

# Annual Implementation Plan - 2024

## Define actions, outcomes, success indicators and activities

Coburg North Primary School (4543)



Submitted for review by Monika Gruss (School Principal) on 12 February, 2024 at 11:47 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 12 February, 2024 at 11:48 AM

Endorsed by Robbie Napper (School Council President) on 12 February, 2024 at 12:49 PM

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve literacy and numeracy outcomes for all students.
<b>12-month target 2.1 target</b>	N/A
<b>12-month target 2.2 target</b>	<p>NAPLAN PROFICIENCIES (Writing)</p> <p>Year 3 - Decrease the number of students from Developing and Needs Additional Support from 16% (13%+3%) to 8%.</p> <p>Year 5 - Decrease the number of students from Developing and Needs Additional Support from 16% (11%+5%) to 8%.</p> <p>Guaranteed and viable curriculum from 72 per cent (2019*) to 80 per cent</p>
<b>12-month target 2.3 target</b>	<p>Teacher Judgements Age Expected Level - WRITING</p> <p>Increase the number of students achieving At or Above expected level from 79% (2023) to 90% in Semester 2 (to meet like schools).</p> <p>NAPLAN comparison to Teacher Judgement - WRITING</p> <p>Greater alignment with NAPLAN Proficiency Writing and Teacher Judgement from 63% (95/151students) to 72%</p>
<b>KIS 2.a</b> Curriculum planning and assessment	Develop a documented guaranteed and viable curriculum that is monitored.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a Guaranteed and Viable Curriculum (GVC) in Writing with the support of the Education Instructional Leader (EIL).</li> <li>- Develop and implement a Writing Moderation document with the support of the Education Instructional Leader (EIL).</li> </ul>
<b>Outcomes</b>	<p><b>GVC (Guaranteed and Viable Curriculum) IN WRITING</b></p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Collaboratively develop a GVC in Writing with the support of the EIL.</li> <li>- Provide guidance and support to staff throughout the curriculum development process.</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement the GVC when planning and delivering writing instruction.</li> <li>- Collaborate with the EIL to address challenges and seek guidance on effective GVC implementation.</li> </ul> <p><b>WRITING MODERATION</b></p> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Collaborate with the EIL and teachers to develop a comprehensive Writing Moderation document.</li> <li>- Provide ongoing support and guidance for the successful implementation of the writing moderation document.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Identify students' needs through writing moderation and plan for differentiated instruction.</li> <li>- Improve their Teacher Judgments using the writing moderation document.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be identified if they need targeted support or intervention in writing based on the outcomes of the writing moderation.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>GVC IN WRITING</b></p> <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Collaborative meetings between leaders, selected teachers, and EIL conducted 2 to 3 times per term, with documented discussions on GVC development progress.</li> <li>- 50% completion of the GVC draft within the first six months, with input from leaders, selected teachers, and the EIL.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Completion of the GVC in Writing.</li> <li>- Solicitation and compilation of feedback from all teaching staff regarding the completed GVC in Writing.</li> </ul> <p><b>WRITING MODERATION</b></p> <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Progress towards completion of the Writing Moderation document within the first six months, with active contributions from leaders, selected teachers, and the EIL.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Completion of the Writing Moderation document with substantial contributions from leaders, selected teachers, and the EIL.</li> </ul>

	- Implementation of the Writing Moderation document, including the moderation of students' writing samples, with identification of students at risk/extension.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
GVC/Writing Team: Expression of Interest sent out to teachers willing to be part of the GVC and Writing Moderation task team. This team will be working with the Leading Teacher and the Education Instructional Leader and SEIL. This team will meet 2-3 times per term.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
GVC Development Feedback: Teaching staff F-6 to provide feedback to writing team on GVC identifying areas for improvement/clarification.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Writing Development Feedback: Teaching staff F-6 to provide feedback to writing team on writing moderation document identifying areas for improvement/clarification.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Writing Moderation Trial: Teaching staff F-6 to use the writing moderation document in Semester 2 for summative assessment as well as identifying students at risk and extension.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Tier 3 Intervention: Tutoring for students identified at risk in literacy (low income earners as a priority) to receive intervention from a school tutor.	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,263.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Improve student wellbeing for learning.			

