Annual Implementation Plan - 2024
Define actions, outcomes, success indicators and activities

Manchester Primary School (5009)

Submitted for review by Megan Ganter (School Principal) on 19 December, 2023 at 04:26 PM
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Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 2	To improve student outcomes in literacy.
12-month target 2.1 target	NAPLAN Reading - To increase the number of Year 5 students in exceeding or strong by 3% to 75% - To increase the number of Year 3 students in exceeding or strong by 4% to 55% NAPLAN Writing - To increase the number of Year 5 students in exceeding or strong by 5% to 64% - To increase the number of Year 3 students in exceeding or strong by 5% to 55%
12-month target 2.2 target	Target no longer relevant due to NAPLAN changes
12-month target 2.3 target	Teacher Judgement data - Writing from 21 per cent in 2023 to 25 per cent in 2024 - Reading from 30 per cent in 2023 to 35 per cent in 2023 - Speaking and Listening from 15 per cent in 2023 to 20 per cent in 2024
KIS 2.c Evidence-based high-impact teaching strategies	Build differentiation and feedback consistency in classrooms.
Actions	Build the capacity of our middle leaders to lead PLC cycles of inquiry, to build collective efficacy around systematic, ongoing, data-driven growth in teaching and learning.
Outcomes	Principals will: - provide time and resources for PLC coaching program in 2024 (provided through The Cambridge Education Team) - provide opportunities and time allocation for professional development of the English and Mathematics leaders - enable cycles of inquiry and the timely, systematic analysis of whole school data (whole school and in teams) - provide professional learning in differentiation - provide opportunities to engage in learning walks (within and across schools), lesson observations and provide feedback - lead the implementation of the Tutor Program based on the school context and student need Regional staff will:

	- support the introduction of the new English and Mathematics curriculum for implementation in 2025 - support the development and documentation of whole school approaches in English and Mathematics - contribute to School Improvement team meetings to guide strategic action Curriculum and Team Leaders will: - lead the implementation of whole school assessment practices aligned to the whole school assessment schedule - make links to the whole school instructional model and HITS with new and existing approaches - engage in learning walks, lesson observations and provide feedback - facilitate PLC cycles of inquiry - provide professional development, resources and readings to support the learning of their peers - continue to develop their own professional knowledge and skill in their area of leadership Teachers will: - engage in cycles of inquiry - analyse and track student achievement data using school assessment schedules at class, year level and whole school level, including those students participating in the TLI - engage in learning walks, lesson observations and provide feedback - implement HITs and whole school approaches in English and Mathematics - record adjustments in planning to show differentiation based on student need - provide targeted academic support to students through Literacy and Numeracy goals in IEPs - provide regular feedback to students on their learning and progress Students will: - demonstrate learning growth
Success Indicators	Early indicators: • Curriculum documentation will show plans for differentiation • Formative and summative Literacy and Numeracy assessments will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: • School will progress on the PLC Maturity Matrix • School will progress on the FISO 2.0 Self evaluation • Victorian Curriculum teacher judgements will show increased learning growth • Staff survey factors: School Climate - Collective responsibility, Teacher collaboration, Collective focus on student learning, Guaranteed and viable curriculum

	• AtoSS factors: Effective Teaching Practice for cognitive engagement - Effective teaching time, Differentiated learning challenge, Stimulated learning • Parent Opinion survey factors: Parent/Caregiver/Guardian community engagement - Parent/Caregiver/Guardian participation and involvement, Teacher communication			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Develop SIT and professional learning planner to include school PL initiatives, hold SIT meetings	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$9,906.00 ☑ Equity funding will be used
Engage with PLC Coaching Program, hold team leader meetings	☑ Principal ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$13,208.00 ☑ Equity funding will be used
Plan learning walks and observations program	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement the Tutor Learning Initiative	☑ Assistant principal ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$90,805.11 ☑ Other funding will be used
Explore new Mathematics and English curriculum	☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$6,604.00 ☑ Equity funding will be used

Document whole school practices	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To improve student outcomes in numeracy.
12-month target 3.1 target	NAPLAN Numeracy To increase the number of Year 5 students in exceeding or strong by 5% to 60% NAPLAN Numeracy To increase the number of Year 3 students in exceeding or strong by 4% to 45%
12-month target 3.2 target	Target no longer relevant due to NAPLAN changes
12-month target 3.3 target	Teacher Judgement data - Number and Algebra maintain 25% from 2023 to 2024 - Measurement and Geometry increase from 24 per cent in 2023 to 25 per cent in 2024 - Statistics and Probability increase from 15 per cent in 2023 to 20 per cent in 2024
KIS 3.a Curriculum planning and assessment	Build capabilities for data analysis and an understanding of data in teachers and students.
Actions	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students.
Outcomes	Principals will: - model the effective analysis and use of data (SIT, Team Leaders and Whole Staff) - provide professional development, resources and readings to build staff capacity in data use - set up organisational infrastructure to systematically track data sets outlined in the whole school assessment schedule (Compass Analytics) and Strategic Plan data tracking tool

