Annual Implementation Plan - 2023
Define Actions, Outcomes and Activities

Tyrrell College (5403)

TYRRELL COLLEGE

Your opportunity to succeed

Submitted for review by Alan Coffey (School Principal) on 05 March, 2023 at 04:55 PM
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 20 March, 2023 at 06:03 AM
Awaiting endorsement by School Council President

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 percentage of student achieving at or above the expected level, as measured by teacher judgment against the Victorian Curriculum for Reading and Viewing: • Year F-6 from 78% (2022) to 85% • Years 7-10 from 60% (2022) to 65% Increase the percentage of positive responses in School Staff Survey School Climate Module: • From 34% to 42% for academic emphasis • From 43% to 50% for collective efficacy • From 56% to 65% for collective focus on student learning • From 33% to 42% for guaranteed and viable curriculum
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 capability to analyse student data Build staff capability to plan for differentiation based on student data Build staff capability to teach at students' point of need for Reading
Outcomes	Students receive support at their point of learning for Reading and Numeracy Teachers regularly use data to plan for learning in Reading and Numeracy Teachers identify students' point of need in learning in Reading and Numeracy Teachers select and employ appropriate strategies to support students' learning at their point of need for Reading and Numeracy Leaders model a data-focused mindset and refer to evidence to support their decisions Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities
Success Indicators	Early Indicators Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data. Curriculum documentation shows evidence of planning for differentiation

	Notes from peer observations and learning walks show that staff are implementing effective differentiation practices Late Indicators AtoSS: Stimulated learning , Differentiated Learning Challenge and Effective Classroom Behaviour SSS: Instructional leadership, collective efficacy, guaranteed and viable curriculum Positive increase in response for factors: Discuss problems of practice; Monitor effectiveness using data; Use evidence to inform teaching practice

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review school Assessment Schedule to confirm appropriate assessment tools and frequency of assessments for triangulation of student performance in Reading and Numeracy.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ 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
Develop a professional learning plan that supports staff to develop strategies for differentiation in Reading.	☑ Leadership Partners (DSSI) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Schedule meeting time for literacy leaders to model best practice reading strategies to the whole school.	☑ Leadership Partners (DSSI) ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Review and update curriculum documentation to incorporate space to identify student learning needs and plans for differentiation within each lesson	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ 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

Plan for and schedule opportunities for LTs/LSs modelling of the Reading comprehension strategies with emphasis on differentiation	☑ Leadership Team ☑ Teaching Partners (DSSI)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Identify, schedule and conduct inquiry cycles on selected reading comprehension strategies	☑ Leadership Team ☑ Teacher(s) ☑ Teaching Partners (DSSI)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Organise Learning Walks and peer observations with a focus on differentiation in the classroom using reading comprehension strategies	☑ Leadership Team ☑ Teacher(s) ☑ Teaching Partners (DSSI)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ 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 |
| Plan for a mid-year and end of year reflection/survey/focus group to monitor and evaluate increase in levels of staff proficiency | ☑ Leadership Team
☑ Teaching Partners (DSSI) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00

☐ 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 |
| Primary teachers introduce Spelling Mastery program in Literacy classes to develop whole school (F to 6) approach to teaching spelling | ☑ Leading Teacher(s)
☑ Teacher(s)
☑ Teaching Partners (DSSI) | ☑ PLP Priority | from: Term 1 to: Term 3 | $42,202.78

☑ 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
F-6 Unit Leader and other teachers participate in Macqlit Training. Teachers introduce Macqlit program for identified students from Year 4 to Year 8	☑ Disability Inclusion Coordinator ☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ 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 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Build staff capability to analyse student learning and wellbeing data Build staff capability to plan for adjustments based on student data Build staff capability to teach at students' point of need
Outcomes	Students receive support at their point of wellbeing need Teachers regularly use data to plan to support wellbeing Teachers identify students' point of need in wellbeing Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need Leaders model a data-focused mindset and refer to evidence to support their decisions Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities
Success Indicators	Early Indicators Meeting minutes reflecting the collection and analysis of wellbeing data and planning as a result of the analysis of data. Curriculum documentation shows evidence of planning for differentiation

	Late Indicators AtoSS: Sense of Connectedness, Resilience and Student Voice and Agency SSS: Instructional leadership, collective efficacy, guaranteed and viable curriculum Improved Student Attendance/ Absence Data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership Team lead review of students on PSD, participating in intervention programs and deemed at risk and amend to include all students who require adjustments based on learning needs or wellbeing needs.	☑ All Staff ☑ Allied Health ☑ Disability Inclusion Coordinator ☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ 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
Develop a professional learning plan and schedule meeting time that supports staff to learn obligations for the D&I program and to provide appropriate adjustments for students as part of their planning and teaching.	☑ Allied Health ☑ Disability Inclusion Coordinator ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ 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
Review and update curriculum documentation to incorporate space to identify student learning needs and plans for differentiation within each lesson	☑ Allied Health ☑ Disability Inclusion Coordinator ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ 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
Schedule meeting time to conduct initial D&I Parent information sessions, SSG meetings to develop IEPs and input D&I profiles	☑ Disability Inclusion Coordinator ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$65,000.00 ☐ 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
Develop a professional learning plan and schedule meeting time that supports staff in introducing and delivering The Resilience Program.	☑ Leadership Team	☑ PLP Priority	from: Term 1	$10,000.00

	☑ Student Wellbeing Co-ordinator ☑ Teacher(s) ☑ Wellbeing Team		to: Term 4	☐ 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
Review resources allocated to Student Wellbeing to provide appropriate level of support for identified students	☑ Disability Inclusion Coordinator ☑ Leadership Team ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$50,647.38 ☑ 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
Reinvigorate SWPB program to embed desired student behaviours and attitudes	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 4	$2,347.96 ☐ 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