

2023 Annual Implementation Plan

for improving student outcomes

Casey Fields Primary School (5570)



Submitted for review by Gerard Lowrie (School Principal) on 21 November, 2022 at 10:53 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 17 February, 2023 at 10:41 AM
Endorsed by Errin Meates (School Council President) on 17 February, 2023 at 06:55 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	Embedding
	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	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>It was identified in our 2022 Review that student voice and agency varied across the school. While there were plenty of opportunities for students to engage more in what and how they are taught, this was not yet a formal process within the school to drive student engagement.</p> <p>The school has developed a CREW program, a multi-year level program to support social and emotional wellness, character development, and academic and life success. The process needs to be further developed to support current students and the expected growth of the school.</p>
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	<p>Moving into our 4th year of operation, the school has strong programs and approaches to curriculum, supported by sequences of PL designed by our Learning Specialists. A focus on the High Impact Teaching Strategies will further improve teacher pedagogy and further strengthen teaching and learning across the school.</p>
<p>Considerations for 2023</p>	<p>With 12 new full-time Classroom teachers starting with us next year, a thorough approach to induction will be necessary in order to ensure consistency of practice across the school. Further logistical accommodations and staff professional learning are required to ensure we are able to make Crew sessions more purposeful and drive our approach to student wellbeing. Two staff have been working through the Quaglia (student voice) training this year, supporting them with time and resources will assist us in strategically rolling out an approach to voice and agency in 2023.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve teaching and learning
Target 2.1	By 2026 increase the proportion of students performing in the top 2 NAPLAN bands in: <ul style="list-style-type: none"> • Year 3 Numeracy from 28 per cent in 2021 to 30 per cent • Year 5 Numeracy from 13 per cent in 2021 to 18 per cent • Year 3 Reading from 45 per cent in 2021 to 50 per cent • Year 5 Reading from 24 per cent in 2021 to 32 per cent
Target 2.2	By 2026 increase the proportion of students achieving above expected growth across all cohorts, as determined by teacher judgement: <ul style="list-style-type: none"> • In Number and Algebra from 12 per cent in 2020 – 21 semester 2 to 20 per cent • Reading from 19 per cent in 2020 – 21 semester 2 to 25 per cent

	<ul style="list-style-type: none"> • Writing from 8 per cent in 2020 – 21 semester 2 to 15 per cent
Target 2.3	By 2026 increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 per cent in 2021 to 74 per cent.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the use of the instructional model for literacy and numeracy
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teaching capability to engage in reflective practices to enhance the impact on student learning
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teaching capability to effectively implement high impact teaching strategies
Goal 3	Improve student engagement
Target 3.1	By 2026 increase the proportion of positive student perception in the Attitudes to School survey: <ul style="list-style-type: none"> • Student voice and agency from 58 per cent in 2022 to 66 per cent

	<ul style="list-style-type: none"> • Stimulating learning from 73 per cent in 2022 to 80 per cent • Self regulation and goal setting from 83 per cent in 2022 to 88 per cent
Target 3.2	<p>By 2026 increase the proportion of positive staff perception in the School Staff Survey</p> <ul style="list-style-type: none"> • Focus learning on real life problems from 88 per cent in 2022 to 90 per cent • Promote student ownership of goals from 81 per cent in 2022 to 85 per cent
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Build teaching capability to activate student voice and agency in learning
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen opportunities for students to apply learning to real life contexts
Goal 4	Improve student wellbeing
Target 4.1	<p>By 2026 increase the proportion of student positive perception in the Attitudes to School survey:</p> <ul style="list-style-type: none"> • Sense of confidence from 72 per cent in 2022 to 80 per cent • Sense of connectedness from 80 per cent in 2022 to 84 per cent • Teacher concern from 67 per cent in 2022 to 75 per cent

<p>Target 4.2</p>	<p>By 2026 increase the proportion of positive parent perception in the Parent Opinion survey</p> <ul style="list-style-type: none"> • Student development from 83 per cent in 2021 to 86 per cent • Promote positive behaviour from 83 per cent in 2022 to 87 per cent • Parent community engagement in 2021 from 77 per cent to 81 per cent
<p>Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed the Crew wellbeing program as the school continues to grow.</p>

