

2023 Annual Implementation Plan

for improving student outcomes

Southern Cross Primary School (5235)



Submitted for review by Helen Murphy (School Principal) on 16 December, 2022 at 01:43 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 01 March, 2023 at 09:35 PM
Awaiting endorsement by School Council President

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Learning Priority NAPLAN Increase the percentage of Year 3 students in the top two bands in;</p> <ul style="list-style-type: none"> • NAPLAN Reading Year 3 from 59% • NAPLAN Writing Year 3 from 38% • NAPLAN numeracy from 29% <p>Increase the percentage of Year 5 students in the top two bands in;</p> <ul style="list-style-type: none"> • NAPLAN Reading Year 5 from 22% • NAPLAN Writing Year 5 from 14% • NAPLAN Numeracy Year 5 from 5% <p>Victorian Curriculum Teacher Judgement Increase students achieving at or above the expected level for their year level:</p> <ul style="list-style-type: none"> • F – 6 Reading from Semester 2 - 2022 76% • F – 6 Writing from Semester 2 - 2022 72% • F – 6 Number and algebra from Semester 2 - 2022 72% <p>Staff Survey Academic Emphasis from 63% in 2022 to 75% in 2023. Maintain or improve SP target in the following areas: Understanding how to analyse data 77% Understanding curriculum 85%</p> <p>Attendance Decrease the percentage of Foundation to Year 6 students who are absent for 20 or more days from 39% in 2022 to 26% in 2023.</p> <p>ATOS Student Voice and Agency from 76% to 79% in 2023. Not experiencing bullying from 75 per cent (2021) to 78% in 2023. Emotional awareness and regulation maintain above 74% in 2023. Sense of confidence 81 per cent (2022) to 84% in 2023.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Learning Priority NAPLAN Increase the percentage of Year 3 students in the top two bands in;</p> <ul style="list-style-type: none"> • NAPLAN Reading Year 3 from 59% • NAPLAN Writing Year 3 from 38% • NAPLAN numeracy from 29% <p>Increase the percentage of Year 5 students in the top two bands in;</p> <ul style="list-style-type: none"> • NAPLAN Reading Year 5 from 22% • NAPLAN Writing Year 5 from 14% • NAPLAN Numeracy Year 5 from 5% <p>Victorian Curriculum Teacher Judgement Increase students achieving at or above the expected level for their year level:</p> <ul style="list-style-type: none"> • F – 6 Reading from Semester 2 - 2022 76% • F – 6 Writing from Semester 2 - 2022 72% • F – 6 Number and algebra from Semester 2 - 2022 72% <p>Staff Survey Academic Emphasis from 63% in 2022 to 75% in 2023. Maintain or improve SP target in the following areas: Understanding how to analyse data 77% Understanding curriculum 85%</p> <p>Attendance Decrease the percentage of Foundation to Year 6 students who are absent for 20 or more days from 39% in 2022 to 26% in 2023.</p> <p>ATOS Student Voice and Agency from 76% to 79% in 2023. Not experiencing bullying from 75 per cent (2021) to 78% in 2023.</p>

	Emotional awareness and regulation maintain above 74% in 2023. Sense of confidence 81 per cent (2022) to 84% in 2023.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to analyze student data. Build staff capacity to implement the Numeracy Instructional Model . Build staff mathematic and numeracy curriculum knowledge and understanding of HITS (with a focus on explicit teaching, structuring lessons, and differentiation) to improve responsive teaching practices. Establish a P-2 and 3-6 Literacy Instructional Model reflecting the Science of Reading, with a focus on phonics, morphology and vocabulary.
Outcomes	Students will learn at point of need. Teachers use data to plan for learning and to support wellbeing. Teachers can identify a student's point of need and next steps for learning. Leaders collect data and refer to evidence to support decision making. Leaders will support staff to improve their data and differentiation practices through prioritizing time and providing professional learning opportunities.
Success Indicators	Early Indicators Curriculum Documentation shows planning for differentiation. Notes from peer observations, swivel reflection and learning walks. PLC Minutes and Staff focus groups. DIBELS Beginning of Year Assessment Results. Datawalls and Classroom Records of Assessment (Gutman Charts) for Literacy and Numeracy Units of work. Instructional Model in place Late Indicators School Survey *Academic Emphasis *Use student feedback to improve practice *Time to share pedagogical knowledge *Understand how to analyze data *Understand formative assessment NAPLAN / Teacher Judgements

