

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Caulfield South Primary School (4315)



Submitted for review by Gayle Yardley (School Principal) on 24 February, 2022 at 03:38 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 03 March, 2022 at 01:58 PM

Endorsed by Charles Ngu (School Council President) on 17 August, 2022 at 03:26 PM

Define Actions, Outcomes and Activities

Goal 1	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.
12 Month Target 1.1	Student Perceptions above 2021 levels on ATOSS Survey (% Positive) Effective Teacher time- 88% Stimulated Learning- 88% Emotional Awareness and Regulation- 88% Life Satisfaction- 80% NAPLAN Increase top two bands for Year 5 NAPLAN Reading to above 55% Increase top two bands for Year 5 NAPLAN Writing to above 30% Increase top two bands Year 5 NAPLAN Mathematics for girls above 55% Increase top two bands Year 3 NAPLAN for girls above 60%.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Develop and refine whole school approach to teaching literacy and numeracy - Support students to develop, implement, monitor and achieve learning goals
Outcomes	Students will- <ul style="list-style-type: none"> - Work with teachers and others to identify learning goals and develop strategies for working towards them - Use feedback to support their development of skills and understandings, particularly in numeracy - Receive in-class or withdrawal intervention learning support as required, particularly in literacy and numeracy Teachers will-

	<ul style="list-style-type: none"> - Discuss student data and work samples during collaborative planning meetings, particularly for numeracy - Implement strategies to support effective literacy and numeracy teaching in line with whole school approach - Support students in developing, monitoring and achieving learning goals by providing strategies, resources and opportunities for feedback. <p>Leaders will-</p> <ul style="list-style-type: none"> - Provide opportunities for staff to develop and refine whole school approach to teaching literacy and numeracy - Provide professional learning opportunities for staff in areas of need - Lead and support the development and implementation of whole school literacy and numeracy models - Provide student access to learning intervention and support where necessary <p>Community will-</p> <ul style="list-style-type: none"> - Participate in the development and achievement of student's learning goals - Be made aware if their child requires extra support to continue their learning 			
Success Indicators	<ul style="list-style-type: none"> - Classroom observations and learning walks demonstrate consistent, school wide, classroom practices - Individual learning goals and student progress towards these observed in classrooms, digital portfolios and parent meetings - Common instructional models visible in planning documents and lesson observations - Teacher planning meetings and learning walks demonstrate evidence of student learning at different levels - Effective literacy and numeracy teaching strategies observable in planning documents and lesson observations. - Digital portfolios demonstrate evidence of collaborative reflection and monitoring of student goals. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop instructional model for literacy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,559.00 <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
Review Student Portfolio Essential Agreement to support further development of student learning goals	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,139.00 <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
Staff professional learning in literacy and numeracy instruction to reinforce consistent, effective practice.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,048.00 <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
Student intervention support provided in literacy and numeracy.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$238,434.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	- Support student wellbeing using resources such as Respectful Relationships, the PYP Learner Profile and school wellbeing support			
Outcomes	<p>Students will-</p> <ul style="list-style-type: none"> - Work with teachers and others to develop and reflect on their achievement of the PYP Learner Profile - Use feedback to support their development - Learn about emotional regulation, social skills and self-esteem and use role play to support understandings as part of the Respectful Relationships program - Use a range of learning spaces to support learning and student engagement <p>Teachers will-</p> <ul style="list-style-type: none"> - Support student learning and personal development with Respectful Relationships and the PYP Learner Profile - Support students in developing, monitoring and achieving goals relating to personal development <p>Leaders will-</p> <ul style="list-style-type: none"> - Provide opportunities for staff to support and discuss student wellbeing - Provide students access to wellbeing intervention and support where necessary <p>Community will-</p>			

