

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Copperfield College (8799)



Copperfield
COLLEGE

Submitted for review by Nick Adamou (School Principal) on 20 February, 2024 at 03:29 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Development of consistent processes for Mathematics teachers to conference with all students requiring IEPs. Numeracy focus through Scaffolding Numeracy in the Middle Years at Year 7. Introduction of STAR tasks (NAPLAN style questions) to be regularly given to students in Year 8 Maths program. Establish a wider reading program for Years 7 to 10 in English.
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	Establish routines that support student goal setting and promote collaborative learning in Maths classes Embed classroom routines in junior Maths classes that are consistent with the tenets of Scaffolding Numeracy in the Middle Years. (SNMY) Introduce a range of levelled tasks across maths curriculum strands, with student choice around specific tasks completed. Introduce the STAR tasks (NAPLAN style questions) to year 8 to students regularly in the Year 8 Maths Program. Renew focus on Problem Based Learning lessons at Years 9 and 10 ADDED "with five common problem solving lessons per semester." Implement developmental rubrics for all Maths classes together with student-friendly capacity matrices. Complete peer observations within PLTs including through video of lessons/parts of lessons
Outcomes	Maths teachers will practice routines that promote collaboration and a growth mindset in Mathematics Maths teachers will understand the importance of negotiating goals with all students, particularly those on the PSD. Maths teachers will embed the '6 Practices of Effective Maths Teaching' in all Year 7 classes.

	<p>Maths teachers will differentiate instruction more effectively</p> <p>Maths teachers will understand and implement SNMY strategies in all junior Maths classes</p> <p>Maths teachers will become familiar with and regularly use NAPLAN type questions as 'warm up' activities</p> <p>Maths teachers will share practice and collaborate productively</p> <p>Students in Year 8 will become familiar with NAPLAN type questions (starred tasks)</p> <p>Students will engage in setting and achieving their goals by engaging with their data</p> <p>Students will have improved number skills finishing Year 7</p> <p>Students will be better equipped to access algebra by the end of Year 7</p> <p>Students will improve their communication and problem solving skills</p> <p>Students will know where their strengths and areas for development are in Maths</p> <p>Students will obtain better on challenging tasks</p>			
Success Indicators	<p>Early: Progress of students through LAF levels and proportion of students above LAF 5</p> <p>Early: All students requiring an IEP will have a fully developed one with family/carer endorsement</p> <p>Early: Student feedback</p> <p>Early: Visible student goals</p> <p>Early: Documented rubrics, starred tasks, high level LAF resources and PBLs</p> <p>Early: PLT observations occurring</p> <p>Late: Student Led Presentations will reflect engagement in goal setting</p> <p>Late: Year 9 NAPLAN data will show improvement in 2024</p> <p>Late: Reduction in the number of Ns in Maths and improved CAT results</p> <p>Late: End of Year 7, 8, 9 & 10 PAT M growth</p> <p>Late: AToSS data</p> <p>Late: teacher feedback</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school numeracy approach lead by the Maths/Numeracy Leader and supported by the Curriculum Teaching and Learning PCOs	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy improvement teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$320,000.00 <input checked="" type="checkbox"/> Equity funding will be used

		<input checked="" type="checkbox"/> Numeracy leader			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Consistent implementation of the College's instructional framework (LENAR) to deliver and assess Maths/Numeracy scope and sequence Year 7 to 10 courses		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used
TLI Numeracy Tutors to focus on students with numeracy gaps (triangulated testing) and a consistent TLI numeracy program focused in Years 7 to 10		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600,000.00 <input checked="" type="checkbox"/> Other funding will be used
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	Establish a wider reading program for Years 7 to 10 in English. English Learning Specialists to continue to establish independent reading and Conferencing routines in English. Guided Reading to be implemented in Literacy programs in Years 7, 8 and 9. Focus will be on building world knowledge, vocabulary, oral language skills and writing.				

