

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Clyde Creek Primary School (5588)



Submitted for review by Jodie Bray (School Principal) on 28 May, 2024 at 04:35 PM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 15 July, 2024 at 03:08 PM

Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.			
12-month target 1.1 target	TARGETS as below: separated into learning, wellbeing, inclusion for 2024 priorities whist in school review to develop our Strategic Plan.			
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Outcomes	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Success Indicators	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Outcomes	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Success Indicators	Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Please see the GOAL 2, 3 and 4 for our work towards these 2024 Priorities.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	LEARNING Priorities goalIn 2024 we will continue to focus on student learning - with an increased focus on numeracy			
12-month target 2.1 target	<p>NUMERACY - Number & Algebra Teacher Judgement targets</p> <p>Increase the P-6 average percentage of students achieving above the expected level in Number & Algebra from 15% (2023) to 17% or above</p>			
12-month target 2.2 target	<p>NUMERACY - Number & Algebra Teacher Judgment growth targets:</p> <p>Decrease the P-6 average below expected growth percentage in the area of Number & Algebra from an average (2023) of 12% to 10% or lower</p>			
12-month target 2.3 target	<p>Student Survey Growth Target in the survey factors of:</p> <p>Stimulated Learning improve from 69% positive endorsement to 75% positive endorsement or above</p> <p>Differentiate learning challenge sustain / improve from 88% positive endorsement</p>			

12-month target 2.4 target	<p>Staff Survey Growth Target in the survey factors of:</p> <p>Instructional Leadership sustain / improve from 94% positive endorsement</p> <p>Intellectual Stimulation sustain / improve from 90% positive endorsement</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Build staff capacity in differentiation in Numeracy to identify and meet students' individual learning needs.</p>
Actions	<ul style="list-style-type: none"> * Leadership familiarisation with Victorian Curriculum Mathematics Version 2.0. * Revise curriculum overviews to reflect the continuum of learning. * Update school-based curriculum overviews F – 8. * Extend school-based curriculum overviews A – D. * Familiarise staff with updated curriculum overviews. * Trial implementation of continuum-based overviews with PLTs. * Staff feedback to identify areas for professional learning in 2025. * Survey focus groups (F-6) on Numeracy lessons and engagement.
Outcomes	<ul style="list-style-type: none"> * Leadership of Victorian Curriculum Mathematics Version 2.0 implementation. * Professional learning for staff to gain familiarisation of Victorian Curriculum Mathematics Version 2.0. * Enhanced teacher knowledge of the continuum of learning in Victorian Curriculum Mathematics Version 2.0. * PLT collaboration to trial continuum-based overviews and curriculum planning. * Increased student engagement in Numeracy lessons.
Success Indicators	<ul style="list-style-type: none"> * Revised and updated curriculum documentation to reflect Victorian Curriculum Mathematics Version 2.0. * School-based curriculum overviews to reflect the continuum of learning from Levels A - 8. * Planning documents reflecting trial implementation of continuum-based curriculum overviews. * Staff meetings and Snapshot PD to support staff professional learning. * Staff feedback indicating areas for further professional learning. * Pre and post focus group survey data to monitor student engagement in Numeracy lessons. * Teacher Judgements P-6 average achieving above the expected level in Number & Algebra from 15% (2023) to 17% or above. * Teacher Judgments P-6 average below expected growth percentage in the area of Number & Algebra from an average (2023) of

	12% to 10% or lower. * Student Survey Data - Stimulated Learning and Differentiated Learning Challenge * Staff Survey Data - Instructional Leadership and Intellectual Stimulation			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update curriculum documentation in alignment with Victorian Curriculum Mathematics Version 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise focus groups with students, to gather feedback on Numeracy lessons, to feed-forward for greater impact.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Build staff capacity in assessment in Numeracy to identify and meet students' individual learning needs.			
Actions	<ul style="list-style-type: none"> * Update F – 8 levels in assessment trackers. * Review and update Place Value Learning Task – Level A - 8. * Review and update Data Learning Task – Level A – 8. * Review and update Sharing, Fractions & Decimals Learning Task – Level A – 8. * Revise and update pre assessment for Number strand and Algebra strand. * Develop post assessment demonstration guide for Number strand, Algebra strand, Measurement strand, Space strand, Statistics strand and Probability strand. * Class Data Footprints to identify students with IEP Numeracy goals – achieving above and below expected level. * Mathematics Online Interview – Prep. * IEP Timeline – staff professional learning, development and moderation of goals and strategies, scheduled IEP preparation time, SSGs. 			

