

2024 Annual Implementation Plan

for improving student outcomes

Whorouly Primary School (1373)



Submitted for review by Pauline McPherson (School Principal) on 27 December, 2023 at 02:58 PM
Endorsed by Karl Russell (Senior Education Improvement Leader) on 31 December, 2023 at 02:39 PM
Endorsed by Shannon Phillips (School Council President) on 11 February, 2024 at 11:18 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
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
<p>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.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>90% of students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement. 25% of students will achieve above level in Number and Algebra using teacher judgement. Increase the positive endorsement of the Attitudes to school Survey factors of: Learner Characteristics and Disposition - Perseverance from 58% in 2023 to 80% in 2024. Social Engagement - School Connectedness I look forward to going to school from 50% in 2023 to 60% in 2023. - Student Voice and Agency from 58% in 2023 to 70% in 2024. Student Safety at School - Advocate at School from 77% in 2023 to 85% in 2024. Improve attendance from 22% of students absent for 20 or more days to 15% of students absent for 20 or more days.</p>
To maximise the learning growth of every student in Literacy, with a particular focus on Writing	No	<p>By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to:</p> <ul style="list-style-type: none"> • 85 percent in Reading, from an average of 59 percent across the school in 2019 • 85 percent in Writing, from an average of 71 percent across the school in 2019 	

		By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)	
		By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent: <ul style="list-style-type: none"> • Student Voice and Agency, from 75 percent in 2019 • Learning Confidence, from 71 percent in 2019 	
To maximise the learning growth of every student in Numeracy	No	By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019)	
		By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra	
		By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019)	

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	90% of students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement. 25% of students will achieve above level in Number and Algebra using teacher judgement. Increase the positive endorsement of the Attitudes to school Survey factors of:

	<p>Learner Characteristics and Disposition - Perseverance from 58% in 2023 to 80% in 2024 Social Engagement - School Connectedness I look forward to going to school from 50% in 2023 to 60% in 2023. - Student Voice and Agency from 58% in 2023 to 70% in 2024. Student Safety at School - Advocate at School from 77% in 2023 to 85% in 2024. Improve attendance from 22% of students absent for 20 or more days to 15% of students absent for 20 or more days.</p>	
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	90% of students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement. 25% of students will achieve above level in Number and Algebra using teacher judgement. Increase the positive endorsement of the Attitudes to school Survey factors of: Learner Characteristics and Disposition - Perseverance from 58% in 2023 to 80% in 2024 Social Engagement - School Connectedness I look forward to going to school from 50% in 2023 to 60% in 2023. - Student Voice and Agency from 58% in 2023 to 70% in 2024. Student Safety at School - Advocate at School from 77% in 2023 to 85% in 2024. Improve attendance from 22% of students absent for 20 or more days to 15% of students absent for 20 or more days.
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	Embed high impact teaching strategies in the instructional model. Strengthen teacher capacity to use assessment data to inform planning and goal setting Build leaders and teachers capacity to implement the Victorian Curriculum Mathematics 2.0 in 2025. Continue to strengthen OLC PL opportunities
Outcomes	Students will: Be supported where required with targeted Numeracy intervention through the Tutor Learning Initiative. Demonstrate improved learning growth in numeracy. Be able to articulate the learning intention, success criteria, numeracy goal and pathway for learning. Teachers will: Collect and analyse assessment data for planning and goal setting.

	<p>Participate in Learning Walks and Talks and Peer Observation. Have a greater understanding and confidence in relation to curriculum knowledge of the Victorian Curriculum Mathematics 2.0. Teachers will collaborate with others across the OLC Cluster to strengthen their assessment and planning capabilities.</p> <p>Leaders will: Support teachers to build assessment and differentiation practices through clear processes and professional learning. Support teachers to review and revise where necessary, the Whorouly PS Number and Algebra Scope and Sequence and Assessment Plan. Prioritise attendance at all BMW Network Professional Learning Activities and OLC Cluster professional learning teams.</p>			
Success Indicators	<p>Early indicators Curriculum documentation will show differentiation in numeracy with clearly defined learning intentions and success criteria. Student IEP's will describe adjustments to meet their needs and will be monitored regularly. LWT's data will demonstrate students know what they are learning and why. Teachers utilise data and a range of assessment strategies to inform planning School based professional learning and PLC's are scheduled and teaching staff and leaders are working collaboratively.</p> <p>Late indicators Teacher judgements to show a minimum of 12 months learning growth in Number and Algebra for 90% of students. OLC PLC's maintain momentum with attendance and teacher feedback indicating that teachers know the curriculum and can differentiate at point of need.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Support professional learning for staff relating to formative assessment practices, differentiation and goal setting through PD and SIT meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Additional support will be provided to students within the classroom during numeracy lessons through the Tutor Learning Program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,500.00 <input checked="" type="checkbox"/> Other funding will be used

