

# Annual Implementation Plan - 2023

## Define Actions, Outcomes and Activities

Courtenay Gardens Primary School (5371)



Submitted for review by Marc De Ley (School Principal) on 14 December, 2022 at 03:37 PM  
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 10 March, 2023 at 12:23 PM  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase top 2 bands for numeracy from 26% in 2022 to 30% in 2023. Increase top 2 bands for reading to 48% in 2023. Increase top 2 bands for writing from 25% in 2022 to 33% in 2023. ATSS increase students sense of confidence from 78% in 2022 to 85% in 2023.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Continue to embed the Teacher Instructional Model across all classrooms.            Utilise the walkthrough cluster strategies to support the implementation of the instructional model.</p> <p>Continue to embed high performing PLCs with a strong focus on improving student learning outcomes.            Continue to embed the cycle of inquiry process, to improve teacher practice and to reflect on the impact of practice.</p> <p>Teachers engage in the Teacher Improvement Practice Cycle to set goals and collaborate with their learning specialist to achieve improved teacher practice.</p> <p>Implement the Maths Workshop Model consistently across the school.</p> <p>Embed the Reader's Workshop Model across the school, with a focus on conferencing (individual and group).</p> <p>Develop a Writer's Workshop Model with the literacy team.</p> <p>To continue to embed the inquiry mindset for teachers and students. School leaders to support the planning of inquiry units for PLCs.            Develop consistency in assessment of students throughout the inquiry units.</p> <p>Student agency is developed and supported through: setting learner asset goals in inquiry; students utilising their learner asset goals in other curriculum areas; and setting personalised reading goals when conferencing during the Reader's Workshop Model.</p> <p>Continue the TLI support for students identified. Fountas and Pinnell literacy intervention grades 1, 2 and 3, and grade 4 maths small</p>

	group intervention support.
<b>Outcomes</b>	<p>Teachers utilise the Teacher Instructional Model to implement high impact teaching strategies consistently. Teachers can demonstrate implementation of the walk through strategies. Develop the understanding og how these practices enhance student learning outcomes.</p> <p>The PLC process supports data discussions and differentiation of learning. Teachers are increasingly responsive to using data to change and improve teacher practice. The cycle of inquiry process will focus on: wellbeing and inclusion {term 1}, reading or maths {term 2 &amp; 3}, writing {term 4}. Teachers will use the cycle of inquiry approach to deepen pedagogical knowledge and practice in at least 4 areas identified.</p> <p>Teachers engage in the Teacher Improvement Practice Cycle to set goals and participate in mentoring, coaching and peer observation.</p> <p>Teachers implement the Maths Workshop Model consistently in their classroom, using the Maths Resource documentation. There will be a focus on numeracy talks and fluency tasks.</p> <p>Teachers implement the Reader's Workshop Model consistently in their classroom, using the Reading Resource documentation. There will be a focus on conferencing, guided reading, reciprocal reading and literature circles.</p> <p>In writing, to develop a teacher mindset focused on the student as the writer. The literacy team teachers to trial and modify the model {terms 1-3}, all teachers to trial the Writer's Workshop Model in term 4, as part of the PLC cycle of inquiry term 4 focus.</p> <p>In inquiry learning, students have greater choice on the learning tasks. A focus on the 'taking action' component of the inquiry cycle. Teachers keeping formative assessment records of student progress and having PLC discussions regarding what are key indicators of student success. In discovery learning has a closer connection to the curriculum goals throughout the day.</p> <p>Teachers scaffold students to use the learner asset framework to set specific learning goals in inquiry, prep to grade 6. Teachers utilise the learner asset framework and student goals, to support student voice and agency in all areas of the curriculum. Teachers co-construct student reading goals when conferencing with students. Students are supported to achieve their goals within the Reader's Workshop Model.</p>

	TLI will support identified students using a range of intervention strategies including Fountas and Pinnell small group intensive reading intervention; in class and small group support. A reduction of grade 3 students reading PM levels ranging from 11 to 18.			
<b>Success Indicators</b>	<p>Learning Specialists, identified to sub-schools will collect anecdotal evidence of teacher practice. They will utilise the Teacher Improvement Practice Cycle to set SMART goals, identify strategies for changed practice and evaluate these strategies in light of student learning outcomes.</p> <p>The Teaching and Learning SIT team will regularly collect observational data and evaluate this against the desired school outcomes. Tools used will include: checklists, anecdotal observations, PLC matrix, FISO 2.0 continua .</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Continue to embed the Teacher Instructional Model across all classrooms.</p> <p>Utilise the walkthrough cluster strategies to support the implementation of the instructional model.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$180,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Continue to embed high performing PLCs with a strong focus on improving student learning outcomes.</p> <p>Continue to embed the cycle of inquiry process, to improve teacher practice and to reflect on the impact of practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers engage in the Teacher Improvement Practice Cycle to set goals and participate in mentoring, coaching and peer observation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
Teachers implement the Maths Workshop Model consistently in their classroom, using the Maths Resource documentation. There will be a focus on numeracy talks and fluency tasks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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

<p>Teachers implement the Reader's Workshop Model consistently in their classroom, using the Reading Resource documentation. There will be a focus on conferencing, guided reading, reciprocal reading and literature circles.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>In writing, to develop a teacher mindset focused on the student as the writer. The literacy team teachers to trial and modify the model {terms 1-3}, all teachers to trial the Writer's Workshop Model in term 4, as part of the PLC cycle of inquiry term 4 focus.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>In inquiry learning, students have greater choice on the learning tasks. A focus on the 'taking action' component of the inquiry cycle. In discovery learning has a closer connection to the curriculum goals throughout the day.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<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
<p>Teachers scaffold students to use the learner asset framework to set specific learning goals in inquiry, prep to grade 6.</p> <p>Teachers utilise the learner asset framework and student goals, to support student voice and agency in all areas of the curriculum.</p> <p>Teachers co-construct student reading goals when conferencing with students. Students are supported to achieve their goals with the Reader's Workshop Model.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
TLI - Fountas and Pinnell interventions grades 1, 2 and 3.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Develop consistency in the quality of IEPs, focusing on SMART goals, and increase the score IEPs reach on the IEP quality rubric. Develop teacher understanding of the importance of IEPs.</p> <p>Develop consistent teacher understanding on the purpose, process and implementation of BSPs.</p> <p>Develop teachers' inclusive mindsets and repertoire of strategies they use of cater for the diverse needs of learners.</p> <p>Embed universal strategies to support positive behaviour at school, within the SWPBP, such as teacher confidence and expertise in circle time and holding restorative conversations with students. Teachers will be supported to explore how to give students positive feedback to reinforce expected behaviours.</p> <p>Embed a consistent approach to teaching the school rules and zones of regulation.</p> <p>Develop a set of learner values at the school which encompass life long dispositions that support students in both academic performance and social situations.</p>			
<b>Outcomes</b>	<p>Teachers will be writing IEPs with SMART goals and these are regularly reflected upon, evaluated and adjusted. Inclusion Support teacher will work with teachers to implement strategies to support inclusion of all learners.</p> <p>Teachers to write and implement BSPs. Students supported to engage positively in their classroom and in all specialist settings.</p> <p>Teachers have a common language to use in regards to discussing student learning needs. Teachers are familiar with a range of strategies to differentiation product, process, content and environment to cater for diverse learners.</p> <p>Circle time consistency implemented daily prep to grade 6. Circle time used to develop relationships between students and staff. Teachers to confidently use the process and language of restorative practices when speaking with students to mend relationships post negative behaviour incidents. Teachers understand the benefits of using behaviour mistakes to teach expected behaviours.</p> <p>Teachers are explicit in how they discuss and model student behaviour expectations. Teachers are using the zones of regulation as a strategy to support students to regulate their emotions and be in the best mindset to engage with learning tasks.</p>			



	Wellbeing team to develop the learner values and begin to expose the wider staff to these. Wellbeing team to use the learner values to complete the SWPBP matrix. Wellbeing team to develop an implementation plan for supporting staff to teach the learner values for 2024.			
<b>Success Indicators</b>	Wellbeing Leading Teacher, PSD Co-Ordinator and Inclusion Support Teacher will collect anecdotal evidence of teacher practice.  The Wellbeing SIT team will regularly collect observational data and evaluate this against the desired school outcomes. Tools used will include: checklists, anecdotal observations, PLC matrix, FISO 2.0 continua.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop consistency in the quality of IEPs, focusing on SMART goals, and increase the score IEPs reach on the IEP quality rubric. Develop teacher understanding of the importance of IEPs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <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
Develop consistent teacher understanding on the purpose, process and implementation of BSPs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
<p>Develop teachers' inclusive mindsets and repertoire of strategies they use of cater for the diverse needs of learners.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <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>Embed universal strategies to support positive behaviour at school, within the SWPBP, such as teacher confidence and expertise in circle time and holding restorative conversations with students. Teachers will be supported to explore how to give students positive feedback to reinforce expected behaviours.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <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>Embed a consistent approach to teaching the school rules and zones of regulation.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Develop a set of learner values at the school which encompass life long dispositions that support students in both academic performance and social situations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Berry Street training 2023- 4 days for Wellbeing and Inclusion Team</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$22,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

	<input checked="" type="checkbox"/> School Improvement Team			<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
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