	<p>Guided Reading training for KLA leaders- focus on building oral language, comprehension and writing skills. Supporting Year 7 and 8 Hums and Science teachers to incorporate reading strategies and vocabulary building into every class. Continue to provide a high level of wellbeing and mental health support to all students, especially the most vulnerable, for example Disability Inclusion (DI), International, Koorie and Out of Home Care students. Establish a College-wide agreed approach to monitoring and responding to student needs and wellbeing concerns. Build teacher capacity to effectively implement classroom strategies/adjustments to support student learning and wellbeing needs (with a specific focus on Tier 2 DI).</p>
<p>Outcomes</p>	<p>English Teachers will run sustained silent reading in the first 15 minutes of all English classes Year 7-10 English Teachers will run reading conferences with all students once a Term Literacy Teachers will run reading conferences with students in literacy classes Literacy Tutors will run Guided Reading sessions for identified low performers in accelerated literacy Literacy Tutors will run reading conferences with students in literacy classes. Literacy Leaders set up conferencing trackers for each English homegroup and make them accessible to Literacy and English teachers. Literacy Strategic Team will develop communication strategy to enlist parent assistance with our literacy goals, particularly to support at home reading. Library staff will support English teachers in supplying just right books to all students. Science and Humanities PLTs build common discipline literacy strategies and incorporate them into curriculum maps. Literacy consultants and leaders engage with Science and Humanities teachers in KLA Meetings and PLTs. Literacy Learning Specialists will maintain the coaching of all English teachers. Students will read independently at the start of each English and Literacy Lesson Students will take a just right book to each English and Literacy Class Identify at-risk students and follow college-wide student wellbeing procedures to ensure students receive targeted support in a timely manner. Increased teacher capacity to effectively implement classroom strategies/adjustments to support student learning and wellbeing needs.</p>
<p>Success Indicators</p>	<p>EARLY Increase in library borrowing data. Increase in number of students arriving to class with reading material Increase in number of classes settled and reading silently in the first 15 minutes of English and Literacy periods. Engagement of English teachers in coaching (number of classroom observations)</p> <p>LATE</p>

	<p>Increase in On-Demand Reading levels Effect sizes for Intensive, Accelerated and 9/10 Literacy Reduction in number of students needing Year 9 Literacy Support (20% of students needing 9 Literacy Support to 15%) Increase in reading growth over time in Accelerated Literacy Group Increase in % of student showing Growth in PAT-R Reduce 'Needs Attention' in Year 9 NAPLAN Reading from 12% to 10% Increase 'Exceeding' in Year 9 NAPLAN Reading from 6% to 8% and in 'Writing' from 9% to 12% Improvement in positive endorsement of the AToSS Factors 'Sense of Connectedness' (57%) and 'Teacher Concern' (48%).</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Whole school wellbeing plan, lead by the Student Management and Wellbeing PCOs and the Wellbeing Leaders across the College.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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>College Wellbeing Team to provide a consistent activities program to ensure students at risk are re-engaged with the College and providing the supports needed to improve student attendance.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$300,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team			may include DET funded or free items
Goal 2	To improve the learning growth and achievement for every student.			
12-month target 2.1 target	VCE: - VCE All Study Mean 28 - VCE English Mean: 28 - Percent of VCE Study Scores above 40: 2.8% - VCE Value-Add: 0.9			
12-month target 2.2 target	- Year 11 Students on track to final certificate to 58%			
12-month target 2.3 target	- Reading 60% retained in top two bands - Writing: 60% retained in top two bands - Numeracy: 55% retained in top two bands			
12-month target 2.4 target	Benchmark growth targets are no longer available.			
12-month target 2.5 target	AToSS Effective Teaching Time: 66% Differentiated Learning Challenge: 63% Stimulated Learning: 61% Student Voice and Agency: 51%			
12-month target 2.6 target	Staff Opinion Survey Collective responsibility: 66% Collective focus on student learning: 66% Guaranteed and viable curriculum: 57% T&L Module: Practice Improvement: 53% T&L Module: Implementation: 57%			