	<ul style="list-style-type: none"> - Participate in the development and achievement of student's personal development goals - Discuss student wellbeing needs with teachers and wellbeing support staff 			
Success Indicators	<ul style="list-style-type: none"> - Classroom observations and learning walks demonstrate consistent, school wide, classroom wellbeing support practices - Personal development goals and student progress towards these observed in classrooms, digital portfolios and parent meetings - Digital portfolios demonstrate evidence of collaborative reflection and monitoring of student goals. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Students in Years 3-6 record PYP Learner Profile development goals on Seesaw.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,915.80 <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
Implement the Respectful Relationships program	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$71,326.00 <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
Teachers, students and parents discuss student wellbeing and personal development	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,795.00 <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
Goal 2	To enhance student voice and agency.			
12 Month Target 2.1	AtoSS factor student voice and agency above 65% positive.			
12 Month Target 2.2	AtoSS factor Teacher Concern above 65% positive.			
12 Month Target 2.3	Staff response to Trust in Parents will be above 85% positive.			
12 Month Target 2.4	Parent Opinion Survey measure of 'Teacher's communicate with me often enough about my child's progress' will be above 70% positive. Parent Opinion Survey measure of 'I feel comfortable about approaching this school with any concerns I might have' will be above 75% positive. Parent Opinion Survey measure of 'This school takes parents' concerns seriously' will be above 65% positive.			

KIS 1 Empowering students and building school pride	Build staff capacity in practices and processes which support student agency.			
Actions	-Develop teacher capacity to support student voice and agency.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Develop learning goals with linked strategies in consultation with peers, teachers and families - Contribute to the planning of units of inquiry - Take action as part of their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Reflect on, share and refine strategies that support student voice and agency. - Support students to have voice, choice and ownership in their learning - Support students to develop learning goals with linked strategies, in consultation with families. <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop school resources to support student voice and agency - Provide opportunities for teachers to reflect on, share and refine strategies to support student voice and agency <p>School community will:</p> <ul style="list-style-type: none"> - Support students to develop and achieve personal learning goals 			
Success Indicators	<ul style="list-style-type: none"> - Classroom observations and learning walks demonstrate consistent, school wide, classroom practices - Individual learning goals and student progress towards these observed in classrooms, digital portfolios and parent meetings - Teacher planning meetings and learning walks demonstrate evidence of student participation in construction of learning tasks and sequences - Digital portfolios demonstrate evidence of collaborative reflection and monitoring of student goals. - Staff meeting minutes and professional learning records demonstrate evidence of staff development of strategies to support student voice and agency 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Staff professional learning on student voice and agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,566.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Develop school resources to support student voice and agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$713.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
KIS 2 Parents and carers as partners	Develop and embed a whole school approach to communicating student learning with parents.			
Actions	<ul style="list-style-type: none"> - Develop and embed opportunities for students to be supported in their learning by the school community. - Clearly communicate how families can support students in their learning 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Discuss their learning and learning goals with peers, teachers and families - Seek out feedback and support in their learning from peers, teachers and families <p>Teachers will:</p> <ul style="list-style-type: none"> - Provide opportunities for parents and families to participate in student goal setting and achievement and celebrations of student learning - Communicate clearly with families about student learning and how best to support this at home <p>Leaders will:</p> <ul style="list-style-type: none"> - Provide staff with clear guidance on how to communicate student learning with the school community in order to support student learning. <p>School Community will:</p> <ul style="list-style-type: none"> - Receive communication from the school about student learning and how they can support it at home - Participate in learning discussions with students about learning goals and strategies for development. 			
Success Indicators	<ul style="list-style-type: none"> - Digital portfolios, class communications and school calendar reflect regular opportunities for the school community to participate in and support student learning. - Parents participate in supporting student learning through class visits, posts in digital portfolios and Three Way Conferences 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School communicates expectations on how families will be involved in supporting student learning and how they can support student learning at home	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$713.00 <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
Parents and community members are invited to celebration of learning afternoons each term	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,265.00 <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
Learning tasks, success criteria and student reflections shared between school and home on digital portfolios on Seesaw.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,747.21 <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