

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Chalcot Lodge Primary School (5231)



Submitted for review by Paul Poliviou (School Principal) on 03 December, 2021 at 05:49 PM

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Endorsed by Etelka Ronc (School Council President) on 02 March, 2022 at 12:01 PM

## Define Actions, Outcomes and Activities

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| <p><b>Goal 1</b></p>                                       | <p><b>2022 Priorities Goal</b><br/>         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.</p>   |
| <p><b>12 Month Target 1.1</b></p>                          | <p><b>**LEARNING**</b></p> <p>NUMBER &amp; ALGEBRA -<br/>         TARGET 1: Increase the percentage of students achieving in the top two bands in Year 3 and 5 Numeracy.<br/>         YEAR 3: 3 year rolling average of greater than 38%<br/>         YEAR 5: 3 year rolling average of greater than 30%</p> <p>TARGET 2: Increase the percentage of students in Foundation to Year 6 achieving above expected level in teacher judgement Number and Algebra to a 3 year rolling average of 30% or greater</p> <p>TARGET 3: Attitude to School Survey (Student Voice and Agency) Increase the % of students positive endorsement in Student Voice and Agency to have a 3 year rolling average of greater than 74%</p> <p><b>**WELLBEING**</b></p> <p>TARGET 1: Attitude to School Survey (Stimulated learning) Increase the % of students positive endorsement in the area of stimulated learning to a 3 year rolling average of greater than 80%</p> <p>TARGET 2: Attitude to School Survey (Sense of Confidence) Increase the % of students who feel a sense of confidence to a 3 year rolling average of greater than 80%</p> |
| <p><b>KIS 1.a</b><br/>         Priority 2022 Dimension</p> | <p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>  |

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| <b>Actions</b>  | 1. Introduce Agency through the Tutor Learning Initiative (TLI) and High Ability program (HAP) during Numeracy sessions<br>2. Build teacher and leader knowledge in Numeracy and Agency through high level professional development   |
| <b>Outcomes</b> | <p><b>ACTION 1</b></p> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• PLC Link leader (LT) will attend weekly PLC data discussions to facilitate the tracking of student growth in the TLI and HAP and develop teacher's data literacy skills and monitor for impact</li> <li>• Support staff with strategies to guide students with metacognition and self regulation for learning and feedback</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• PLC Data discussions following the Inquiry Cycle used to improve student learning outcomes in Numeracy</li> <li>• Build their capacity in data literacy and student agency to improve outcomes in numeracy</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Students and teachers co-create learning goals in TLI and HAP that will have a positive impact on their learning growth in Numeracy</li> <li>• Monitor and provide feedback on their learning growth</li> </ul> <p><b>ACTION 2</b></p> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Facilitate professional learning in Numeracy best practice by forming Communities of Practice (CoP) across the network and monitor for impact through PLC's</li> <li>• Use the data collected from Learning Walks, Coaching sessions and Peer Observations to improve teacher practice in Numeracy</li> <li>• Facilitate the introduction of student agency through numeracy and the CLPS instructional model (learning intentions, success criteria and student feedback)</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Use their knowledge from PD's to improve their practice and student learning outcomes in Numeracy</li> <li>• Use the data collected from Learning Walks, Coaching sessions and Peer Observations to improve their practice and improve student learning outcomes in Numeracy</li> <li>• Through PLC's monitor the effectiveness of student agency (goal setting) on improving student learning growth in numeracy</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Students co create learning intentions, success criteria and provide feedback during Numeracy to improve their learning growth</li> </ul> <p><b>**EXPECTED IMPACT**</b></p> <p>Improved student learning outcomes VIC curriculum data (Growth)</p> |

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|                                  | <p>Improved student growth (benchmark data NAPLAN)<br/> Improved student NAPLAN data top 2 bands in year 3 and year 5 (Numeracy)<br/> Improved student growth data in PAT (Numeracy)</p>  |
| <p><b>Success Indicators</b></p> | <p><b>**ACTION 1**</b></p> <p><b>**STAFFING**</b><br/> - Full time Tutoring teachers employed (1.2 EFT)</p> <p><b>**ORGANISATIONAL**</b><br/> - Timetabled TLI and HAP for Prep to 6<br/> - PLC Improvement Cycles implemented (5 week cycles)<br/> - PLC meeting minutes</p> <p><b>**ACCOUNTABILITY MEASURES**</b><br/> - Whole school high ability program documented and implemented<br/> - Whole school Tutoring program documented and implemented<br/> - Work Programs<br/> - Teacher PDP's</p> <p><b>**ASSESSMENT / DATA**</b><br/> - PAT READING and NUMERACY data<br/> - Teacher judgement progression (VIC curriculum Learning Growth)<br/> - NAPLAN data for targeted intervention students</p> <p><b>**ACTION 2**</b></p> <p><b>**STAFFING**</b><br/> - LT to work as the link leader between PLC's</p> <p><b>**ORGANISATIONAL**</b><br/> - LT scheduled weekly teaching sessions with all classes linked the CLPS Instructional model and HITS<br/> - Learning walk cycles: LT scheduled weekly observation sessions with PLC's<br/> - Coaching cycles: LT scheduled weekly coaching sessions with teachers<br/> - LT PLC link leaders: LT scheduled weekly PLC sessions<br/> - Professional Development (Literacy) - scheduled staff meetings</p> |

