

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Burwood Heights Primary School (4932)



Submitted for review by Esther Wood (School Principal) on 15 December, 2023 at 12:27 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 28 December, 2023 at 09:52 AM

Endorsed by Zoe Mallen (School Council President) on 18 March, 2024 at 09:48 PM

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning outcomes for all students.
12-month target 2.1 target	Increase the percentage of students achieving exceeding in NAPLAN in Year Five numeracy from 18% in 2023 to 20% in 2024.
12-month target 2.2 target	Increase the percentage of students achieving exceeding in NAPLAN in Year Five reading from 33% in 2023 to 35% in 2024.
12-month target 2.3 target	Increase the percentage of students achieving exceeding in NAPLAN in Year Five writing from 33% in 2023 to 35% in 2024.
12-month target 2.4 target	Improve the percentage of students achieving above the expected standard in Number (Mathematics 2.0 Curriculum) based on teacher judgement in Number and Algebra from 37% in 2023 to 43% in 2024.
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop capacity of all staff to analyse and use data to inform effective teaching practice.
Actions	Build staff capacity to analyse and use data to ensure they are catering for students individual learning needs.
Outcomes	<p>Students receive support at their point of learning</p> <p>Teachers identify students' point of need in learning and use data to plan for learning</p> <p>Teachers select and employ appropriate strategies to support students' learning</p> <p>Leaders model a data-focused mindset and refer to evidence to support their decisions</p> <p>Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities</p>

Success Indicators	<p>Early Indicators Mid-year staff survey/focus groups shows increased understanding of the using data to support student learning and growth Curriculum documentation shows evidence of planning for differentiation Teacher Judgement results mid-year show an increase in students achieving above the expected standard in English and Mathematics</p> <p>Late Indicators AtoSS: Stimulated learning SSS: Instructional leadership, collective efficacy, guaranteed and viable curriculum End-of-year staff survey/ student focus group shows changes to staff practice Teacher Judgement results show an increase in students achieving above the expected standard in English and Mathematics</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a whole school Scope and Sequence for Mathematics 2.0 curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Data analysis meetings scheduled for all teachers, twice each term, with a focus on triangulation of data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Writing Moderation to occur in level teams every term. Then as a whole staff once each semester.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Year level co-ordinator(s)			
Essential Assessment used for Mathematics pre and post assessments.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Data to be collected from teachers, collated and then provided to level co-ordinators to be discussed in level meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Moderation of Reading tasks against the Victorian Curriculum Achievement Standards.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students selected for tutoring based on NAPLAN data and then Teacher Judgement Data. Tutors to work with class teachers and students to set individual goals for tutoring students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$81,000.00 <input checked="" type="checkbox"/> Other funding will be used
Provide students, as appropriate, with the child-friendly Victorian Curriculum documents and assist them to identify where they are achieving within the curriculum and what they need to work on to progress.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Plan for mid and end-of-year student and staff focus groups or a survey to evaluate changes in staff practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)		to: Term 4	
Goal 3	Improve student wellbeing and engagement.			
12-month target 3.1 target	To achieve a result of at least 80% positive responses from Year 5 and 6 students on the Attitudes to School Survey (AtoSS) for the factor 'student sense of confidence'.			
12-month target 3.2 target	To achieve a result of at least 80% positive responses on the Attitudes to School Survey (AtoSS) for the factor 'stimulated learning'.			
12-month target 3.3 target	To achieve a results of at least 80% positive responses on the Attitudes to School Survey (AtoSS) for the factor 'emotional awareness and regulation'.			
12-month target 3.4 target	To achieve a result of at least 82% positive responses on the Parent Opinion Survey for the factor 'Confidence and resiliency skills'.			
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop whole school teaching and learning strategies to empower students to take self-initiated action to progress their learning.			
Actions	Empower students to comprehend the curriculum and identify what is necessary for their advancement. Embed Aboriginal and Torres Strait Islander perspectives across the curriculum. Build staff capacity to support students mental health and wellbeing.			
Outcomes	Students understand the curriculum Students understand their strengths and areas for improvement, linked to curriculum documents Students can articulate what they need to do to advance Students feel motivated to work towards achieving their learning goals Teachers are regularly informing students on their progress			

Success Indicators	<p>Early Indicators Student survey/focus groups shows increased understanding of the curriculum and what they need to do next to progress Student Semester One reflections There is a record available to all staff of the school's Aboriginal and Torres Strait Islander resources</p> <p>Late Indicators AtoSS: Stimulated learning Teacher Judgement results show an increase in students achieving above the expected standard in English, Mathematics, Science, French, Physical Education and Visual Arts Aboriginal and Torres Strait Island perspectives are evident in curriculum and planning documents</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Re-write the Victorian Curriculum for English, Mathematics, Science, French, Physical Education and Visual Arts in child-friendly language.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Teachers will develop resources to best present the Victorian Curriculum in child-friendly language to the students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Present students with the child-friendly curriculum documents and assist them to identify where they are achieving within the curriculum and what they need to do next, to progress their learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Teachers provide regular feedback to the students on their progress and assist them to identify what they need to do next to progress their learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit the Aboriginal and Torres Strait Islander resources in the school.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
The Marrung Lead will work with teachers to ensure Aboriginal perspectives are included in planning documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Become a 'Be You Learning Community' in 2024. Form an action team and staff to complete modules and training.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
A designated 'psychologist in training' will be employed for targeted intervention with students to support their mental health.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
The Resilience Project to be introduced in the Junior School.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,875.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to complete training - Making SPACE for Learning: Trauma responsive practice in education	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,300.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items