. |
| **Outcomes** | Principal Class\* Dedicated time and resources are allocated to achieve Respectful Relationships goals and action plan.\* Dedicated time and resources are allocated to implement The Resilience Project material.\* Staff have greater understanding of our tiered wellbeing and inclusion approaches.\* Will directly support students/families mental health and/or provide referrals.\* AtoSS results articulated to staff and teaching practice evaluated.\* Monitor and track whole school attendance data.\* Wellbeing HITS strategies to be used to scaffold wellbeing approaches.Learning Specialist\* Provide staff with Department resources to support the wellbeing on their students.\* Will support the continuous development, documentation and revision of whole school wellbeing approachesStudent Voice, Agency and Leadership Leader\* Student Voice Agency and Leadership PLT will analyse student surveys and target areas of need.\* Provide staff with Department resources to support the wellbeing on their students.Respectful Relationships Leader\* Dedicated time and resources are allocated to achieve Respectful Relationships goals and action plan.\* Will be able to observe students and teachers confidently using the Respectful Relationships resources.Team Leaders\* Will be able to identify students disengaging in school at a cohort level.\* Teams will plan for and implement social and emotional learning within curriculum areas.\* Teams will plan for differientation to cater for Tier 1, Tier 2 and Tier 3 learners.Teachers\* Will plan for differientation to cater to Tier 1, Tier 2 and Tier 3 learners. \* Dedicated time to be allocated to plan and teach Respectful Relationships and The Resilience Project material.TLI Tutor\* Will provide students appropriate scaffolds to develop targeted learning and wellbeing goals.Speech Pathologist\* Will provide professional learning for staff to build capacity on Tier 2 and Tier 3 strategies to improve student learning outcomes.\* Provide Tier 2 and Tier 3 intervention to students.\* Will assess and provide therapy for identified students.Educational Support Staff\* Will contribute to the development of individual learning plans of the students they are working with. Students\* Will be able to explain what positive mental health means and where they can seek support at school.\* Students will be able to seek supports to support individual learning goals. |
| **Success Indicators** | Principal Class\* Documentated tiered wellbeing and inclusion approach evident.\* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.\* Reduction in students having 20+ days absent.\* SIT self assessment of Support and resources improves from evolving to embedding against FISO 2.0.\* SIT self assessment of Engagement improves from embedding to excelling against FISO 2.0.Learning Specialist\* Documentated tiered wellbeing and inclusion approach evident.\* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.Student Voice, Agency and Leadership Leader\* The Resilience Project professional learning is made available to staff, students and parents.\* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.Respectful Relationships Leader\* Respectful Relationship action plan goals achieved.\* Professional learning and Department updates made available to staff.Team Leaders\* Cohort Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved.\* Planners are consistent and reflect tiered differentiation across teachers.Teachers\* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved.\* Tier 2 and 3 intervention strategies are documented using school templates.\* HITS Wellbeing strategies used and implemented in classrooms.TLI Tutor\* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved.Speech Pathologist\* Work in collaboration with teachers to ensure IEP's include specialist recommendations.\* Disability and Inclusion Profiles development with staff and parents.\* Professional learning and develop sessions delivered to staff and ES.Educational Support Staff\* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved.\* Professional development from speech pathologist implemented in the classroom.Students\* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.\* Students using The Resilience Project strategies to actively seek support from a trusted adult.  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| The Resilience Project resources and teaching materials | 🗹 Principal🗹 Student wellbeing co-ordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $10,000.00🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Resilence Project Professional Learning to staff and families | 🗹 All staff | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Professional Learning from Speech Pathologist to support teaching and ES staff to deliver Tier 2 and Tier 3 approaches in the classroom. | 🗹 Disability inclusion coordinator | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Disablity and inclusion resource to help support therapy and interventions practices. | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $18,444.00🗹 Disability Inclusion Tier 2 Funding will be used |
| Student Voice, Agency and Leadership PLT - review our current practices and upskill on Department resources that promote voice and agency in classrooms | 🗹 Student leadership coordinator | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Additional Education and Support Staff employed | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $130,000.00🗹 Disability Inclusion Tier 2 Funding will be used |
| Respectful Relationships action plan reviewed | 🗹 Respectful relationships implementation team | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Review and document Wandin North wellbeing and inclusion approaches. | 🗹 Assistant principal🗹 Disability inclusion coordinator🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Curriculum Day - Tier 1, Tier 2 and Tier 3 approaches | 🗹 All staff | 🗹 PLP Priority | from:Term 2to:Term 2 | $0.00 |