2024 Annual Implementation Plan

for improving student outcomes

Yarra Glen Primary School (0956)

Submitted for review by Suzanne Young (School Principal) on 19 December, 2023 at 12:16 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 21 December, 2023 at 11:59 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	

Future planning	There has been a positive response to SWPBS implementation from staff and the school community. It has not been possible to track NAPLAN growth due to introduction of new NAPLAN assessment system. Numeracy and student wellbeing will continue to be priorities in 2024. Numeracy goals will be supported by EILs. SWPBS will continue to be a major focus to maintain fidelity and consistency, supported by leadership, the SWPBS team and the SWPBS coach.

Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the priorities	Increased percentage of students with positive endorsement of Motivation in ATOSS survey from 55% (2023) to 64% (2024). Increase percentage of students with positive endorsement of Differentiated Learning Challenge from 71% (2023) to 77% (2024)Increased percentage of students with positive endorsement of Stimulated Learning from 63% (2023) to 68% (2024)School Staff SurveyIncrease the number of staff who respond from 51% to 100%.Academic Emphasis2023 (28%) to 2024 (50%)Instructional Leadership2023 (54%) to 2024 (64%)
Maximise student learning growth and outcomes for all students in literacy and numeracy.	No	By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN using the 2-year moving average: • Reading from 23% (2017-19) to 27% • Writing from 12% (2017-19) to 23% • Numeracy from 16% (2017-19) to 20%	
		By 2025 reduce the percentage of students Year 1 to 6 making below expected yearly growth assessed against the Victorian Curriculum: • Reading and viewing from 35% (semester 2, 2019) to 20% or less • Writing from 27% (semester 2, 2019) to 20% or less • Number and algebra from 38% (semester 2, 2019) to 20% or less.	

		By 2025 increase the percentage of students in the top two NAPLAN bands at Year 5: • Writing from 2% (2017-19) to 15% • Numeracy from 16% (2017-19) to 25%.	
		By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 3-5: • Writing from 0% (2017-19) to 30% or above • Numeracy from 20% (2017-2019) to 60% or above.	
		By 2025 increase the percentage of students retained in the top two NAPLAN bands between Year 5-7: • Numeracy from 65% (2017-2019) to 75% or above.	
Empower students to be confident, self-regulated learners, actively engaged in their learning.	No	Attitudes to School Survey By 2025 improve the percentage of positive responses for the following factors: • Student voice and agency from 57% (2019) to 75% • Stimulated learning from 74% (2019) to 85% • Motivation and interest from 72% (2019) to 85% • Differentiated learning challenge from 78% (2019) to 85%.	
		School Staff Survey By 2025 improve the percentage of positive responses for the following factors: • Academic emphasis (School Climate module) from 56% (2019) to 70% • Focus learning on real-life problems (Teaching and Learning module) from 80% to 85% • Discuss problems of practice (Teaching and Learning module) from 80% to 85%.	

Enhance student connectedness to the school and community.	No	Attitudes to School Survey By 2025 improve the percentage of positive responses for the following factors: • Sense of connectedness from 73% (2019) to 85% • Effective classroom behaviour from 69% (2019) to 80% • Managing bullying from 66% (2019) to 75% • Respect for diversity from 64% (2019) to 75%.	
		Parent Opinion Survey By 2025 improve the percentage of positive responses for the following factors: • Parent participation and involvement from 82% (2019) to 85% • Managing bullying from 71% (2019) to 80%.	
		School Staff Survey – school climate module By 2025 improve the percentage of positive responses for the following factors: • Parent and community involvement from 74% (2019) to 80% • Trust in students and parents from 51% (2019) to 70%.	

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-month target	Increased percentage of students with positive endorsement of Motivation in ATOSS survey from 55% (2023) to 64% (2024). Increase percentage of students with positive endorsement of Differentiated Learning Challenge from 71% (2023) to 77% (2024) Increased percentage of students with positive endorsement of Stimulated Learning from 63% (2023) to 68% (2024) School Staff Survey Increase the number of staff who respond from 51% to 100%.

	Academic Emphasis 2023 (28%) to 2024 (50%) Instructional Leadership 2023 (54%) to 2024 (64%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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 2024.	

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	Increased percentage of students with positive endorsement of Motivation in ATOSS survey from 55% (2023) to 64% (2024). Increase percentage of students with positive endorsement of Differentiated Learning Challenge from 71% (2023) to 77% (2024) Increased percentage of students with positive endorsement of Stimulated Learning from 63% (2023) to 68% (2024) School Staff Survey Increase the number of staff who respond from 51% to 100%. Academic Emphasis 2023 (28%) to 2024 (50%) Instructional Leadership 2023 (54%) to 2024 (64%)
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	1. Continue the development of cycles of inquiry (i.e. school-based and with SSA), driven by the PLC model, to build shared, collective efficacy around systematic, ongoing, collective, data-driven growth in teaching and learning, including numeracy. 2. Build teacher capacity in assessment, data use and differentiation to improve teaching at point of need instruction. 3. Build a whole school evidence-based approach to teaching numeracy.
Outcomes	Students will: Be able to clearly articulate their learning goals in numeracy. Show increased engagement in their learning (e.g. staying in the classroom, growth mindset and keeping positive) Show increased achievement and a minimum 12 months learning growth in numeracy