	*Increased consistency of teacher judgments against NAPLAN (panorama) ATOS * Sense of confidence * Student Voice and Agency Other Assessment Measures *PAT *Dibels End of Year *EOI // Phonics Assessment			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Literacy intervention for students in F-6, Tier 2 Focus Foundation to Year 2 and Tier 3 focus Year 3 to 6.	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00 <input checked="" 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
Orton Gillingham Dyslexic Professional Learning for 2 staff members.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" 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
Professional Learning for all staff in phonics, morphology and etymology - targeting students at point of need.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <input checked="" 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 and develop a new Literacy Scope and Sequence in line with the Science of Reading.	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" 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
Purchase and train staff to use DIBELS Assessment using mClass to screen for possible language or dyslexic intervention.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" 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
Embed the whole school Literacy Instructional Model (Science of Reading Aligned) with a focus on phonics, morphology and vocab.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
Tutor Program to target Literacy support in Prep to Year 2 with a focus on multitiered support at a Tier 2 and 3 level.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$68,000.00

			to: Term 4	<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
PLC Leaders to work directly with the leadership and coach to build capacity to analyse data, determine point of need and next steps for learning. This includes building staff content knowledge in English and Mathematics.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<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
Teaching partner to work directly with middle leaders (team leaders) to build their capacity to support staff to implement the Mathematics and Numeracy Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" 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
Teaching partner and leadership to create a whole school Mathematics and Numeracy Instructional Model and Whole School Planning Document.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Teaching partner to work directly with the PLC leaders and teams to build curriculum knowledge, design enabling and extending points and build data literacy in mathematics and numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Build teachers capacity to implement strategies that promote student self awareness and regulation. Develop leaders' and teachers' capacity and understanding of the new DIP funding model. Develop a tiered approach to responding to mental health and wellbeing at SCPS.
Outcomes	Students utilise the tools and strategies in order to effectively regulate their emotions. Students are engaged and accessing reasonable adjustment to learn at point of need. Teachers design differentiated learning programs. Teachers develop IEPs reflecting SMART goals, reasonable adjustments and modifications in consultation with leadership and families. Teachers use consistent language to discuss behaviours which reflect the tiered response. Leaders to provide professional learning and support to all staff to lead and maintain the implementation of Mental Health and Wellbeing Programs at the school.
Success Indicators	Early Indicators Curriculum Documentation shows planning for differentiation. Classroom Expectations Charts displayed. Token systems and whole school rewards. SWPBS Survey Behaviour Records in COMPASS Lesson plans demonstrating consideration of behaviour needs. Term 1 Wellbeing Units of Work completed. IEP Updates Late Indicators School Survey *Time to share pedagogical knowledge SWPBS *Survey Results ATOS * Sense of confidence * Student Voice and Agency * Experience of Bullying

	Other Assessment Measures COMPASS - Major Behaviour Records reduced. Attendance Records - reduced unapproved absences			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate a staff member for Mental Health Specialization and modify specialist program to provide 2 additional planning sessions a week.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,700.00 <input type="checkbox"/> Equity funding will be used <input 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
Complete Seasons for Growth Training and provide targeted Mental Health Support to targeted students.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,250.00 <input type="checkbox"/> Equity funding will be used <input 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

<p>Monitor the SWPBS Program throughout the school and streamline practices.</p>	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</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>Introduce a Student Action Team who meet Termly with a focus on improving the school culture and opportunities within the school.</p>	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	<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 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>Participate in Tier 2 and 3 SWPBS next steps professional learning</p>	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$4,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning for all staff on the UDL practices for differentiation in relation to wellbeing.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" 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
Professional Learning for all staff in creating IEPs, selecting appropriate SMART goals and identifying modifications or reasonable adjustments to support student learning	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <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
Consult with clinical education psychologist to meet the needs of students in the Tier 3 bracket. This includes observations and recommendations for teachers.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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
Classroom Expectations to be completed within the first 2 weeks of school consistently referred throughout the year.	<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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Orton Gillingham Dyslexic Professional Learning for 2 staff members.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Edithvale Primary School
Professional Learning for all staff in phonics, morphology and etymology - targeting students at point of need.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Embed the whole school Literacy Instructional Model (Science of Reading Aligned) with a focus on phonics, morphology and vocab.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teaching partner to work directly with middle leaders (team leaders) to build their capacity to support staff to implement the Mathematics and Numeracy Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Complete Seasons for Growth Training and provide targeted Mental Health Support to targeted students.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Mental Health Fund	<input checked="" type="checkbox"/> Off-site External Provider
Participate in Tier 2 and 3 SWPBS next steps professional learning	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Providers	<input checked="" type="checkbox"/> Off-site Provided by DET
Professional Learning for all staff on the UDL practices for differentiation in relation to wellbeing.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Using the SWPBS Training with UDL Chapters	<input checked="" type="checkbox"/> On-site
Professional Learning for all staff in creating IEPs, selecting appropriate SMART goals and identifying modifications or reasonable adjustments to support student learning	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Neil Cunningham - DET Lead Inclusion	<input checked="" type="checkbox"/> On-site