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the proportion of student positive perception in the Attitudes to School survey:Teacher concern from 67 percent 2 to 71 percent
Improve teaching and learning	Yes	<p>By 2026 increase the proportion of students performing in the top 2 NAPLAN bands in:</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 28 per cent in 2021 to 30 per cent • Year 5 Numeracy from 13 per cent to 2021 to 18 per cent • Year 3 Reading from 45 per cent in 2021 to 50 per cent • Year 5 Reading from 24 per cent in 2021 to 32 per cent 	2.1 Increase the proportion of students performing in the top 2 NAPLAN bands in: Year 5 Numeracy from 13 percent to 15 percent Year 5 Reading from 24 percent to 26 percent
		<p>By 2026 increase the proportion of students achieving above expected growth across all cohorts, as determined by teacher judgement:</p> <ul style="list-style-type: none"> • In Number and Algebra from 12 per cent in 2020 – 21 semester 2 to 20 per cent • Reading from 19 per cent in 2020 – 21 semester 2 to 25 per cent • Writing from 8 per cent in 2020 – 21 semester 2 to 15 per cent 	2.2 Increase the proportion of students achieving above-expected growth across all cohorts, as determined by teacher judgment: In Number and Algebra from 12 percent to 15 percent In Reading from 19 percent to 21 percent In Writing from 8 percent to 11 percent

		By 2026 increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 per cent in 2021 to 74 per cent.	2.3 Increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 percent to 70 percent.
Improve student engagement	No	By 2026 increase the proportion of positive student perception in the Attitudes to School survey: <ul style="list-style-type: none"> • Student voice and agency from 58 per cent in 2022 to 66 per cent • Stimulating learning from 73 per cent in 2022 to 80 per cent • Self regulation and goal setting from 83 per cent in 2022 to 88 per cent 	
		By 2026 increase the proportion of positive staff perception in the School Staff Survey <ul style="list-style-type: none"> • Focus learning on real life problems from 88 per cent in 2022 to 90 per cent • Promote student ownership of goals from 81 per cent in 2022 to 85 per cent 	
Improve student wellbeing	No	By 2026 increase the proportion of student positive perception in the Attitudes to School survey: <ul style="list-style-type: none"> • Sense of confidence from 72 per cent in 2022 to 80 per cent • Sense of connectedness from 80 per cent in 2022 to 84 per cent • Teacher concern from 67 per cent in 2022 to 75 per cent 	
		By 2026 increase the proportion of positive parent perception in the Parent Opinion survey <ul style="list-style-type: none"> • Student development from 83 per cent in 2021 to 86 per cent • Promote positive behaviour from 83 per cent in 2022 to 87 per cent • Parent community engagement in 2021 from 77 per cent to 81 per cent 	

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	Increase the proportion of student positive perception in the Attitudes to School survey: Teacher concern from 67 percent 2 to 71 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 2	Improve teaching and learning	
12 Month Target 2.1	2.1 Increase the proportion of students performing in the top 2 NAPLAN bands in: Year 5 Numeracy from 13 percent to 15 percent Year 5 Reading from 24 percent to 26 percent	
12 Month Target 2.2	2.2 Increase the proportion of students achieving above-expected growth across all cohorts, as determined by teacher judgment: In Number and Algebra from 12 percent to 15 percent In Reading from 19 percent to 21 percent In Writing from 8 percent to 11 percent	

12 Month Target 2.3	2.3 Increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 percent to 70 percent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the use of the instructional model for literacy and numeracy	Yes
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teaching capability to engage in reflective practices to enhance the impact on student learning	Yes
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teaching capability to effectively implement high impact teaching strategies	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.	In order to move forward with our Strategic Plan, we are needing to start our journey on ensuring consistency of practice within our growing school. We firmly believe by developing a robust structure for classroom observation in order to drive the HITs is an action that needs to be taken in year 1 of our SSP. This will allow us to grow this work over a longer period of time, ensuring it is thorough and not rushed.	

Define Actions, Outcomes 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	Increase the proportion of student positive perception in the Attitudes to School survey: Teacher concern from 67 percent 2 to 71 percent
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	<ul style="list-style-type: none"> - Expand and develop the CFPS Intervention Program - Develop and implement the CFPS Enrichment Program - Build teacher capacity to differentiate to meet the needs of all learners - Monitor student achievement data to inform impact of teaching and learning
Outcomes	<ul style="list-style-type: none"> - Significant increase in the number of students accessing the intervention program. - Student participation in the school-wide extension program - Increase teacher knowledge and capacity to support and extend students at appropriate levels
Success Indicators	<ul style="list-style-type: none"> - Increase the proportion of students achieving above-expected growth across all cohorts, as determined by teacher judgment: In Number and Algebra from 12 percent to 15 percent - Decrease the proportion of students achieving above-expected growth across all cohorts, as determined by teacher judgment: In Number and Algebra from 44 percent to 39 percent.

