

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Keelonith Primary School (5412)



Submitted for review by Loren Peavey (School Principal) on 16 March, 2024 at 01:55 PM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 18 March, 2024 at 08:08 PM

Endorsed by Tulin Cayvarli (School Council President) on 18 March, 2024 at 08:50 PM

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>Increase the percentage of positive responses score on AtoSS - 'perseverance' from 70% (2023) to 76% - 'learning confidence' from 72% (2023) to 78%</p> <p>Increase the percentage of Yr 4-6 students achieving 1-3 bands growth in PAT Reading -Yr 4 from 66% (2023) to 70% (2024) -Yr 5 47%(2023) -50% (2024) -Yr 50% (2023) -54%(2024)</p> <p>Increase the percentage of Yr 4-6 students achieving 1-3 bands growth in PAT Mathematics -Yr 4 from 72% (2023)to 75% (2024) -Yr 5 66% (2023)-70% (2024) -Yr 40% (2023)-45% (2024)</p> <p>NAPLAN achievement target Yr 3 - increasing NAPLAN Mathematics strong & exceeding proficiencies from 53% (2023) to 57% (2024) - increasing NAPLAN Reading strong & exceeding proficiencies from 58% (2023) to 61% (2024)</p> <p>Increase the percentage of students making above expected growth against the Vic Curric - in Reading & Viewing to 16% - in Number from 14% - Increase time to share pedagogical content knowledge from 60% (2023) to 65% (2024)</p>
<p>KIS 1.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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>To build staff understanding and capacity in Mathematics curriculum, pedagogy and assessment practises.</p> <p>To create a Response to Intervention program aligned with MTSS principles to support learners acquiring and embedding literacy skills.</p>
Outcomes	<p>Leaders: Will use targeted observations of teaching practice within Mathematics learning times to collect data on the use of the Maths EDI lesson structure (Daily review, I do, We do, You do) and the appropriate use of high tech (slide decks etc) and/or low tech mediums with the purposeful use of concrete, representational and abstract teaching methods.</p> <p>Will create the systematic supports required to staff, timetable and establish the RTI program.</p> <p>Teachers: Will use the Maths EDI lesson structure (Daily review, I do, We do, You do) is embedded and includes the appropriate use of high tech (slide decks etc) and/or low tech mediums with the purposeful use of concrete, representational and abstract teaching methods.</p> <p>RTI teachers and Allied Health professionals will run the RTI program and work alongside mentor teachers to implement Tier 2 and 3 supports for students identified through the screening process.</p> <p>Students: Will understand their role and expectations during the different stages of a Maths lesson and can independently seek access to the appropriate materials to support their learning.</p> <p>Students identified through the screening process will participate in the RTI program to reinforce and embed literacy skills.</p>
Success Indicators	<p>Leaders: Will use data collected during targeted observations of teaching practice and curriculum leaders will attend weekly team planning sessions to support the planning of Mathematics.</p> <p>Will establish RTI program and communicate to families. Professional learning for the teaching team will build understanding of the program across the school.</p> <p>Teachers: We will create weekly planning documentation & teaching documents reflecting the EDI Mathematics lesson structure.</p> <p>RTI and mentor teachers will operate as a team around the learner to provide Tier 1, 2 and 3 (where appropriate) learning support for students to acquire literacy skills.</p>

	<p>Students: Will be able to say what is expected of them at different stages of Mathematics sessions and can name & access the appropriate materials to support their learning.</p> <p>Students involved in the RTI program will demonstrate growth in literacy skills.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning related to the EDI lesson structure in Mathematics including the appropriate use of high tech (slide decks etc) and/or low tech mediums with the purposeful use of concrete, representational and abstract teaching methods.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Observations of teaching practice in Mathematics to collect data related to the use of the EDI lesson structure and use of concrete, representational and abstract teaching methods.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Creation of the KPS Mathematics Instructional booklet providing guiding documentation for teaching and learning expectations in Mathematics at KPS.	<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	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Assistant Principal - Teaching and Learning to attend team weekly and term planning sessions/days to support and lead discussion related to curriculum and pedagogy.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish RTI program, including 3 staff members being trained in Sounds Write	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00

				<input checked="" type="checkbox"/> Other funding will be used
Purchase access to Origo Mathematics to support planning maths content	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide support to families through an information session and home activity packs to reinforce language rich environments and the importance of a home/school partnership.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Speech therapist attendance at each planning session for each mentor team to assist with planning the Tier 1 literacy program. To develop Tiers 2 and 3 supports and build capacity of mentor teachers.	<input checked="" type="checkbox"/> Allied health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To build staff understanding and capacity in providing a supportive and predictable learning environment.			
Outcomes	Leaders: Will use targeted data collection from the student body to measure awareness and understanding of the CHEER values. Will use targeted data collection from observations of teachers providing feedback to students.			

	<p>Teachers: Will embed the use of CHEER based statements when communicating with students. Will embed explicit teaching of CHEER values within morning circle daily and SEL teaching.</p> <p>Students: Will be able to name the CHEER values and reference the expectation matrix to describe what they look like in different areas of the school. Will be able to recognise praise based feedback from teachers throughout the day.</p>			
Success Indicators	<p>Leaders: Will use data collected from student body to measure awareness and understanding of the CHEER values. Will model using praise based statements to provide feedback to students that are connected to the CHEER values.</p> <p>Teachers: Will use praise based statements to provide feedback to students that are connected to the CHEER values. Will plan for SEL lessons using data from PULSE that meet the needs of cohorts/mentor groups School Staff Survey improvement : Seek feedback to improve practice 53% (2023) - 58% (2024) Use student feedback 42%(2023) - 50% (2024).</p> <p>Students: We be able to name the CHEER values and reference the expectation matrix to describe what they look like in different areas of the school. Data collected will show an increase on baseline data. Will be able to recognise praise based feedback from teachers throughout the day. Data collected will show an increase on baseline data. AtoSS improvement: Sense of confidence: from 72 % (2023) - 76% (2024) Perseverance from 70% (2023) - 74 %(2024) Parent Opinion Survey: Student motivation and support: 64% (2023)- 67% (2024)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of Pulse data dashboard through Compass	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$50,000.00

			to: Term 2	
Employment of a Level 2 AP for Wellbeing who will also be MiPHS coordinator .	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,483.02 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PL on Compass Chronicle data entry to support collection of meaningful Pulse data. PL to assist teams in reading Pulse data and therefore planning next steps for SEL lesson	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00
Social Groups to be established during break times to support identified children who have challenges when playing and interacting with others. (led by Social Worker)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Learning walks with a focus on values based, praise statements from mentor teachers and speacilists with feedback given to staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00
Termly data collection of students knowledge of values and when specific praise has been given by mentor teacher/speciliasts.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00