	Leadership: Visibility: 41%			
12-month target 2.7 target	Parent Opinion Student Voice and Agency: 71%			
KIS 2.a Building practice excellence	Further embed a professional learning community culture through Professional Learning Teams, that is collaborative, based on trust, the use of data and feedback, so that it reflects student achievement against the standards and a strong emphasis on individual and collective responsibility for improved student learning outcomes.			
Actions	Initiate an increased emphasis on supporting and sourcing professional learning for staff in PLTs. Continue PLTs with an emphasis on teacher learning based on student learning needs.			
Outcomes	Students will have learning experiences that match their needs Students will understand their progress against essential learnings Teachers will engage in professional learning based on student learning needs Teachers will target interventions based on student data Teachers will observe and learn from each other's classes Leaders will support PLTs in their practice Leaders will provide opportunities for PLT (peer) observations			
Success Indicators	Early: Number of peer observations, number of mid-year 'concern' grades Early: Weekly attendance and punctuality at PLTs Early: Review PLT Vision statement with Essential & Flexible Elements mid-year Late: Student academic results, number of S/N grades			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Initiate an increased emphasis on supporting and sourcing professional learning for staff in PLTs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Continue PLTs with an emphasis on teacher learning based on student learning needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$170,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement Learning walks across the College (organised teams of staff; including PCOs, LTs, LSs, graduate teachers and POR holders), at least once per Term	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Empower all students to aspire and achieve.			
12-month target 3.1 target	- Students More than 20 days Absent: 33% - Students Less than 20 days Absent: 67% - Average Days Absent: 24			
12-month target 3.2 target	- Self-regulation and goal setting: 70% - Motivation and interest: 67%			

	- School stage transitions (Year 10 to 12 only): 65%			
12-month target 3.3 target	- Parent and community involvement: 51%			
12-month target 3.4 target	- Teacher Communication: 65%			
12-month target 3.5 target	Early leavers (prior to Year 12 completion) going into study or fulltime work to 79%			
KIS 3.a Vision, values and culture	Embed a culture of high aspirations and expectations across the school that transforms the school vision into systems, processes and practices that are supported by staff, students and community members to: 'empower every student to aspire and achieve'.			
Actions	Embed practices and routines that support our Aspirational Learning Environment			
Outcomes	Students will use collaborative routines to enhance their learning Teachers will reflect on the use of routines and collaboration on their practice Teachers will embed routines in their classrooms that promote an ALE Leaders will support staff to develop effective classroom routines Leaders will develop teacher capacity to create an inclusive and collaborative classroom environment			
Success Indicators	Early Student goals recorded with regular and visible check-ins, meaningful SLP goals, SLP compass posts Evidence of student collaboration in the classroom, evidence of routines in the classroom Late Data conferencing and goal-setting practices will be shared Learning Walk data, College-wide evidence of collaboration and routines			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed practices and routines that support our Aspirational Learning Environment (Whole school consistent approach, implementing SWPBs and Respectful Relationships)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used

		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team			
KIS 3.b Curriculum planning and assessment	Develop and embed data-driven pathways and transition structures and processes, including curriculum, that ensure that all students and families are provided with adequate and timely advice and education to support their individual pathways planning.				
Actions	Develop a whole school Pathways Curriculum/Plan consistent with the latest information on successful pathways for every student.				
Outcomes	Students will link their skills, interests and dispositions in a pathways journey across the developmental stages of their time at school Teachers will deliver a Pathways Curriculum, accessing student career plans Teachers will align their KLAs with the Pathways Curriculum Leaders will build staff capacity to embed career action plans in the school curriculum Leaders will support the development of a Pathways Curriculum				
Success Indicators	Early: student and staff focus group feedback Late: activities implemented, completed Student Career Action Plans				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Implement a whole school Pathways Curriculum/Plan consistent with the latest information on successful pathways for every student.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Managed individual pathways coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$400,000.00 <input checked="" type="checkbox"/> Equity funding will be used	

