**Annual Implementation Plan - 2023**

**Define actions, outcomes, success indicators and activities**

Cohuna Consolidated School (6211)



Submitted for review by Valerie Lobry (School Principal) on 20 December, 2022 at 07:29 PM  
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 15 March, 2023 at 09:59 AM  
Awaiting endorsement by School Council President

**Define actions, outcomes, success indicators and activities**

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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 target | Wellbeing and Learning goals Learning Goal NAPLAN: 30% of Grade 5 students meet or are above the benchmark growth in Numeracy and Literacy.  Wellbeing Attendance: the average number of absence days decreases from 23.8 in 2022 to less than 20 in 2023. Unexplained absences are reduced from an average of 5 per student to 2 or less per student. ATOSS: The Sense of Connectedness Grade 4-6 increases from 86.3% in 2022 to 88.5% in 2023. | | | | |
| 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 in assessment and differentiation in order to identify and meet students' individual needs. Build middle leaders capabilities to ensure smooth transition from current PLC Leaders. | | | | |
| **Outcomes** | PLCs will meet to engage in reflective practice. PLCs are gradually led by Middle Leaders, with guidance from experienced PLC Leaders and EIL. Leaders embed the Learning walks program in the timetable   Teachers will confidently and accurately identify student learning needs of all students. Students will know what their next steps are to progress learning. | | | | |
| **Success Indicators** | Data walls will show differentiation and progress. Middle Leaders are confident leaders of PLCs by the beginning of Term 3. Students IEPs will be co-developed between tutors and teachers to support individual students' learning needs. Peer observations/Learning walks take place following a regular schedule. By Term 4 Peer observations/Learning walks are part of the positive school culture. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| The professional learning schedule includes Learning walks/Peer observations, moderation, HITS and inclusion practices. Leaders provide opportunities for teachers to develop Peer observation skills. | | 🗹 PLC leaders  🗹 School leadership team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| PLC Leaders develop a comprehensive Termly Learning walk schedule, templates and protocols. | | 🗹 PLC leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| New PLC Leaders are in charge of leading all aspects of PLCs. One new PLC Leader leads a project about Vocabulary as well as writing moderation. | | 🗹 PLC leaders | 🗹 PLP Priority | from: Term 3  to: Term 4 | $5,000.00 |
| The Whole-school Assessment Schedule is reviewed. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Build staff capacity to implement wellbeing strategies, including a consistent Social and Emotional Learning (SEL) Program. The two Resilience Project in-house Coordinators build staff capacity to develop Wellbeing strategies throughout the school. | | | | |
| **Outcomes** | Through engaging in professional learning, staff develop their understanding of wellbeing with a particular emphasis on resilience. Staff apply this learning to enhance their own resilience and support students to apply their learning about resilience. Students fully engage in the Social Emotional Learning (SEL) program to enhance their resilience. | | | | |
| **Success Indicators** | ATOSS displays an improvement in Emotional Awareness and Regulation (from 71% overall in 2022 to 80% in 2023).  ATOSS also displays an improvement from 34% Low Resilience G4-6 down to 20%. Students complete their Resilience journals on a weekly basis. Gratitude, empathy and mindfulness are visible in daily interactions around the school. Unexplained absences are reduced. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| A Resilience Project Professional Learning schedule is created by the two Coordinators. | | 🗹 Respectful relationships implementation team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00 |
| The Resilience Project program and resources are purchased | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00 |
| The Resilience Project is taught on a weekly basis by classroom teachers | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Goal 4 | Improve student engagement in their learning | | | | |
| 12-month target 4.1 target | No target set | | | | |
| 12-month target 4.2 target | No target set | | | | |
| 12-month target 4.3 target | Reduce unexplained absences from 5 days (2022) to 2 or less in 2023. | | | | |
| KIS 4.c Health and wellbeing | Develop a school wide approach to reduce unexplained absences | | | | |
| **Actions** | The school will develop a clear escalation process to drive Attendance improvement. | | | | |
| **Outcomes** | Everyone in the school community is aware that "Every Day matters" and that attendance is a shared priority. Staff across the school take responsibility for student attendance. | | | | |
| **Success Indicators** | Attendance data shows an improvement from 5 days unexplained absences (2022) to 2 days or less in 2023. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Clear escalation processes are created for unknown or unexplained absences. | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Absences are accurately recorded, with follow-up where needed. Lists of unexplained absences are sent home on a termly basis for parents to fill in. | | 🗹 Administration team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Attendance-based SSGs are created. | | 🗹 Disability inclusion coordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00 |