	Staff will: Use the PLC to support and improve student learning in numeracy. Accurately identify and plan for student point of need learning Show increased use of SPA (Student Performance Analyser) to record, analyse and plan for student learning. Use HITS to plan lessons and units of work. School leaders will: Support teachers to use assessment to plan for differentiation practices through professional learning and engagement. Participate in the Victorian Academy Teaching Excellence Program and enhance impact. Will plan, develop and implement agreed processes for observation and feedback to improve teacher practice. Community will: Increase engagement in school learning activities and events. Will have knowledge of the school priorities. Will participate in celebrations of Learning Term 1-4.
Success Indicators	Early indicators: • An agreed instructional model for numeracy is implemented. • Formative and summative Numeracy assessment rubrics will show student learning growth Curriculum documentation will show plans for differentiation in Numeracy • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning • Student IEPs will describe adjustments to meet student needs, and implementation, monitoring and evaluation will be monitored. Late indicators: • Schools will progress on the PLC Maturity Matrix • Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra • The percentage of students in the exceeding and strong categories in Numeracy will increase • School Staff Survey factors: Academic Emphasis and Instructional Leadership Teaching will increase positive endorsement. • AtoSS factors: stimulated learning, effective teaching time, effective classroom behaviour and differentiated learning challenge will increase positive endorsement. Additional Indicators:

	Teachers' formative assessment data and teacher judgement data recorded and analysed for point of need teaching. TLI recorded documentation will show plans to support individual student learning need Student IEPs will describe adjustments to student needs. Improved approach to teaching and learning in numeracy.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Numeracy Action Plan	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity 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	1. Implement the School Wide Positive Behaviour Support framework to ensure a safe and inclusive school environment. 2. Implement best practice to develop Inclusive Classrooms, including the Better Buddie program for P & Grade 5; Grade 1 & Grade 6

	3. Further develop purposeful partnerships with families to promote student engagement and learning.
Outcomes	Students will: Feel supported and engaged in whole school approach to learning, wellbeing, engagement and behaviour. At-risk and vulnerable students will be identified and receive targeted support. Be able to explain what a positive growth mindset means and be able to link this with learning. Receive positive acknowledgements of the SWPBS goals in the classrooms and at assembly with awards. Staff will: Share a common understanding of the school's approach to the School Wide Positive Behaviour Support framework. Implement the SWPBS strategies in their classrooms and teach accepted behaviours. Plan and implement social and emotional learning for students. Compass Pulse will be used to record and analyse and act on student behaviour. Compass and Edusafe will be used to record incidents of student behaviour. Access supports to enhance wellbeing eg EAP School leaders will: Embed the School Wide Positive Behaviour Support framework. Ensure the implementation of the SWPBS action plan. Prioritise process to respond to Edusafe reports. Communicate with staff procedures and processes of how to access health and wellbeing supports. Ensure that the Better Buddie program is implemented with fidelity. Community will: Receive regular positive communication from staff via Compass, SWPBS awards, and through the school newsletter. Increase their knowledge and understanding of SWPBS through participation in a Parent SWPBS subcommittee on the school council. Families of at-risk students will receive regular communication and support.

Success Indicators	Early indicators: • curriculum documentation will show plans for teaching expected behaviours (SWPBS) • notes from learning walks and peer observation will show how staff are embedding SWPBS practices. . Posters will be displayed in the school to provide information for students when needing health and wellbeing supports eg Protect/Helpline • SWPBS matrix will be displayed around the school will show how students can reflect on their behaviour. Late indicators: • improvement in SSS school climate Additional Indicators: Improvement in AToSS data (School Connectedness, Student Voice and Agency, Motivation and Interest and Stimulated Learning). Evidence of recording of student wellbeing data in Compass Improvement in attendance data. (2023) Chronic absences - (20+days) 28% Planners reflect SWPBS teaching expected behaviours.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School Wide Positive Behaviour Program	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Inclusive Coaching	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$23,833.94	$0.00	$23,833.94
Disability Inclusion Tier 2 Funding	$101,593.92	$0.00	$101,593.92
Schools Mental Health Fund and Menu	$27,957.50	$0.00	$27,957.50
Total	$153,385.36	$0.00	$153,385.36

Activities and milestones – Total Budget

Activities and milestones	Budget
Numeracy Action Plan	$2,000.00
Inclusive Coaching	$2,000.00
Totals	$4,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Numeracy Action Plan	from: Term 1 to: Term 4		

Inclusive Coaching	from: Term 1 to: Term 2		
Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PLC	☑ All staff	from: Term 1 to: Term 4	☑ Planning	☑ Whole school pupil free day ☑ Communities of practice ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Numeracy Action Plan	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ SEIL ☑ School improvement partnerships	☑ On-site
School Wide Positive Behaviour Program	☑ All staff	from: Term 1 to: Term 4	☑ Planning	☑ Whole school pupil free day	☑ SEIL	☑ On-site
Inclusive Coaching	☑ All staff	from: Term 1 to: Term 2	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ SEIL	☑ On-site