<b>12-month target 4.1 target</b>	<p>Late Arrivals</p> <p>Decrease late arrivals from 319 students (F-6) to 200 students (F-6)</p>
<b>12-month target 4.2 target</b>	<p>AToSS</p> <p>Domain: Social Engagement Factor: Sense of inclusion (reduce not positive from 11 per cent (2023) to 5 per cent)</p> <p>Domain: Individual social and emotional wellbeing. Factor: Low resilience reduce from 32% (2023) to 25%</p> <p>Domain: Not Experiencing Racism Factor: I know what to do if I experience racism not positive from 27% to 18%</p>
<b>12-month target 4.3 target</b>	<p>Parent Opinion Survey</p> <p>Module: Parent Community Engagement Factor: School communication from 66 per cent (2023) to 75 per cent</p> <p>Module: Parent Community Engagement Factor: Teacher communication from 54 per cent (2023) to 63 per cent</p> <p>Module: Parent Community Engagement Factor: Parent participation and involvement from 74 per cent (2019*) to 85 per cent.</p>
<b>12-month target 4.4 target</b>	<p>Staff School Survey</p> <p>Module: School Climate Factor: Trust in students and parents positive response from 59 per cent (2023) to 65 per cent.</p>
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Develop and embed a whole school approach to wellbeing and inclusion.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop leaders and teachers understanding of Inclusive practices through ongoing professional learning.</li> <li>- Develop a shared vision for mental health, focusing on resilience.</li> </ul>

**Outcomes**

**INCLUSIVE PRACTICES**

Leaders will:

- Provide professional learning in inclusive practices through the Berry Street Education Model.
- Support staff to increase their understanding of Tier 1 (universal) supports through introducing the High Impact Wellbeing Strategies (HIWS), particularly focusing on #4 Support inclusion and belonging.
- Actively engage in coaching sessions with teachers to enhance their proficiency in implementing Tier 1 universal supports, utilising the StepLab platform.
- Assign a new Assistant Principal to the schools workforce who will support students with disabilities through improving school processes in wellbeing and inclusion.
- Develop a comprehensive plan for the full implementation of the Disability and Inclusion model by 2025.

Teachers will:

- Develop a deeper understanding of inclusive education through targeted professional development opportunities such as the Berry Street Education Model and the DE's HIWS.
- Apply trauma-informed practices learned from the Berry Street Education Model in their daily classroom interactions.
- Incorporate accommodations within weekly planning to meet the diverse needs of students.

Students will:

- Benefit from a learning environment where trauma-informed practices create a supportive classroom.
- Participate in classroom activities that reflect the principals of inclusion and belonging.
- Experience differentiated instruction and accommodations tailored to individual learning styles and abilities.

**MENTAL HEALTH FOCUS ON RESILIENCE**

Leaders will:

- Oversee the successful adoption and implementation of the Resilience Project program across all grades (F-6) in the school.
- Monitor the integration of Resilience Project principles into the school's daily activities and curriculum.
- Provide ongoing support to teachers and staff in implementing the Resilience Project strategies.
- Identify and incorporate relevant programs from the DE's mental health and wellbeing toolkit to complement the Resilience Project program.
- Monitor the effectiveness of the toolkit programs and make adjustments as needed.

Teachers will:

- Incorporate Resilience Project strategies into lesson planning and classroom activities.
- Promote a positive and supportive learning environment that fosters resilience among students.
- Participate in professional development sessions related to the Resilience Project program and DE's mental health toolkit.

