

2024 Annual Implementation Plan

GOAL 1: LEARNING – TO IMPROVE STUDENT OUTCOMES IN READING				
12-MONTH TARGETS	<ul style="list-style-type: none"> From 67-75% of students at years P-2 at or above the expected standard in Reading (Teacher Judgements) 2025 NAPLAN: Percentage of year 3s at strong or exceeding in Reading to be at or above Similar Schools SSS - Positive responses to 'Understanding Curriculum', from 67% (2023) to 86% (Similar schools) 			
KIS (KEY IMPROVEMENT STRATEGIES)	<ol style="list-style-type: none"> Develop teacher professional knowledge and understanding of the Simple View of Reading and the components of Scarborough's Rope Build teacher capacity to administer and analyse the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment to inform explicit teaching 			
OUTCOMES	<ul style="list-style-type: none"> Students will demonstrate growth in reading fluency and comprehension (P-2) Students below the expected standard will demonstrate growth in reading fluency and comprehension (3-6) Teachers will demonstrate increased understanding and implementation of evidence-informed reading practices to support instruction at Tier 1 and 2 Teachers will universally and consistently employ reading practices supported by evidence Teachers will effectively analyse DIBELS data to inform explicit teaching at Tier 1 and 2. 			
ORGANISATIONAL STRUCTURES AND PROCESSES	<ul style="list-style-type: none"> PLC Leaders will facilitate high quality professional conversations that enhance professional knowledge, expectations, planning and practice at Tier 1 PLC cycles of Inquiry will support improvement cycles in Reading at Tier 2 (Terms 3 & 4) Learning Specialists will respond to needs in relation to professional learning, modelling, observation and feedback Assistant Principal will coach and mentor TLI Coordinator to support growth at Tier 2 TLI Coordinator will build capacity of ESOs to support reading growth at Tier 3 Principal will oversee Rapid Action Plans and regular monitoring of progress through the School Improvement Team 			
SUCCESS INDICATORS	<ul style="list-style-type: none"> DIBELS benchmark data will provide evidence of growth in reading progress Teacher judgement Check ins will provide termly evidence of improved student outcomes Termly staff Focus Groups will provide feedback in relation to 'understanding the curriculum' and demonstrate greater clarity and consistency in the teaching of Reading Termly Learning Walks (planning and classroom) will provide evidence of a shared understanding of the evidence-based reading instruction Meeting Observations will provide evidence of improved teacher knowledge and understandings of evidence-based Reading instruction 			
ACTIVITIES	PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN	ACTIVITY COST FUNDING STREAM
1. PL for LS in the Simple View of Reading & the Reading Rope, via SOLAR Lab	Learning Specialists & Principal	Yes	Term 1	SOLAR Lab (Latrobe Uni) - \$275 per person
2. PL in Multi-sensory Language training (Tier 3) for Tutor, via the Australian Dyslexia Assoc.	Tutor	Yes	Jan holidays	\$2500

3. PL in the Simple View of Reading & the Reading Rope	Learning Specialists & Principal	Yes	Terms 1, 2 & 3	
4. PL for ESOs in MSL	Tutor	Yes	Terms 2 & 3	
5. PL in the administration and analysis of DIBELS	TLI Coordinator & AP	Yes	Terms 1 & 2	Amplify Data System-\$615 DIBELS training \$49 per (LS & LT) Tutor Learning Initiative
6. PLC Inquiry Cycle - Reading	PLC Facilitator Learning Specialists	Yes	Terms 3 & 4	\$0
7. Peer Observation (Reading)	All staff	Yes	Terms 3 & 4	\$0

GOAL 2: WELLBEING – TO DEVELOP A SAFE AND ORDERLY LEARNING ENVIRONMENT

12-MONTH TARGETS

Student Attitudes (AtoSS):

	<p>Effective classroom behaviour - from 72% to 78% (at or above similar schools, network, and state)</p> <ul style="list-style-type: none"> - Students at this school treat each other with respect from 51% to 75% - Students at this school treat teachers with respect 46% to 75% <p>School Staff Survey (SSS)</p> <p>School climate - Academic emphasis - from 74% to (maintain above network, similar and state)</p> <ul style="list-style-type: none"> - The learning environment at this school is orderly and focused from 55% to 75% <p>Attendance</p> <p>20 or more absent days to be at or below similar schools (currently above at 40%)</p>			
KIS (KEY IMPROVEMENT STRATEGIES)	<ol style="list-style-type: none"> 1. Develop school-wide consistency and expectations around safe and orderly learning environments through proactive prevention (Tier 1) 2. Build staff capacity to effectively respond to behaviours via Tier 2 intervention practices 			
OUTCOMES	<ul style="list-style-type: none"> ● Students will demonstrate increased respectful, positive behaviour and relationships ● Students and teachers will have improved social-emotional wellbeing through positive and respectful relationships ● Students and teachers will spend increased time focused on instruction and learning ● Teachers will provide structure and predictability through safe and orderly classrooms and frequent reinforcement of appropriate behaviour ● Staff will consistently demonstrate the SMPPS key principles of wellbeing and engagement ● Leaders will utilise the language and principles of the re-engagement process when responding to challenging behaviour (Tier 2 and 3) ● Principal team will universally and consistently promote wellbeing and engagement practices supported by evidence 			
ORGANISATIONAL STRUCTURES AND PROCESSES	<ul style="list-style-type: none"> ● Policies and processes will support a safe, orderly and predictable school environment through high expectations ● Policies and processes will support increased attendance and accurate attendance marking ● PLC Leaders will facilitate high quality and transparent professional conversations that enhance consistency and expectations of practice at Tier 1 (orderly learning environments) ● PLC cycles of Inquiry will support collective efficacy through a Wellbeing improvement cycle ● Termly staff Focus Groups will provide feedback in relation to safe and orderly learning environments ● Principal will oversee Rapid Action Plans and regular monitoring of progress through the School Improvement Team 			
SUCCESS INDICATORS	<ul style="list-style-type: none"> ● Staff and Student Focus Groups will provide feedback in relation to indicators of safe and orderly learning environments ● Fortnightly attendance monitoring will reflect effective tiered responses to lateness and attendance ● Compass Chronicle monitoring will reflect effective tiered responses to challenging behaviours ● Learning Walks will provide evidence of orderly and focused learning environments 			
ACTIVITIES	PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN	ACTIVITY COST FUNDING STREAM
1. Development of whole school expectations for establishing the environment for learning	Wellbeing team Leadership team	Yes	Term 1 (Curriculum day)	\$45,725.72 Mental Health Fund \$35,249.10 Equity Funding (Employment of LT)
2. Development of key principles of wellbeing and engagement	School Improvement Team Wellbeing team	Yes (SWPBS and HIWS)	Day 1 (Whole school PL x 4)	\$0
3. Lead PLC cycles in wellbeing and engagement to implement key principles	Wellbeing team PLC meeting facilitator	Yes	Term 1	\$0
4. Develop practices and processes to establish clear and consistent behaviour	Assistant principal Wellbeing team PLC leaders	Yes	Terms 1 & 2	\$0 (SFYS Grant??)

<i>expectations (proactive prevention)</i>				
<i>5. Develop clear and transparent processes and escalation pathways for responding to challenging behaviours</i>	<i>Assistant Principal Wellbeing team</i>	<i>Yes</i>	<i>Term 1 & 2</i>	<i>\$0</i>
<i>6. Learning Walks to establish consistency</i>	<i>School Improvement Team</i>	<i>Yes</i>	<i>Terms 1-3</i>	<i>\$0</i>