	Regional Staff will: - support the implementation of high quality assessment practices, including whole school moderation (Reading, Writing and Mathematics) - contribute to School Improvement team meetings to guide strategic action Curriculum and Team Leaders will: - lead the implementation of whole school assessment practices aligned to the whole school assessment schedule - facilitate PLC cycles of inquiry informed by data Teachers will: - engage in cycles of inquiry - implement high quality assessment practices, including whole school moderation (Reading, Writing and Mathematics) - analyse and track student achievement data using school assessment schedules at class, year level and whole school level, including those students participating in the TLI - provide regular feedback to students on their learning and progress Students will: - demonstrate learning growth			
Success Indicators	Early indicators: • Data walls are set up in alignment with the whole school assessment plan • Formative and summative Literacy and Numeracy assessments will show student learning growth • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning • Data is utilised effectively to inform a differentiated teaching and learning program Late indicators: • School will progress on the FISO 2.0 Self evaluation • Victorian Curriculum teacher judgements will show increased alignment with other assessments • School Staff survey factors: Building practice excellence, Curriculum planning and assessment, High impact teaching strategies, Evaluating impact on learning, Instructional Leadership • Parent Opinion survey factors: Student cognitive engagement - High expectations for success, Student motivation and support, Stimulating learning environment, Effective teaching			
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Implement whole school assessment plan	☑ Education support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Set up and utilise data walls	☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review data sets at key points throughout the year	☑ All staff ☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Conduct whole school moderation sessions	☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Use data to inform the teaching and learning program	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	To develop healthy, happy, and resilient students.
12-month target 4.1 target	Learner characteristics and dispositions domain, sense of confidence factor will increase from 66 per cent in 2023 to 75 per cent Effective teaching practice domain, effective classroom behaviour factor will increase from 68% per cent in 2023 to 85 per cent Effective teaching practice domain, stimulating learning factor will increase from 66 per cent in 2023 to 85 per cent

12-month target 4.2 target	Teacher communication will increase from 59 per cent in 2023 to 70 per cent.
	Parent participation and involvement will increase from 61 per cent in 2023 to 75 per cent.
	Student motivation and support will increase from 67 per cent in 2023 to 75 per cent.
12-month target 4.3 target	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 10 per cent in 2021 to 75 per cent.
KIS 4.a Health and wellbeing	Embed the School Wide Positive Behaviour Support (SWPBS) program within the school environment.
Actions	1. Implement School Wide Positive Behaviour Support initiative 2. Implement Disability Inclusion initiative
Outcomes	Leaders will: - Lead the SWPBS team - Meet regularly with the SWPBS coach - Meet regularly with with the IOC - collate and analyse behaviour data and identify areas for whole school focus - complete annual action plan - conduct SAS (School-Wide System Summary) and Tier 1 Fidelity inventory - document whole school wellbeing practices Regional Staff will: - SWPBS coach will provide professional learning and coaching - Inclusion Outreach Coach (IOC) will provide professional learning and coaching - contribute to School Improvement team meetings to guide strategic action Teachers will: - participate in professional learning to build their knowledge of SWPBS and Inclusive Practices - implement whole school positive behaviour reward system - apply minor/major behaviour sequence of responses - regularly refer to and explicitly teach expected behaviours from the school behaviour matrix - develop and implement Individual Learning, Behaviour and Safety plans in conjunction with all stakeholders - implement inclusive practices including: maintaining an inclusive environment, differentiating learning based on student need,

	providing multiple means of representation and engagement Students will: - show improved behaviour - be able to articulate and demonstrate school wide behaviour values and expectations
Success Indicators	Early indicators: • SWPBS team will form and meet regularly • School will create a SWPBS action plan as they progress towards Tier 1 Fidelity • Reduced number of major behaviour incidents Late indicators: • School will progress on the FISO 2.0 Self evaluation • School will progress on the Disability Inclusion Inclusive Practices Continua • School Staff survey factors: School Climate - Collective Efficacy, Academic emphasis • AtoSS factors: Learner characteristics and dispositions domain- sense of confidence, Effective teaching practice domain - effective classroom behaviour, Effective teaching practice domain - stimulating learning • POS factors: Safety - Managing bullying, Promoting positive behaviour, Respect for diversity • Improved attendance

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage with SWPBS professional learning sessions and modules and implement actions	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$7,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop SWPBS action plan and monitor progress using TFI and data collection methods	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Implement 'Flying Start' program	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Implement inclusive practices	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$140,889.25 ☑ Disability Inclusion Tier 2 Funding will be used
Document whole school approaches to wellbeing	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,457.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items