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

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| Goal 2 | Improve student learning | | | | |
| 12-month target 2.1 target | Year 3 students achieving in the Exceeding Proficiency Writing = 13% Numeracy = 13%  Year 5 student achieving in Exceeding Proficiency Reading = 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.a The 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 1  to: Term 2 | $1.00  🗹 Other funding will be used |
| Growth Coaching International | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: 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 1  to: 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 1  to: 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 1  to: 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 1  to: Term 4 | $0.00 |
| Intervention and professional development from Speech Pathologist to ES and Teaching staff. | | 🗹 Disability inclusion coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $60,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Levelled Literacy Intervention | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $13,000.00  🗹 Equity funding will be used |
| Curriculum Day - PLC training | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Curriculum Day - Mathematics Curriculum 2.0 | | 🗹 All staff | 🗹 PLP Priority | from: Term 3  to: Term 3 | $0.00 |
| Goal 3 | Improve student wellbeing | | | | |
| 12-month target 3.1 target | The percentage of positive responses in the AtoSS Resiliency = 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.a Activation 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 approaches  Student 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 1  to: 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 1  to: 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 1  to: Term 4 | $0.00 |
| Disablity and inclusion resource to help support therapy and interventions practices. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: 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 1  to: Term 4 | $0.00 |
| Additional Education and Support Staff employed | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: 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 1  to: Term 4 | $0.00 |
| Review and document Wandin North wellbeing and inclusion approaches. | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Curriculum Day - Tier 1, Tier 2 and Tier 3 approaches | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00 |