	<ul style="list-style-type: none"> * Victorian High-Ability Program (VHAP) * Targeted Tutor Learning Initiative (TLI) in Mathematics. 			
Outcomes	<ul style="list-style-type: none"> * Leadership of Victorian Curriculum Mathematics Version 2.0 implementation. * Professional learning for staff to gain familiarisation of Victorian Curriculum Mathematics Version 2.0. * Enhanced teacher knowledge of the continuum of learning in Victorian Curriculum Mathematics Version 2.0. * PLT collaboration to trial continuum-based assessment trackers and data-informed curriculum planning. * PLT implementation of revised termly Learning Tasks. * Extension opportunities in Mathematics through Victorian High-Ability Program (VHAP). * Targeted support and extension in Mathematics through the Tutor Learning Initiative (TLI). 			
Success Indicators	<ul style="list-style-type: none"> * Revised and updated curriculum documentation to reflect Victorian Curriculum Mathematics Version 2.0. * School-based assessment trackers to reflect the continuum of learning from Levels A - 8. * Data-informed planning in alignment with revised assessment trackers. * Staff meetings and Snapshot PD to support staff professional learning. * Staff feedback indicating areas for further professional learning. * Pre and post focus group survey data to monitor student engagement in Numeracy lessons. * Teacher Judgements P-6 average achieving above the expected level in Number & Algebra from 15% (2023) to 17% or above. * Teacher Judgments P-6 average below expected growth percentage in the area of Number & Algebra from an average (2023) of 12% to 10% or lower. * Student Survey Data - Stimulated Learning and Differentiated Learning Challenge * Staff Survey Data - Instructional Leadership and Intellectual Stimulation 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update curriculum pre and post assessments and assessment trackers in alignment with Victorian Curriculum Mathematics Version 2.0.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Targeted implementation of Tutor Learning Initiative, to support intervention and extension in Mathematics.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Goal 3	WELLBEING Priorities goal In 2024 we will continue to focus on student wellbeing through the priorities goal.			
12-month target 3.1 target	Attendance Improvement Target: - decrease the amount of 30+ days absence in 2024 from 23% to 18% or lower			
12-month target 3.2 target	Student Survey Growth Target in the survey factor of: Self-regulation and goal setting sustain / improve from 86% positive endorsement			
12-month target 3.3 target	Parent Survey Growth Target in the survey factor of: Promoting Positive Behaviour sustain / improve from 94% positive endorsement			
12-month target 3.4 target	Staff Survey Growth Target in the survey factors of: School Level Support sustain / improve from 85% positive endorsement Visibility sustain / improve from 94% positive endorsement			
KIS 3.a 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 whole school approach towards social and emotional learning.			
Actions	* School Wide Positive Behaviour Action Team formed * SWPBS Action Plan developed			

	<ul style="list-style-type: none"> * Capacity building of SWPB Action Team * SWPBS Audit of current reality * SWPBS Action Team to collect student and parent feedback * Observations of accredited SWPBS Schools * Staff Professional Learning around SWPBS * Introduction of the Wellbeing Intervention Leaders * WIL Mentoring * WIL goals and target monitoring * Introduction of Leading Teacher Mental Health and Wellbeing in connection with the MHiPs initiative * Communication with community around SEL and SWPBS 			
Outcomes	<ul style="list-style-type: none"> * Strengthened and more distributed Leadership of SEL and Mental Health and Wellbeing Initiatives. * Professional learning for staff to build understanding around SEL and SWPBS. * Enhanced intervention support for students requiring Tier 2 and Tier 3 support in the areas of wellbeing and engagement. * SWPBS Action team collaboration to assess current reality and plan for preferred reality in connection to SWPBS. * SWPBS Action Plan for implementation of SWPB. * Strengthened understanding of the MHiPs DET initiative. * Continued community visibility into the work across the school connected to wellbeing, SEL and behaviour support. 			
Success Indicators	<ul style="list-style-type: none"> * SWPBS Action Plan * SWPBS Action Team Agendas and Minutes * SWPBS Audit results * Staff meetings and Snapshot PD to support staff professional learning. * Staff feedback indicating areas for further professional learning. * Mentor meeting minutes and agendas for WILs and LT. * Improved Attendance Data * Sustained or improved Student Survey Results in Self-Regulation and Goal Setting * Sustained or improved Parent Survey Results in Promoting Positive Behaviour * Sustained or improved Staff Survey Results in Visibility and School Level Support. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Build staff capacity in school wide positive behaviour supports.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Strengthen the instructional leadership approach to wellbeing.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 3.b Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Strengthen community understanding around social and emotional learning and positive behaviour supports.			
Actions	Continued commitment to daily breakfast club Continued partnership with Foodbank Introduction of before school running club Introduce CCTV Deliver school council reports to update on wellbeing and engagement Introduction of second half lunchtime clubs Gather feedback from staff and parents on impact of lunchtime clubs Continue providing information in the Connect newsletter around wellbeing, learning and engagement Introduction and continuation of Zones group Introduce parent workshops on wellbeing and engagement Track parent workshop views and gather feedback Attendance team meetings to track individual, cohort and students at risk			

