# Annual Implementation Plan - 2024
## Define actions, outcomes, success indicators and activities

Newlands Primary School (4646)



Submitted for review by Ross Dudgeon (School Principal) on 07 February, 2024 at 04:22 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President


Victoria State Government | Department of Education

# Define actions, outcomes, success indicators and activities

| Goal 2 | To develop students who are literate and numerate. |
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| **12-month target 2.1 target** | Reduce the percentage of Year 3 students in developing for Writing from 18% in 2023 to 10%.<br><br>Increase the percentage of Year 3 students in Exceeding for Numeracy from 23% to 30% in. |
| **12-month target 2.2 target** | Increase the percentage of Year 5 students in Exceeding for Writing from 10% in 2023 to 15%.<br><br>Increase the percentage of Year 5 students working in Exceeding from 3% to 23% in Mathematics. |
| **12-month target 2.3 target** | NA for 2024. |
| **12-month target 2.4 target** | Staff seek feedback' to improve practice will increase to 80% in 2024.<br><br>Have time to share pedagogical content knowledge' will increase to 70% percent. |
| **KIS 2.a**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embed systematic assessment practices to direct and improve student learning. |
| **Actions** | 1. Rubrics<br>2. Consistent Data Collection(Spanish (Reading), English (Writing, Numeracy))<br>3. Initiate Spanish Language Assessments (Cervantes) with selected students |

| Outcomes | 1. Rubrics |
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| | - Teachers use data more effectively to reflect on and inform the whole class teaching content |
| | - Student uses rubrics to identify Learning goals through Peer / Self Assessment |
| | - Teachers use rubrics to support individual learning needs (conferences, workshops) |
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| | 2. Consistent Data Collection (Spanish, English) |
| | - Teachers upload data to a common data point |
| | - Teachers create targeted Learning Experience |
| | - Teachers have a stronger awareness of student learning needs |
| | - Teachers evaluate the effectiveness of their teaching, based on student learning outcomes |
| | - Teachers engage in robust conversations about student learning and teaching practices, based on evidence |
| | - Leaders measure the success of the Bilingual program from a whole school perspective |
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| | 3. Initiate Spanish Language Assessments (Cervantes) with selected students |
| | - Leadership compares results of Spanish Language Assessments with Newlands School Assessments and expectations |
| **Success Indicators** | 1. Class Assessments / Rubric Data |
| | 2. Stronger Alignment of Teacher Judgements and assessment data |
| | 3. ILPs reflect student learning needs based on assessments |
| | 4. Planning meeting minutes reflect conversations about student learning, the impact of the teaching program, and teacher learning needs |
| | 5. Improved student learning growth in Teacher Judgements, based on school-based assessments, and DET assessments |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Rubrics created, implemented and evaluated during planning sessions. | ☑ All staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Conduct standardised Spanish assessments with selected students | ☑ Curriculum co-ordinator (s) | ☑ PLP Priority | from: Term 2 | $2,000.00 |

| | | | to:<br>Term 4 | ☑ Other funding will be used |
|---|---|---|---|---|
| Peer to Peer Observations time tabled and executed | ☑ All staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $20,000.00<br><br>☑ Equity funding will be used |

| **KIS 2.b**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capacity to develop and implement high quality programs of learning. |
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| **Actions** | 1. Strengthen Literacy and Numeracy Instructional Practices<br>2. Effective use of team teaching in the learning spaces<br>3. Action research Teams |
| **Outcomes** | 1. Strengthen Literacy and Numeracy Instructional Practices<br>- Mathematics - Stronger implementation of the four proficiencies, Curriculum Day (Peter Sullivan)<br>- Literacy - Consistent understanding of Literacy practices across the school<br><br>2. Effective use of team teaching in the learning spaces<br>- Various team teaching models observed across the school<br>- Common language and understanding of various team teaching models<br><br>3. Action research Teams<br>- Teachers develop handbooks as an end product to their Inquiry |
| **Success Indicators** | 1. Strengthen Literacy and Numeracy Instructional Practices<br>- Documents that clearly outline the Literacy and Numeracy practises within the instructional model. |

