Annual Implementation Plan - 2024
Define actions, outcomes, success indicators and activities

Research Primary School (2959)

Submitted for review by Fiona Vale (School Principal) on 01 February, 2024 at 02:38 PM
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Awaiting endorsement by School Council President

Department
of Education

Define actions, outcomes, success indicators and activities

Goal 2	To optimise every student's growth in Literacy and Numeracy
12-month target 2.1 target	Increase the percentage of Year 5 students achieving NAPLAN Exceeding Proficiency Level in: Reading from 72% (2023) to 74% in 2024 Writing from 11% (2023) to 12% in 2024 Numeracy from 6% (2023) to 9% in 2024 Increase the percentage of Year 3 students achieving NAPLAN Exceeding Proficiency Level in Numeracy from 15% (2023) to 17% in 2024
12-month target 2.2 target	Increase the percentage of students achieving Above Expected Growth Year 1 to Year 6 in Teacher Judgment in: Reading & Viewing from 15% (2022-2023 using Timeline Growth data) to 15% in 2024 Writing from 5% (2022-2023 using Timeline Growth data) to 10% by 2024 Number & Algebra from 9% (2022-2023 using Timeline Growth data) to 11% by 2024
12-month target 2.3 target	Increase the percentage positive response of students in Attitudes to School Survey in the factors: Stimulated Learning from 24% in 2023 to 37% in 2024 Differentiated Learning Challenge from 62% in 2023 to 67% in 2024
12-month target 2.4 target	Increase the percentage positive response of staff in the School Staff Survey in the factor Academic Emphasis from 71% in 2023 to 74% in 2024
KIS 2.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	Embed a whole-school, evidence-based approach to numeracy

Actions	To develop teacher capacity in understanding the mathematics curriculum 2.0 To document a scope and sequence for the mathematics curriculum 2.0 To develop an instructional model in numeracy
Outcomes	Teachers will have an understanding of the new mathematics curriculum 2.0 Teachers will use a documented mathematics 2.0 curriculum in number Teachers will use an instructional model in numeracy Teachers will use data, trial different numeracy strategies, evaluate their success and participate in discipline dialogue around what is working well (CoLT)) SIT will support the ongoing professional development of teachers through the meeting schedule SIT will support teachers to implement the numeracy instructional model effectively SIT will investigate numeracy assessment Students will demonstrate improved engagement in numeracy
Success Indicators	Early Indicators Increase in teachers reflecting on numeracy practices Increase of teachers teachers understanding of the mathematics curriculum Increase in teachers independently driving an inquiry approach towards their own professional learning Evidence of CoLT initiatives in planning documents Later Indicators Improvement in results in numeracy (NAPLAN and teacher judgement) Numeracy assessment on schedule for 2025

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum documentation; - Addition and subtraction documented (end term 1) - Multiplication and division documented (start term 3) - Fractions, decimals, place value documented (end 2023)	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Development of a numeracy instructional model	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$0.00

			to: Term 2	
Continue numeracy professional learning	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
CoLT Meetings with a numeracy focus; - One peer observation to support numeracy learning	☑ Leadership team ☑ PLC leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Equity funding will be used
Familiarisation with revised Mathematics curriculum and engagement with VCAA resources.	☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 3	To empower students to be confident and self-reliant learners
12-month target 3.1 target	Increase the percentage positive response of students in Attitudes to School Survey in the factors: Student Voice and Agency from 32% in 2023 to 39% in 2024 Self-Regulation and Goal setting from 54% in 2023 to 60% in 2024 Sense of Confidence from 62% in 2023 to 65% in 2024
12-month target 3.2 target	Increase the percentage positive response of staff in the School Staff Survey in the factor Promote Student Ownership of Learning from 91% in 2023 to 93% in 2024
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Embed a whole-school approach to student agency in learning

and a positive, safe and orderly learning environment	
Actions	To build a culture of "challenge for learning" at Research Primary School To upskill staff to challenge students in their learning
Outcomes	Teachers will use a consistent vocabulary around 'challenge for learning' culture at Research Primary School Teachers will have a toolbox of strategies to support students when they are feeling challenged Students will be able to identify when they are feeling challenged in their learning Teachers will support students to identify a strategy to support them when they are feeling challenged SIT will research challenge based learning practices Leadership will support the ongoing professional development of teachers to build a culture of challenge for learning
Success Indicators	Early Indicators Vocabulary for 'challenge for learning' culture is evidenced in classrooms through displays and learning walk observations, including tools and strategies Later Indicators Increase in the Attitudes to School data (student voice and agency, self regulation and goal setting and sense of confidence) Increase in Staff Opinion survey (promote student ownership of learning) Students are able to articulate their goals when asked and can apply a strategy to support their learning challenges

