Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Truganina P-9 College (5501)

Victoria State Government | Department of Education

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	In 2024, we will sustain the academic emphasis based on our 2023 results. We will continue giving particular focus to improving numeracy and literacy outcomes. Our plan is to continue to improve attendance and continue to provide wellbeing supports. By 2024, Reading and Viewing Teacher Judgements (at and above) Foundation - 90% Year 1 - 90% Year 2 - 92% Year 3 - 94% Year 4 - 90% Year 5 - 90% Year 6 - 93% Year 7 - 92% Year 8 - 92% Year 9 - 88% PAT-R By 2024, all Year 1-9 students will show growth in PAT-R Scale Score. Number and Algebra By 2024, Number and Algebra Teacher Judgements (at and above) Foundation - 90% Year 1 - 90% Year 2 - 92% Year 3 - 94% Year 4 - 90% Year 5 - 90% Year 6 - 90% Year 7 - 86% Year 8 - 80%

	Year 9 - 75% By 2024, Writing Teacher Judgements (at and above) Year 4 - 85% Year 5 - 85% Year 8 - 75% Year 9 - 75%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Strengthen teachers' capacity in the implementation and monitoring of PLCs to utilise student data and evidence to drive student learning growth. (SSP - 1B and 1C)
Outcomes	Students will be actively involved in (structured) written feedback and conferences (individual, small group) to self-regulate their own learning. Staff (Teachers and ES) will collaboratively plan in small PLCs and differentiate based on student work samples. SIT PLC will develop the capacity of staff to strengthen differentiation and feedback practices.
Success Indicators	Differentiated written feedback based on learning intentions, success criteria and learning goals recorded in students' books, Seesaw (F- 4) and Google Classroom (5-9). Video recordings of students' reflection on the feedback provided by the teacher. All students will show growth (minimum of 12 months growth in 12 months) in Reading and Viewing and Number and Algebra Semester 2 Teacher Judgment (Truganina College Triangulation). (Reading Victorian Curriculum Level A to Level 10, EAL) (Mathematics Victorian Curriculum Level A to Level 10A)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
AM 1 - Differentiate, collaboratively planned learning experiences, to ensure learners of all abilities can achieve their learning goals, with evidence from student work samples. This includes a minimum of 2 peer observations per term. (FISO 2.0 Pg 4)	☑ All staff ☑ PLC leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$602,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
AM 2 - In all curriculum areas, provide differentiated written feedback to students to build their skills in monitoring and evaluating their learning growth at key points in the learning experience. (FISO 2.0 Pg 5)	☑ All staff ☑ PLC leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$223,000.00 ☑ Equity funding will be used
AM 3 - Students in need of targeted academic support or intervention will be identified and supported at individual and small group level. This is continued differentiation.	☑ All staff ☑ Education support ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$600,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Continue to embed the teaching of social and emotional skills to build resilience.
Outcomes	Students will report improved resilience in the Attitudes to School Survey. Staff will embed SWPBS, positive pathways and respectful relationships into all areas of the curriculum. Staff will collaboratively plan for and implement differentiated student empowerment curriculum to include Ready to Learn Scales and GEM (Gratitude, Empathy, Mindfulness). Leaders will build the capacity of staff to implement differentiated student empowerment curriculum through professional learning.
Success Indicators	Curriculum documentation will show plans for differentiated social and emotional learning with a focus on Resilience. The use of UPR (Unconditional Positive Regard), GEM (Gratitude, Empathy, Mindfulness) and Student Empowerment (SWPBS & RR) language will be evident in peer observations. In 2024, the student attendance data will not exceed on average 16 days (F-6) & 17 days (7-9) to achieve our SSP targets.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

AM 4 - Continue to embed a differentiated student empowerment curriculum (SWPBS and RR) (F-9) in all learning experiences.	☑ All staff ☑ School improvement team ☑ SWPBS leader/team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$500,000.00 ☑ Equity funding will be used
AM 5 - In all curriculum areas, establish positive relationships with students and show UPR (Unconditional Positive Regard) by conducting daily check-ins/conferences (social circles, one-on-one, small group) with students to promote resilience and respect. (FISO 2.0 Pg 8)	☑ All staff ☑ Respectful relationships implementation team ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used
AM 6 - Identify and support the most vulnerable students and those in need of intervention (attendance/student empowerment) at individual and small group level. (Tier 2 &3) (FISO 2.0 Pg 9)	☑ All staff ☑ Disability inclusion coordinator ☑ Respectful relationships implementation team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$300,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items