| | - Maths planning documents that coincide with EMC3 model and reflect the four proficiencies.<br><br>2. Effective use of team teaching in the learning spaces<br>- Increased staff trust in colleagues, evident in SSS.<br>- Application of new learning from professional learning sessions.<br><br>3. Action Reserach teams<br>- Application of new learning, evident in planning documents, teaching practices and teaching and learning handbook. |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
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| Peter Sullivan - Whole School Professional Learning | ☑ All staff | ☑ PLP Priority | from: Term 3 to: Term 3 | $5,000.00<br><br>☑ Equity funding will be used |
| Whole School Professional Learning Session set up for Action research teams | ☑ All staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| School Based professional learning on Team Teaching | ☑ All staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| **KIS 2.c**<br>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 | Strengthen the school's Instructional Leadership approach to learning. |
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| Actions | 1) Peer observations<br>2) Building the capacity of Team Leaders |
| --- | --- |
| **Outcomes** | 1. Peer Observations<br>- Consistency of practice<br>- Sharing of pedagogical practices<br>- Teacher receiving and sharing feedback<br><br>2. Building the capacity of Team Leaders<br>- Leadership is distributed across the school<br>- Confident and capable Team Leaders |
| **Success Indicators** | 1. Peer Observations<br>- Increased staff trust in colleagues, evident in SSS.<br>- Documented observations, learning and feedback<br>- Application of new learning from peer observations<br><br>2. Building the capacity of Team Leaders<br>- Improvement in instructional leadership factor in SSS (currently 77%)<br>- Team planning agenda reflect intentional items for discussion. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| --- | --- | --- | --- | --- |
| Leadership Conference - building leader capacity in running the Newlands Planning Cycle. | ☑ Leadership team | ☑ PLP Priority | from: Term 1 to: Term 1 | $2,500.00<br><br>☑ Equity funding will be used |
| Weekly mentoring for Team Leaders | ☑ Leadership team | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| Goal 3 | To embed a whole-school approach to health, engagement, and wellbeing. |
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| **12-month target 3.1 target** | Decrease in students reporting low 'Resilience' from 38 percent to 20 percent. |
| **12-month target 3.2 target** | Increase in 'Confidence' and 'Resilience' from 68 percent to 80 percent. |
| **12-month target 3.3 target** | Students being absent from school for over 20 days in a calendar year will have decreased from 36 percent to 25 percent. |
| **KIS 3.a**<br>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 | Articulate and embed whole school wellbeing practices and approaches. |
| **Actions** | 1) Creation of a Wellbeing Team of teachers<br>2) Improve parent capacity to develop and support their child's resilience<br>3) Support teachers' to strenghten and develop their students' resilience |
| **Outcomes** | 1) Creation of a Wellbeing Team of teachers<br>- Support and deliver professional learning to colleagues<br><br>2) Improve parent capacity to develop and support their child's resilience<br>- Parents are supporting their child to applying strategies for resilience<br>- Confidence and resilience factor is improved on PGCOS<br><br>3) Support teachers' to strengthen and develop their students' resilience<br>- Stronger understanding of practises that support and develop resilience<br>- Wellbeing lessons reflection professional learning |
| **Success Indicators** | 1) Creation of a Wellbeing Team of teachers<br>Professional learning is delivered (PL calendar)<br>Professional learning documents<br><br>2) Provide parent information sessions/workshops, run/supported by a professional, to develop parents supporting their child's |

resilience
- Resilience factor improved on AtSS
- Provide parent information sessions/workshops, run/supported by a professional, to develop parents supporting their child's resilience
- Information delivered through the school newsletter

3) Support teachers' to strengthen and develop their students' resilience- Resilience factor improved on AtSS
- Shared resource bank teachers draw on
- Behaviour support plans created for students demonstrating low resilience, which is impacting learning and wellbeing

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Fortnightly Wellbeing Team Leader meetings | ☑ Teacher(s)<br>☑ Wellbeing team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Attend Resilience professional learning session | ☑ Wellbeing team | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 3 | $1,500.00 |
| Organise and run 'Resilence session' for parents to attend | ☑ All staff | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $2,500.00 |
| Professional Learning Sessions for Staff (building student resilience) | ☑ All staff | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |

| KIS 3.c<br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop whole school targeted intervention practices and protocols that promote attendance. |
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| **Actions** | 1. Review and update current attendance policy |
| **Outcomes** | 1. Review and update current attendance policy<br>- Stronger processes to follow up student absences (consecutive, trends, cumulative)<br>- Unexplained absences are followed up with a phone call home by designated administration member.<br>- Phone calls are made by leadership to families who are trending towards 15% absence<br>- Wellbeing Leader to attend professional learning attendance<br>- Staff demonstrate stronger awareness of process for students with high attendance |
| **Success Indicators** | 1. Review and update current attendance policy<br>- Updated attendance policy<br>- Improve attendance data |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Professional Learning - Attendance - Wellbeing Leader | ☑ Wellbeing team | ☑ PLP Priority | from: Term 1 to: Term 1 | $90.00 |
| Wellbeing secondary consulation Network Meetings | ☑ Wellbeing team | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| Hiring an attendance administration officer (.4) | ☑ Administration team | ☑ PLP Priority | from: Term 1 to: Term 4 | $40,000.00 |
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