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Start up program	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Our ways of learning for teachers and students	☑ All staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	
SIT to research challenged based learning practices	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00	
Professional learning in challenged based learning practices; - Language - Strategies for students	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00	

KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Optimise teacher capacity to provide learning focused feedback to students
Actions	To develop teacher capacity in facilitating teacher/student reading conferences
Outcomes	Teachers will use data to support a sample group of students to identify a reading goal Teachers will provide strategies to support student reading goals Teachers will build capabilities in providing effective feedback to students about their reading Students will, with the support of their teachers, identify a reading goal and strategy SIT will support the ongoing professional development of teachers in reading Leadership will model the use of effective feedback strategies to students.
Success Indicators	Early Indicators Students being able to identify their own areas for improvement in reading (evidenced in conversations or documented) Consistent structure being used by teachers when providing feedback to students in reading (evidenced in notes)

	Later Indications Improved Attitudes to School data (self regulation and goal setting and sense of confidence) Improved achievement results in Reading (NAPLAN, teacher judgement and F and P) - Increase in students making high growth in reading (teacher judgment) - Decrease in students below expected level (F and P)				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Professional Learning in conferencing and feedback	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
CoLT meetings with reading conference focus	☑ PLC leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Reading conference sample groups; - Teachers will conduct reading conferences with a sample group of students and reflect	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Reading conferences will be implemented for all students across the school	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	To enhance student wellbeing for learning.
12-month target 4.1 target	Increase the percentage positive response of students in Attitudes to School Survey in the factors: Sense of connectedness from 56% in 2023 to 61% in 2024

	Sense of Inclusion from 66% in 2023 to 68% in 2024
12-month target 4.2 target	Increase the percentage positive response of students in Attitudes to School Survey in the factors: Advocate at School from 76% in 2023 to 78% in 2024 Managing Bullying from 50% in 2023 to 56% in 2024
12-month target 4.3 target	Increase the percentage positive in the Parent Opinion Survey in the factor Managing Bullying from 80% in 2023 to 81% in 2024
KIS 4.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	Strengthen the whole school approach to wellbeing
Actions	To gain a better understanding of student wellbeing needs for learning To develop and document a whole school multi-tiered response model to mental health Implement the disability inclusion model to further develop appropriate support and adjustments for students with disabilities
Outcomes	Teachers will continue to plan and implement the respectful relationships program Teachers will support students to articulate their wellbeing needs to optimise their learning Teachers will develop knowledge of a tiered response model for mental health Teachers will meet the needs of students with a disability through adjustments Students will be empowered to articulate their wellbeing needs for learning Students will understand the support available to them to improve their mental health and learning practices Leadership will provide the structure to gain feedback from students about their wellbeing needs for learning Leadership will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leadership will provide professional development and support in the disability inclusion model
Success Indicators	Early Indicators Increase in the amount of students gaining access to wellbeing support and parents seeking support from the school Increase in student engagement (learning goals)

	Increase in students offering opinions on school learning programs Increased engagement in student leadership opportunities Teacher anecdotal feedback in reduction of incident Consistent IEP's Increase in the amount of SSG's Adjustments and interventions documented in the curriculum Later Indicators Increase in Attitudes to School data (sense of connectedness, sense of inclusion,advocate at school, managing bullying) Increase in Parent Opinion data (managing bullying) Decrease in negative student behavior data (suspension and detention) Increase in academic data of students with disabilities Increase in the amount of students with IEP's

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student forums will run across the entire school to seek to understand the students opinions and feelings in more depth. Areas of focus will be; - Help seeking - Challenge culture	☑ All staff ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Document the respectful relationships program	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Develop tiered response model as outlined below; - Identify our tier 1, 2 and 3 interventions using the domain adjustments matrix - Allocate students during case management as requiring tier 1, 2 or 3 - Apply for a DIP for our students requiring tier 3 intervention - Develop an IEP for all our students requiring tier 2 and 3 intervention - Build our tier 2 and 3 adjustments into our planning documentation	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$31,581.54 ☑ Disability Inclusion Tier 2 Funding will be used
Teacher professional development in disability inclusion, IEP's and making appropriate adjustments	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Engaging a counselor (soon to be psychologist) one day a week to complete both individual and group sessions around well being. They will also play a role in the student forums.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$27,957.50 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items