

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Springhurst Primary School (1583)



Submitted for review by Wendy Walker (School Principal) on 10 January, 2022 at 01:51 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 21 February, 2022 at 08:27 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
12 Month Target 1.1	Increase the overall percentage of students at or above the expected level against the Victorian Curriculum in Mathematics. Increase the school-wide positive endorsement of the AtoSS factors: Not experiencing bullying to 90% Advocate at school to 88% Managing bullying to 83% Respect for diversity to 81% Increase the school-wide positive endorsement of the POS factor: Promoting positive behaviour to 86%			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs			
Outcomes	Students will receive targeted academic support in small groups in numeracy Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning Teachers will identify student learning needs based on diagnostic assessment data Teachers will identify and support students in need of targeted academic support or intervention Teachers and tutors will plan for differentiation based on student learning data Teachers and tutors will implement differentiated teaching and learning to meet individual student needs Tutors will provide targeted academic support to students Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teachers to use differentiation practices through clear processes and professional learning Leaders will support teachers to complete IEP for students with disabilities and those students performing at least one year below expected level.			
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy will improve AtoSS factors: stimulated learning, advocate at school will improve			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Review the Instructional Model to establish how the multi-tiered response model will be adopted in classrooms	<input checked="" type="checkbox"/> All Staff	<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
Develop a shared PDP goal focusing on assessment and differentiation	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(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
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Audit staff skillset in formative and summative assessment and differentiation for students in Maths	<input checked="" type="checkbox"/> Teacher(s)	<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
Develop a professional learning plan in Maths that supports staff to identify and meet students' individual learning needs, in particular students with disabilities	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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
Review and update IEPs for selected students	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Purchase equipment and adaptive technology to support teaching and learning of students with disabilities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" 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
Engage with speech pathologist to support groups of students with disabilities and additional needs	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" 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 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals			
Success Indicators	Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> All Staff	<input checked="" 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,400.00 <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
Develop a professional learning plan, which may include Foundation resources from the Schools Mental Health Menu	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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
Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing using the schools mental health menu	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$13,000.00 <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
Employ Education Support Officer to assist students with mental health issues	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,862.00 <input checked="" 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
Goal 2	To improve student learning outcomes in English			
12 Month Target 2.1	Improve the percentage of students assessed at above level in Victorian Curriculum Teacher Judgements F-6 Speaking and Listening to 33% Writing from to 40%			
12 Month Target 2.2	Improve the percentage of students on NAPLAN in top two bands Year 5 Writing 33% Year 5 Spelling 33% Year 5 Grammar & Punctuation 33%			
12 Month Target 2.3	To decrease the percentage of students with low growth on NAPLAN from Years 3 to Year 5			
KIS 1 Curriculum planning and assessment	Review curriculum planning documentation to ensure alignment with all English strands of the Victorian Curriculum to ensure high quality teaching and learning in English			
Actions	Develop a school-wide literacy strategy Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support			
Outcomes	Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Teachers will confidently and accurately identify student learning needs of all of their students Teachers will consistently implement the agreed assessment schedule Leaders will establish intervention/small group tutoring programs Leaders will provide high quality support to teachers and students in the classroom			
Success Indicators	Early indicators Student feedback on differentiation, the instructional model, and use of common strategies Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Data walls indicating clearly student progress Late indicators: NAPLAN results e.g. literacy benchmark growth Semester 2 teacher judgements Post-test results from assessments from sources such as PAT or Essential Assessment Students, staff and parent perception survey results show improvement			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Audit staff skillset in formative and summative assessment and differentiation for students in English	<input checked="" type="checkbox"/> All Staff	<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
Develop a professional learning plan in English that supports staff to identify and meet students' individual learning needs, in particular students with disabilities eg Ozlit on line	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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
Acquire resources that support students with disability or additional learning needs	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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 systems for engaging with individual and tailored support providers (e.g. Speech pathologists, Occupational therapists) to support individual student needs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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