|  | <ul style="list-style-type: none"> <li>- CoP with MPS and NNPS (possible curriculum day(s))</li> <li><b>**ACCOUNTABILITY MEASURES**</b></li> <li>- Coaching / Learning Walk / Peer Observation and Feedback documentation</li> <li>- Whole School Instructional model</li> <li>- PLC minutes</li> <li>- Work programs (CLPS instruational model / HITS)</li> <li>- Teacher PDP's</li> <li>- Staff meeting agenda (PD)</li> <li><b>**ASSESSMENT / DATA**</b></li> <li>- PAT (12 month growth)</li> <li>- NAPLAN (Benchmark Growth)</li> <li>- Teacher judgement VIC curriculum (12 month growth / % of students above the expective level)</li> <li>- Staff opinion survey (Teaching and Learning module - (Practice Improvement data - positive staff endorsement)</li> </ul> |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
| Activities and Milestones  | People Responsible  | Is this a PL Priority                 | When                             | Funding Streams  |
| (ACTION PLAN DEVELOPED - refer to action plan and GANTT chart for detailed monitoring) | <input checked="" type="checkbox"/> School Improvement Team   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan, Implement and monitor the CLPS Tutoring Program (5 week cycles)                  | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$95,083.00  |

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|   | <input checked="" type="checkbox"/> Teacher(s)  |                                       | to:<br>Term 4                    | <input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items          |
| Implement the CLPS observational model" (coaching / learning walks / peer observations & feedback sessions) during Numeracy (5 week cycles) | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> School Leadership Team<br><input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$106,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide PD to staff with strategies to guide students with metacognition and self regulation for learning and feedback                      | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> STEM Coordinator<br><input checked="" type="checkbox"/> Student(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |

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|  |   |  |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Form CoP in Numeracy across the network and provide high level professional development                  | <input checked="" type="checkbox"/> Leadership Partners (DSSI)<br><input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Principal, leading teacher and a classroom teacher to complete Bastow leading mathematics 7 month course | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$3,000.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |

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| Plan, implement and monitor the High Ability Program (5 week cycles)             | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create a Numeracy Data Wall and monitor for student growth (Numeracy PLC Bunker) | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <b>KIS 1.b</b><br>Priority 2022 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |  |                                  |  |
| <b>Actions</b>   | 1. Implement the School Wide Positive Behaviour management strategies and reward system.<br>2. AP, school psychologist (0.2), speech pathologist (0.2) and social worker (0.2) collaboratively work to support student's well-being and mental health |  |                                  |  |



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| <b>Outcomes</b> | <p><b>ACTION 1</b></p> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Implement and monitor for impact the CLPS Behaviour Management flow chart linked to the Zones of Regulation and whole school values</li> <li>• Collect data to monitor the effectiveness of the SWPB strategies and reward system</li> <li>• Use AtoSS data to identify key areas of focus to improve student engagement and wellbeing</li> <li>• Support staff through professional discussions and development in the effective implementation of the SWPB plan</li> <li>• Monitor and track the correlation between student wellbeing and student learning outcomes in Literacy and Numeracy</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Incorporate the SWPB management strategies and reward system to improve student wellbeing and engagement</li> <li>• Implement research informed practices that are having a positive impact of student engagement and wellbeing</li> <li>• Use wellbeing data and strategies to assist in improving student learning outcomes in Literacy and Numeracy</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Use the SWPB approach and reward system to have a positive impact on their mental health and wellbeing</li> <li>• Student Improvement Team (student leaders) to use AtoSS data to recommend and implement school improvement strategies</li> </ul> <p><b>ACTION 2</b></p> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Accountability measures implemented to collect data to monitor the effectiveness of the Tier 1 work being completed by the school psychologist, speech pathologist and social worker</li> <li>• COMPASS wellbeing tracking tool and data being used to improve student wellbeing and engagement</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Effectively use evidence and data provided by the school psychologist, speech pathologist and social worker to improve their practice and student wellbeing and engagement</li> <li>• Use Compass to effectively track student behaviour and strategies used</li> </ul> <p><b>EXPECTED IMPACT</b></p> <p>Decrease in classroom disruptive behaviour<br/> Improved behaviour during recess breaks<br/> Decrease in IRIS alerts for behavioural issues<br/> Improved Attitudes to School Survey data</p> |
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| <b>Success Indicators</b>  | <p><b>**STAFFING**</b><br/>-School psychologist (0.2), speech pathologist (0.2) and social worker (0.2)</p> <p><b>**ORGANISATIONAL**</b><br/>- Classroom and peer observations<br/>- Tier 1, 2 &amp; 3 supports and timetables organised</p> <p><b>**ACCOUNTABILITY MEASURES**</b><br/>- COMPASS data being used to implement change in behavioural practices (PLC meeting minutes)<br/>- Work programs<br/>- Teacher PDP's</p> <p><b>**ASSESSMENT / DATA**</b><br/>-COMPASS data<br/>- Attitudes to School Survey<br/>- Resilience Project survey data<br/>- Parent opinion survey</p> |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
| <b>Activities and Milestones</b>   | <b>People Responsible</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>   |
| (ACTION PLAN DEVELOPED - refer to action plan and GANTT chart for detailed monitoring) | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> School Improvement Team<br><input checked="" type="checkbox"/> Wellbeing Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Plan and implement the SWPB management strategies and reward system.        | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                            |
| Implement Tier 1 programs to support student's well-being and mental health | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Allied Health<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$65,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement COMPASS as a wellbeing tracking tool                              | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Wellbeing Team  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used  |

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|   |   |  |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Implement the updated Behaviour Management flow chart linked to the Zones of Regulation and whole school values | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |