

2023 Annual Implementation Plan

for improving student outcomes

Chelsea Heights Primary School (3341)



Submitted for review by Steven Capp (School Principal) on 05 December, 2022 at 01:07 PM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 03 March, 2023 at 03:30 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal 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.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Numeracy from 44 (2019) to 50 per cent Numeracy from 22 (2019) to 27 per cent. By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for: Numeracy from 5 (2019) to 15 per cent. Attendance Data: Increase percentage of students with attendance less than 19.5 days to 80%</p>
To maximise the learning growth of all students in Literacy and Numeracy	Yes	<p>By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 57 (2019) to 64 per cent • Writing from 46 (2019) to 63 per cent • Numeracy from 44 (2019) to 55 per cent. 	By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Reading from 57 (2019) to 62 per cent Writing from 46 (2019) to 55 per cent
		<p>By 2023 the percentage of Grade 5 in the top two NAPLAN bands will increase for:</p> <ul style="list-style-type: none"> • Reading from 42 (2019) to 46 per cent • Writing from 11 (2019) to 20 per cent • Numeracy from 22 (2019) to 27 per cent. 	By 2023 the percentage of Grade 5 in the top two NAPLAN bands will increase for: Reading from 42 (2019) to 46 per cent Writing from 11 (2019) to 20 per cent
		By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for:	By 2023 the percentage of students achieving above NAPLAN Benchmark growth will

		<ul style="list-style-type: none"> • Reading from 38 (2019) per cent to 40 per cent • Writing from 18 (2019) to 25 per cent • Numeracy from 5 (2019) to 20 per cent. 	increase for:Reading from 38 (2019) per cent to 40 per centWriting from 18 (2019) to 25 per cent
Activate student Voice and Agency to improve student engagement	No	By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Plan Differentiated Learning factor, will increase from 76 to 85 per cent.	
		By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning- Practice Improvement component Professional Learning Through Peer Observation factor, will increase from 76 to 85 per cent.	
		By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning- Evaluation component factor: Use Student Feedback to Improve Practice, will increase from 59 to 85 per cent.	
		By 2023, positive endorsement of the AToS Survey component Teacher Student Relationships factor Teacher Concern will increase from 79-85 per cent.	
To develop systems to guide a global focus that engages students and improves student outcomes.	No	By 2024, teacher judgement data for students achieving 12 months growth in the intercultural capability will increase from X% 2021 benchmark to Y% in 2024. [Benchmark and corresponding target to be identified as part of 2021 AIP]	
		By 2023, positive endorsement of the school Staff Survey, in the Teaching and Learning-Implementation component Focus on Real-Life Problems factor, will increase from 76 to 85 per cent.	

		By 2024, teacher judgement data for students achieving 12 months growth in the ethical capability will increase from X% 2021 benchmark to Y% in 2024. [Benchmark and corresponding target to be identified as part of 2021 AIP]	
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Goal 1	2023 Priorities Goal 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.	
12-month target 1.1-month target	By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Numeracy from 44 (2019) to 50 per cent Numeracy from 22 (2019) to 27 per cent. By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for: Numeracy from 5 (2019) to 15 per cent. Attendance Data: Increase percentage of students with attendance less than 19.5 days to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Goal 3	To maximise the learning growth of all students in Literacy and Numeracy	
12-month target 3.1-month target	By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Reading from 57 (2019) to 62 per cent Writing from 46 (2019) to 55 per cent	
12-month target 3.2-month target	By 2023 the percentage of Grade 5 in the top two NAPLAN bands will increase for: Reading from 42 (2019) to 46 per cent Writing from 11 (2019) to 20 per cent	
12-month target 3.3-month target	By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for: Reading from 38 (2019) per cent to 40 per cent Writing from 18 (2019) to 25 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Embed and monitor the effective use of the High Impact Teaching Strategies across the school to become an integral element of the school's culture.	Yes
KIS 3.b Positive climate for learning	Embed rigorous, reliable pedagogical practices to drive personalised learning and lift student outcomes.	No
KIS 3.c Excellence in teaching and learning	Connect student assessment to the student' school and home learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The school has identified spelling as an area of focus in 2023 as a gateway for wider literacy improvement in pursuit of the SSP goal to maximise the learning growth of all students in literacy and numeracy. At the school level there was wide ranging school based supporting evidence to support the focus of spelling.</p> <p>. NAPLAN Grade 3 Spelling Data displayed an increase in bottom two band from 9% to 24% 2017 to 2022 and this may be impacting on Grade 3 reading and writing results. NAPLAN Grade 5 Spelling Data displayed students represented in the bottom two bands varied between 9% and 24% from</p>	

2017 - 2022 this may also be impacting reading and writing results.
Students' writing pieces, book work and observations conducted by staff support spelling skills as an issue at CHPS at all year levels.
A spelling scope and sequence was identified as a priority for 2022 and has been a focus prior to this time as well, but was not quite completed and staff reported inconsistency in resourcing and training particularly after the pandemic lock downs.

A spelling focus is supported by staff when we have consulted the literature on literacy improvement as spelling supports the lower order skill of decoding in reading comprehension.
'By the age of 8, the correlation between spelling and reading is 0.9 a very close association.'
Westwood, P. (2005). Spelling: Approaches to teaching and assessment (2nd. ed.). Melbourne: ACER.

CHPS is pursuing a more systematic and explicit approach to phonics and morphology instruction.
The Australian National Inquiry into the Teaching of Literacy (2005) found:

'Where there is unsystematic or no phonics instruction, literacy progress is significantly impeded, inhibiting initial and subsequent growth in reading accuracy, fluency, writing, spelling, and comprehension.
Beneficial effects are larger when phonics instruction begins early rather than after first grade.'
The research supports our intention.

The broader research has identified spelling as a lower skill for writing and one that directly impacts writing growth and performance of students:

When spelling is effortful, writing quality becomes limited by the need to concentrate on intra-word structure rather than meaning. Similarly, dysfluent handwriting slows the creative process, and interferes with real time planning. Additionally, a lack of facility with grammar hinders sentence construction, and hence expressive writing. The quality of handwriting and spelling have been found to be the best predictors of the amount and quality of written composition
Unfortunately, current educational practice minimizes explicit instruction and practice of such skills

British Primary Framework for Literacy, 2006

The concept of the spelling scope and sequence and explicit, systematic instruction fits under the excellence in teaching and learning where we will be looking to document curriculum and match the knowledge and skills within the curriculum to HITS such as explicit instruction, worked examples and multiple exposures.
We feel the focus on spelling has the capacity to improve literacy growth in reading and writing that is aligned to our SSP.

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Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal 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.
12-month target 1.1 target	By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Numeracy from 44 (2019) to 50 per cent Numeracy from 22 (2019) to 27 per cent. By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for: Numeracy from 5 (2019) to 15 per cent. Attendance Data: Increase percentage of students with attendance less than 19.5 days to 80%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity to use assessment and respond to data in numeracy to further develop a scope and sequence for mathematics. Use and adapt shared and common resources in mathematics to develop common lessons, daily and weekly review in numeracy. Build capacity of instructional leaders and the SIT to observe, coach and model lessons .
Outcomes	Leaders will support teachers to continue to develop viable mathematics curriculum, related lessons and consistent materials through clear processes and professional learning. Leaders will support staff to further develop the mathematics assessment schedule with a focus on formative assessment. Leaders will support staff to further develop analysis of data to inform whole school, cohort, class and individual instructional decisions. Leaders will facilitate observations in mathematics teaching focused on worked examples and CFU. Teachers will identify students' needs in mathematics using assessment data. Teachers will provide targeted academic support through Numeracy goals in IEPs Teachers will adjust teaching responses based on formative assessment - CFU and Reviews. Teachers will execute daily, weekly and monthly reviews. Teachers will review and adapt curriculum sequencing. Students in need of targeted numeracy academic support will be identified and supported. Students will be aware of learning gaps and strengths via daily and weekly reviews and feedback from teachers and peers.

	Student will display increased mathematics vocabulary.			
Success Indicators	<p>Early Indicators Assessment schedule documentation will be updated to reflect changes to formative assessment practices. Mathematics screeners, termly assessments developed in line with the scope and sequence Daily and weekly reviews will be visible in each classroom F - 6 IEPs will describe adjustments needed in mathematics.</p> <p>Late Indicators: Teacher Judgements will display greater alignment to PAT and NAPLAN. The percentage of students in the top two NAPLAN bands for numeracy will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams approx. estimate
Develop a professional learning plan that supports staff to implement daily and weekly mathematics reviews.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Build a mathematics team to review and adjust mathematics scope and sequence using assessment data.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Develop a professional learning plan that focusses on the we do section of our teaching model namely worked examples and CFU aimed at consistent use of agreed strategies - Cold call, Non-volunteer, chin it, pair share	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	SWPB to improve engagement and attendance Build staff capacity to collect, analyse and respond to student well being data with a focus on attendance Strengthen the school wide approach towards communicating students well being needs to parents, carers and kin.			
Outcomes	Leaders will support the continuous development, documentation and revision of whole school well being approaches. Teachers will plan and explicitly teach positive learning behaviours. Teachers will analyse attendance data to inform school well being responses Students will be able to explain positive behaviours that contribute to a safe orderly environment. Students will understand the importance of high attendance			
Success Indicators	Early Indicators Curriculum documentation to reflect positive learning behaviours to be explicitly taught. Student support resources reflect clear expectations, routines and regulation support. Teacher resources reflect clear processes and guidance to support positive behaviour routines Teacher resources reflect clear processes and guidance to support attendance. Late Indicators: Attendance data improves AtoSS sense of connectedness improve			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams approx. estimate
Revisit 'Setting the Climate' to align to SWPB framework.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00
Implement the use of the Attendance Health Check to audit current attendance processes	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00

Develop and implement an attendance improvement plan.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00
Develop flow chart to guide a shared understanding of a tiered response to welfare and attendance.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To maximise the learning growth of all students in Literacy and Numeracy			
12-month target 3.1 target	By 2023, the percentage of grade 3 students in the top two NAPLAN bands will increase for: Reading from 57 (2019) to 62 per cent Writing from 46 (2019) to 55 per cent			
12-month target 3.2 target	By 2023 the percentage of Grade 5 in the top two NAPLAN bands will increase for: Reading from 42 (2019) to 46 per cent Writing from 11 (2019) to 20 per cent			
12-month target 3.3 target	By 2023 the percentage of students achieving above NAPLAN Benchmark growth will increase for: Reading from 38 (2019) per cent to 40 per cent Writing from 18 (2019) to 25 per cent			
KIS 3.a Evidence-based high-impact teaching strategies	Embed and monitor the effective use of the High Impact Teaching Strategies across the school to become an integral element of the school's culture.			
Actions	Build staff capacity to use data to inform the development of a spelling scope and sequence that systematically maps the expected development in phonological awareness, phoneme grapheme correspondence and morphology. Use common resources to develop explicit lessons and daily, weekly and monthly reviews.			
Outcomes	Leaders will support teachers to continue to develop viable spelling curriculum, related lessons and consistent materials through clear processes and professional learning. Leaders will support staff to further develop the literacy assessment schedule to include PA and phonics with a focus on formative			

	<p>assessment. Leaders will support staff to further develop analysis of data to inform whole school, cohort, class and individual instructional decisions. Leaders will facilitate observations in spelling teaching focused on worked examples and CFU. Teachers will identify students' needs in spelling using assessment data. Teachers will provide targeted academic support through literacy goals in IEPs Teachers will adjust teaching responses based on formative assessment - CFU and Reviews. Teachers will execute daily, weekly and monthly reviews. Teachers will review and adapt curriculum sequencing. Students in need of targeted spelling academic support will be identified and supported. Students will be aware of learning gaps and strengths via daily and weekly reviews and feedback from teachers and peers. Students will display improvements in spelling.</p>			
Success Indicators	<p>Curriculum documentation will display updated scope and sequence. Spelling lessons will be evident in planners. Assessment schedule documentation will be updated to reflect changes to formative assessment practices. Daily and weekly reviews will be visible in each classroom F - 6 IEPs will describe adjustments needed in spelling.</p> <p>Late Indicators: Teacher Judgements will display greater alignment to PAT and NAPLAN. The percentage of students in the bottom two NAPLAN bands for spelling will decrease.</p>			
Activities	People responsible	Is this a PL priority	When	
Develop a team to develop and implement an evidence informed scope and sequence and teaching materials.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop a professional Development Plan to support explicit and systematic teaching of spelling and intervention.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Review assessments to inform responsive teaching intervention and support.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop a professional learning plan that supports staff to implement daily and weekly mathematics reviews.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build a mathematics team to review and adjust mathematics scope and sequence using assessment data.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement the use of the Attendance Health Check to audit current attendance processes	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Attendance Health Check Audit	<input checked="" type="checkbox"/> On-site
Develop a team to develop and implement an evidence informed scope and sequence and teaching materials.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Develop a professional Development Plan to support explicit and systematic teaching of spelling and intervention.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site