	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Demonstrate an understanding of resilience principles promoted by the Resilience Project program.</li> <li>- Apply learned resilience strategies in various aspects of their school life.</li> <li>- Experience a school environment that prioritises mental health, fostering a sense of belonging and support.</li> </ul> <p>Parents/carers will:</p> <ul style="list-style-type: none"> <li>- Participate in dedicated parent sessions on resilience, providing insights into the strategies used in the Resilience Project program.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>INCLUSIVE PRACTICES</b></p> <p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- 90% of staff have successfully completed the Berry Street Education Model training, and any staff members who missed the initial training have been rescheduled for catch-up sessions.</li> <li>- 50% of teachers demonstrate the early integration of trauma-informed practices and HIWS within the first 3 months, evidenced through observation notes, teacher reflections, within PLC, or student feedback on classroom interactions.</li> <li>- Initial student surveys and observations reveal a positive trend, with 80% of students reporting a feeling of safety and support in the first month.</li> <li>- 50% of teachers participate in the StepLab coaching program.</li> <li>- 50% of teachers integrate accommodations for students requiring support into their weekly planning documents.</li> <li>- Leaders show an increased understanding of key aspects of the Disability and Inclusion framework, and a draft plan for full implementation by 2025 is in progress.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- 100% of staff have completed the Berry Street Education Model training, including any required catch-up sessions.</li> <li>- 90% of staff consistently apply Tier 1 universal supports in their classrooms during the second semester, reflecting successful integration.</li> <li>- 90% of teachers have integrated accommodations for students requiring support into their weekly planning documents.</li> <li>- Leaders have gained a comprehensive understanding of the Disability and Inclusion framework, and a completed plan for full implementation by 2025 is in place.</li> <li>- 100% of teachers have completed the StepLab coaching program, demonstrating a thorough engagement with the coaching process.</li> </ul>

**MENTAL HEALTH FOCUS ON RESILIENCE**

Early Indicators:

- The Resilience Project program is successfully adopted, with initial integration visible in 80% of classrooms within the first three months.
- Leaders initiate the monitoring of Resilience Project integration in the first semester, with initial reports showing progress in the second month.
- 50% of teachers integrate Resilience Project strategies into their lesson planning and activities within the first two months.
- Early observations show positive changes in the classroom environment, with 50% of teachers actively promoting a supportive atmosphere within the first semester.

Late Indicators:

- The Resilience Project program is fully adopted and implemented across all grades, with visible impact in the second semester.
- 90% of teachers consistently integrate Resilience Project strategies into lesson planning and classroom activities throughout the school year.
- 100% of teachers have completed the StepLab coaching program, demonstrating a thorough engagement with the coaching process.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Recruitment: Employment of an additional Assistant Principal to lead the Wellbeing and Inclusion practices across the school including the action planning for the roll out of the Disability and Inclusion program in 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,007.50  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Development: Berry Street Education Model Professional Learning conducted through 4 Curriculum Days.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team  <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$24,500.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which



				may include DET funded or free items
Professional Development: The Resilience Project is explained and implemented across the school. (Digital Presentations) Modules to be implemented across the school.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,900.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development: Wellbeing Team introduce the High Impact Wellbeing Strategies and how they can be implemented within classrooms. The link towards Inclusive classrooms will be shown.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Development: Training for teachers on how to make accommodations for students in planning documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)  <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Evaluation: Berry Street Education Model practices and Resilience Project are evaluated and discussed at SIT for areas for recommendation (steps moving forward).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)  <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Parent workshops: The Resilience Project run parent workshops to support their children to develop resilience.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Recruitment: Employment of a school psychologist to work with students (Additional Mental Health and Wellbeing Professional)	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$30,358.00

	<input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching sessions for all teachers to enhance their proficiency in implementing Tier 1 universal supports, utilising the StepLab platform.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00  <input checked="" type="checkbox"/> Other funding will be used
Student Resilience Journals: Teachers work with students on the activities designed by the Resilience Project in their Resilience Journals.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,165.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items