Plan and conduct formal Learning Walks, including the collation of feedback through an electronic process.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Other funding will be used
Plan and conduct opportunities for peer observation and feedback	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Other funding will be used
Attend BMW and OLC professional learning opportunities to implement Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <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	Embed the school wide Health and Wellbeing Curriculum. Develop and Implement whole school behaviour management plan. Develop a school wide Attendance Improvement Plan			
Outcomes	Students will Understand, describe and implement strategies for maintaining their physical and mental health. Demonstrate greater awareness of impact of behaviours on the feelings and actions of others through a reduction of the number of incidents of poor behaviour in the classroom and school ground. Express how embracing the school values leads to positive behaviour and success. Articulate the importance of being at school every day for their social, emotional and academic development			

	<p>Teachers will Implement the Health and Wellbeing curriculum and demonstrate increased confidence in assessing students against the Personal and Social capabilities. Actively teach the school values to support positive behaviour and enhance school connectedness. Deliver Respectful Relationships program weekly i(Wellbeing teacher). Deliver structured eSafety education (Wellbeing teacher) Collect, collate and respond to behavioural data. Be able to recognise, respond to and refer students' mental health needs Track student attendance concerns and document strategies they have used to encourage improved attendance.</p> <p>Leaders will Ensure the Health and Wellbeing curriculum being delivered across the school in a consistent manner. Support the continuous development, documentation and revision of the whole school Health and Wellbeing curriculum. Support school staff to model and teach the school values. Support the MHL to lead the implementation of the school Health and Wellbeing curriculum. Monitor student attendance data regularly and enact the processes outlined within the school-wide Attendance Improvement Plan. Leaders will build a culture of respect across the school community regarding the importance of school attendance for students' social, emotional and academic development through communication with parents (newsletters, phone calls, etc.)</p>			
Success Indicators	<p>Early indicators: Wellbeing program is implemented following Whorouly PS Scope and Sequence Timetabled and implemented Respectful Relationships program Increase positive responses in the Student Attitudes to School Survey in the areas of Perseverance, School Connectedness Student Safety (Advocate at school), Student Voice and Agency and 'Students at this school treat each other with respect and treat teachers with respect'. Reduction in the percentage of students absent from school evident at different points throughout the year Reduction in the percentage of students with 20+ days absent from school (from 22% in 2023 to 15% in 2024.</p> <p>Late indicators: Respectful Relationships and eSafety Program has been taught regularly. Decrease over 2024 of negative classroom and playground behaviour following teaching school values.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>The Health and Wellbeing curriculum led by the wellbeing coordinator will be monitored and revised in PLT's</p>	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$24,953.25</p> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
<p>Respectful Relationships and eSafety programs timetabled and taught.</p>	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Wellbeing data collected, analysed and strategies developed as part of PLT meetings.</p>	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,800.00</p> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Principal and Mental Health and Wellbeing teacher develop and enact an Attendance Plan,</p>	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$24,764.73	\$24,764.73	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$60,517.98	\$60,517.98	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
The Health and Wellbeing curriculum led by the wellbeing coordinator will be monitored and revised in PLT's	\$24,953.25
Respectful Relationships and eSafety programs timetabled and taught.	\$0.00
Wellbeing data collected, analysed and strategies developed as part of PLT meetings.	\$1,800.00
Totals	\$26,753.25

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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
The Health and Wellbeing curriculum led by the wellbeing coordinator will be monitored and revised in PLT's	from: Term 1 to: Term 4	\$24,953.25	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Assign existing staff member to initiative (eduPay)
Respectful Relationships and eSafety programs timetabled and taught.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Bully Stoppers (free)
Wellbeing data collected, analysed and strategies developed as part of PLT meetings.	from: Term 1 to: Term 4	\$1,800.00	<input checked="" type="checkbox"/> Achievement Program (free)(Whole-school approach to mental health) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Activity-based non-consumables (equipment hire, etc)
Totals		\$26,753.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Health & Nutrition Program/ School Connectedness	\$4,000.00
DI workforce and equipment	\$24,764.73
Education workforce	\$5,000.00
Totals	\$33,764.73

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Health & Nutrition Program/ School Connectedness	from: Term 1 to: Term 4	\$0.00	
DI workforce and equipment	from: Term 1 to: Term 4	\$0.00	
Education workforce	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$5,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Health & Nutrition Program/ School Connectedness	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
DI workforce and equipment	from: Term 1 to: Term 4	\$24,764.73	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator • Education support staff <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning) • CRT (to attend Profile meetings) <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Communication equipment/software • Sensory resources
Education workforce	from: Term 1 to: Term 4	\$0.00	
Totals		\$24,764.73	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Health & Nutrition Program/ School Connectedness	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
DI workforce and equipment	from: Term 1 to: Term 4	\$0.00	
Education workforce	from: Term 1 to: Term 4	\$0.00	
Totals		\$4,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Support professional learning for staff relating to formative assessment practices, differentiation and goal setting through PD and SIT meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Additional support will be provided to students within the classroom during numeracy lessons through the Tutor Learning Program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan and conduct formal Learning Walks, including the collation of feedback through an electronic process.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan and conduct opportunities for peer observation and feedback	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Attend BMW and OLC professional learning opportunities to implement Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site BMW Network meeting sites OLC meetings -

						Milawa PS - TBC
Respectful Relationships and eSafety programs timetabled and taught.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Wellbeing data collected, analysed and strategies developed as part of PLT meetings.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site