

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Red Hill Consolidated School (6249)



Submitted for review by Angus Wettenhall (School Principal) on 04 March, 2022 at 11:29 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>Numeracy targets: 1. To achieve 46% or better for Grade 3 students and 42% or better for Grade 5 students achieving in the Top 2 bands for Numeracy in NAPLAN. 2. To increase the proportion of students who are teacher assessed above the expected level across the school in the following strands: * Measurement and Geometry to 20% * Statistics and Probability to 20%</p> <p>English targets 1. To achieve 68% or better for Grade 3 students and 67% or better for Grade 5 students achieving in the Top 2 bands for Reading in NAPLAN. 2. To achieve 70% or better for Grade 3 students and 22% or better for Grade 5 students achieving in the Top 2 bands for Writing in NAPLAN. 3. To increase the proportion of students who are teacher assessed above the expected level across the school in the following strands: * Reading and Viewing to 45% * Writing to 30%</p> <p>Wellbeing targets 1. For our 2022 Grade 5 cohort to achieve the following percentages in the listed areas of the ATOS: * Managing bullying - 80% or better for positive endorsement * Not experiencing bullying - 70% or better for positive endorsement * Advocate at school - 85% or better for positive endorsement 2. To achieve 70% or better positive endorsement for Student Voice and Agency in the ATOS.</p>
<p>KIS 1 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>

Actions	<p>Numeracy & Literacy</p> <ol style="list-style-type: none"> 1. Develop and implement a school-wide assessment schedule to ensure student achievement is measured accurately. 2. Build teacher capacity to use the Victorian curriculum and data/evidence to inform planning and provide student feedback. 			
Outcomes	<ol style="list-style-type: none"> 1. Staff will have a clear, shared understanding of the different forms of 'Evidence of Learning' that can be used to inform practice. 2. Data will be consistently referenced during the planning process and will inform practice. 3. Staff will have increased capacity to plan differentiated teaching and learning in alignment with the appropriate Victorian Curriculum outcomes. 			
Success Indicators	<p>Documentation from PDs unpacking what 'Evidence of Learning' is. Planning documents will reflect the discussion about data. Learning Sprint documentation Data collection (Guttmans) Teacher judgements on reports will show greater variance. Development of RHCS continuums of worked example tasks, showing expectations at different levels Moderation records Assessment Schedule</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Outline the 'Why' and 'How' of the RHCS Learning Sprints and make connections to the DET PLC framework (Curriculum Day 1)</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>Significant PD around rich learning tasks and assessment tasks that allow students of all abilities to demonstrate learning.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PD on development of ILPs for learners working above expected level in areas of the curriculum.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Teachers will actively participate in a regular cycle of learning sprints. All staff will complete the Simon Breakspear Teaching Sprint training.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Refine and modify the assessment schedule to include PAT Math, PAT Reading and the AGAT.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Involve all students taking part in NAPLAN to a series of preparation activities. This will include touch typing, exposure to NAPLAN style questions (eg Number talks) and time spent on the NAPLAN test portal.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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 type="checkbox"/> Schools Mental Health Menu items will be used which

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KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop student capacity to authentically lead, manage and monitor their academic, social and emotional learning. Develop a greater sense of safety and connectedness in our 2022 Grade 5 cohort.			
Outcomes	Staff and Students to have clear understanding of learner voice, agency, leadership. Students reflect on their learning and develop next steps for their learning (values, assets, curriculum, dispositions, competencies).			
Success Indicators	Evidence of Student Voice in ILP's Evidence of student voice understanding (wall, anchor chart or reflection) in each classroom Students can talk to their goals and their progress. Evidence of goal setting and reflection using various forms such as work, learning journals, class dojo, classroom displays. Students in Grade 5 will demonstrate improved emotional regulation, positive relationships with others and the ability to navigate problems peacefully.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of ILP's with a focus on student voice	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Targeted programs and initiatives to address Grade 5 cohort sense of safety and connectedness.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Sharing effective use of reflection tools across all year levels at RHCS, sourcing and observing best practice from other schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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