		<input checked="" type="checkbox"/> School leadership team			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Careers Team - Professional Learning running effective and efficient Careers Counselling program across the College		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$180,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.c Setting expectations and promoting inclusion	Develop and embed a whole school strategy that engages teachers, students and families to foster high levels of attendance, including systems and processes to monitor and support improved attendance.				
Actions	Implement routines that maximise attendance and enhance engagement (Attendance Officers) Whole school approach in communicating with the parents on the importance of student attendance				
Outcomes	Students will be engaged in attendance and engagement routines in every class Students will follow up with teachers to catch up on missed work Teachers will create a positive and inclusive classroom environment that reduces anxiety using instructional model, seating plan and growth mindset Teachers will follow up with concern about all absences, and use redemption and catch-up processes Leaders will support teachers to create and maintain positive and inclusive classroom environments, and follow up student absence Campus Leaders and Team Leaders will discuss specific attendance goals based on individual student needs at a SSG meeting				
Success Indicators	Early: teacher contacts re absence, absence data, use of seating plans and instructional model, numbers involved in redemption and catch-up sessions, number of positives posted on compass Late: visible group and peer-to-peer work, follow up and catch-up systems				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Implement routines that maximise attendance and enhance engagement (Attendance Officers)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$400,000.00	

	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Whole school approach in communicating with the parents on the importance of student attendance	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement a robust extracurricular program to improve student engagement, across the College	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$280,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 4	To foster the social and emotional wellbeing of all students.			
12-month target 4.1 target	Student Attitudes to School Survey measures: - Perseverance: 66% - Sense of connectedness: 57% - Respect for diversity: 54%			

	<p>- Advocate at school: 70%</p> <p>- Teacher concern: 48%</p>			
12-month target 4.2 target	<p>Parent Opinion Survey :</p> <p>Confidence and resiliency skills to 70%</p>			
KIS 4.a Health and wellbeing	Develop and implement an integrated, data-driven, whole-school health and wellbeing curriculum and program.			
Actions	Implement and refine a whole-school, evidence-based Social and Emotional Wellbeing Program (Connect) Introduce School Wide Positive Behaviour Support (SWPBs) and establish the essential features of Tier 1			
Outcomes	<p>Students will become aware of SEW, emotional intelligence, mental health and help seeking</p> <p>Students will identify and share their emotions and those of their peers, and self-regulate</p> <p>Teachers will engage in the SEW Program to support student growth</p> <p>Leaders will facilitate the creation and implementation of a whole school SEW Program</p> <p>Leaders ensure the whole school community has been consulted to develop the SWPBs mission statement and shared vision (the matrix)</p> <p>Teachers collaboratively develop social skills lessons to teach expected behaviours</p> <p>Teachers understand and support the SWPBs philosophy</p>			
Success Indicators	<p>Early: student and staff feedback</p> <p>Late: fewer absences, decline in aggression, documented program, review of 2023 lessons</p> <p>At least 80% progress on SWPBs Universal prevention Part A Action Plan</p> <p>SWPBS self assessment survey indicates at least 70% of School Wide features in place.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Implement and refine a whole-school, evidence-based Social and Emotional Wellbeing Program (Connect)</p> <p>Develop a SWPBs Universal prevention Part A Action Plan (including new College wide behaviour Matrix)</p>	<p><input checked="" type="checkbox"/> All staff</p> <p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Leadership team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$400,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Mental health and wellbeing leader<input checked="" type="checkbox"/> Respectful relationships implementation team<input checked="" type="checkbox"/> SWPBS leader/team<input checked="" type="checkbox"/> Wellbeing team			<ul style="list-style-type: none"><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
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