Outcomes	Student and family engagement at breakfast club daily Student engagement and attendance at morning and lunchtime clubs Family engagement with parent workshops along with strengthening their understanding around wellbeing and engagement Enhanced intervention support for students requiring Tier 2 and Tier 3 support in the areas of wellbeing and engagement. Improved Attendance Data			
Success Indicators	Tracking parent workshop engagement and CCTV Photos of attendance and engagement of breakfast club and zones group Improved Attendance Data Sustained or improved Student Survey Results in Self-Regulation and Goal Setting Sustained or improved Parent Survey Results in Promoting Positive Behaviour Sustained or improved Staff Survey Results in Visibility and School Level Support.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Strengthen our work in the area of before school and during school student clubs and activities based on student and community interest.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Strengthen links with parents / carers and community to improve student engagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Goal 4	SCHOOL-BASED PRIORITY- INCLUSION In 2024 we will continue to focus on inclusion.			
12-month target 4.1 target	Student Survey Growth Target in the survey factor of: Sense of Inclusion sustain / improve from 87% positive endorsement			
12-month target 4.2 target	Parent Survey Growth Target in the survey factor of: Respect for Diversity sustain / improve from 90% positive endorsement			
12-month target 4.3 target	Staff Survey Growth Target in the survey factor of: Collective Responsibility sustain / improve from 95% positive endorsement			
KIS 4.a 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 whole school practices in inclusion in connection to DI roll out.			
Actions	<ul style="list-style-type: none"> * DI Roll out Action Plan * Audit of current documentation to support DI * Strengthen DI documentation, processes, timelines * Recruit Leading Teacher DI, Inclusion Outreach Coach and Allied Health Staff * Complete practice profile * Build staff capacity around adjustments * Lead professional learning * Gain staff feedback and reflection to inform future professional learning 			

Outcomes	<ul style="list-style-type: none"> * DI Action Plan * Strengthened distributed leadership in the area of Disability Inclusion * Build staff capacity in the areas of adjustments and the functional needs domains * Strengthened school-based documentation 			
Success Indicators	<ul style="list-style-type: none"> * Improved staff capacity around DI and the functional needs table * Strengthened visible leadership in the area of Inclusion. * Strengthened DI profile documentation and adjustments * Student Survey results sustained or improved in the area of Sense of Inclusion * Parent Survey results sustained or improved in the area of Respect for Diversity * Staff Survey results sustained or improved in the area of Collective Responsibility 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a clear process for Disability Inclusion Profile roll out.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build staff capacity on the functional needs domains table, including all school-based activities and the categories of adjustments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
KIS 4.b Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Strengthen the whole school practices in inclusion across campus.			
Actions	<ul style="list-style-type: none"> * Re-introduce Peer Mediators * Explore the introduction of cross-campus buddies 			

	<ul style="list-style-type: none"> * Collaboration with SRC around authentic engagement opportunities across campus * Collaboration with 2024 Student leaders around buddies and transition champions * Professional Learning opportunities for staff in the area of engagement * Community communication around cross campus connections 			
Outcomes	<ul style="list-style-type: none"> * Strengthened partnerships across campus * Strengthened relationships of students, staff and parents across campus * Improved staff understanding around cross-campus opportunities to support engagement and transitions * Visible leadership and engagement with peer mediators, SRC and student leaders and buddies 			
Success Indicators	<ul style="list-style-type: none"> * More visible cross campus connections * Improved student voice and agency activation through SRC, Student Leadership, Peer Mediators and Buddies. * Community feedback around inclusive practice as a multi-campus school * Student Survey results sustained or improved in the area of Sense of Inclusion * Parent Survey results sustained or improved in the area of Respect for Diversity * Staff Survey results sustained or improved in the area of Collective Responsibility. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Strengthen inclusive connections between both campuses, including school activities and buddy system.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen peer mediator processes across the school, including student leadership training on inclusion.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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