	<ul style="list-style-type: none"> - Decrease the proportion of students achieving below-expected growth across all cohorts, as determined by teacher judgment: In Reading from 45 percent to 40 percent. - Decrease the proportion of students achieving below-expected growth across all cohorts, as determined by teacher judgment: In Writing from 53 percent to 48 percent.
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<ul style="list-style-type: none"> - Improve staff knowledge capacity to provide support for our Tier 3 students - Expand the impact of the CREW program and further develop the role of CREW leaders as mentors and advocates - Utilise the DET Mental Health and Wellbeing Toolkit to support student mental health and wellbeing
Outcomes	<ul style="list-style-type: none"> - Increase in staff knowledge and skills in Trauma Informed Practice - Increase the capacity of both classroom teachers and CREW leaders to apply restorative approaches - Increase the capacity of both classroom teachers and ES staff to support students with complex needs - Increase student sense of belonging and connectedness to schools - Engage with providers and resources within the Schools Mental Health Menu (including respectful relationships, headspace and the resilience project)
Success Indicators	<ul style="list-style-type: none"> - Increase positive endorsement for 'Help Seeking' in Student Attitudes to School Survey from 68% to 73% - Increase positive endorsement for 'Teacher Concern' in Student Attitudes to School Survey from 67% to 69% - Increase positive endorsement for 'Sense of Connectedness' in Student Attitudes to School Survey from 79% to 82%. - Increase timetabling of CREW sessions

	- Professional learning materials and documentation			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Goal 2	Improve teaching and learning			
12 Month Target 2.1	2.1 Increase the proportion of students performing in the top 2 NAPLAN bands in: Year 5 Numeracy from 13 percent to 15 percent Year 5 Reading from 24 percent to 26 percent			
12 Month Target 2.2	2.2 Increase the proportion of students achieving above-expected growth across all cohorts, as determined by teacher judgment: In Number and Algebra from 12 percent to 15 percent In Reading from 19 percent to 21 percent In Writing from 8 percent to 11 percent			
12 Month Target 2.3	2.3 Increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 percent to 70 percent.			
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the use of the instructional model for literacy and numeracy			
Actions	<ul style="list-style-type: none"> - Develop staff capacity to design learning, using the instructional model, that caters to students achieving above the expected level - Design staff professional learning to support teacher pedagogy within each stage of the Instructional Model. - Monitor student achievement data to inform impact of teaching and learning 			
Outcomes	<ul style="list-style-type: none"> - Differentiation within each stage of the instructional model, - Increase staff confidence and capacity to extend and support with their lessons - Use of enabling and extending prompts in Maths instruction 			

	- Use of high floor, low ceiling, open ended tasks in all areas of the curriculum			
Success Indicators	<ul style="list-style-type: none"> - Evidence through class observations and planning documentation of differentiation in all the stages of our instructional model - Maths Planning to show enabling and extending prompts - Curriculum planning to show open ended tasks with high floor and low ceiling 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teaching capability to engage in reflective practices to enhance the impact on student learning			
Actions	<ul style="list-style-type: none"> - Design and implementation of a school-wide approach and philosophy to learning walks and lesson observations - Build teacher confidence and capacity to participate in peer observations - Expand the CFPS coaching program to include Learning Specialists as coaches - Monitor student achievement data to inform impact of teaching and learning 			
Outcomes	<ul style="list-style-type: none"> - Increased in teacher confidence in both being observed and observing lessons - Increased teacher capacity through guided lesson reflections - Increased capacity of school leaders in performing the role of coach - Improved teacher pedagogy and student learning experiences across the school 			

Success Indicators	<ul style="list-style-type: none"> - Timetabled, targeted lesson observations across the school. - An evidence based, observation tool used consistently across the school - Coaching timetables and documentation 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teaching capability to effectively implement high impact teaching strategies			
Actions	<ul style="list-style-type: none"> - Implement the HITs to improve teaching and learning across the school - Build teacher confidence and capacity to participate in peer observations - PLC leaders to participate in inquiry cycles focussing on each HIT - Monitor student achievement data to inform impact of teaching and learning 			
Outcomes	<ul style="list-style-type: none"> - Increased teacher knowledge of the HITs and their ability implement them in the classroom - Build teacher confidence and capacity to participate in peer observations - Increased capacity of teachers to reflect on their practice through the lens of the HITs 			
Success Indicators	<ul style="list-style-type: none"> - Staff professional learning slides focussed on both collective and individual HIT's 			

	<ul style="list-style-type: none"> - Lesson observation documents with a focus on the HITs - PLC leaders inquiry cycle documentation on individual HITs 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> - Curriculum AP and Numeracy Learning Specialist to design Staff Professional Learning on enabling (and extending prompts) in Numeracy to support differentiation in both workshops and home groups - Curriculum AP and Literacy Learning Specialist to design Staff Professional Learning on open-ended and differentiated approaches to reading and writing. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> - Leadership Team to engage in outside consultant specialising in Trauma Informed Practice (Brian 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Brian Jeffery	<input checked="" type="checkbox"/> On-site

Jeffery) - Leadership Team to engage in an outside organisation specialising in students in out-of-home care (Lookout)		to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team		<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	
Design and implementation of a school-wide approach and philosophy to learning walks and lesson observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Development of an evidence based, observation tool used consistently across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site