2023 Annual Implementation Plan

for improving student outcomes

Alfredton Primary School (1091)

Every child will flourish with time, effort and support.

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

| 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 | |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

Enter your reflective comments	
Considerations for 2023	
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise student learning growth in literacy and numeracy for all students.
Target 2.1	By 2026, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for • Reading from 77% (2021) to 80% • Writing from 82% (2021) to 85% • Numeracy from 77.3% (2021) to 80
Target 2.2	By 2026, increase the percentage of Year 3 students achieving in the top two NAPLAN bands for • Reading from 58% (2022) to 61% • Writing from 49% (2022) to 52% • Numeracy from 33% (2022) to 36%

	By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands for • Reading from 23% (2022) to 40% • Writing from 13% (2022) to 20% • Numeracy from 15% (2022) to 20%
Target 2.3	By 2026, increase the percentage of students in Foundation – Year 6, achieving at or above age expected level as evaluated by teacher judgement against the Victorian Curriculum in: • Reading from 83% (Semester 2, 2022) to 90% • Writing from 72% (Semester 2, 2022) to 80% • Number & Algebra from 77% (Semester 2, 2022) to 82%
Target 2.4	By 2026, increase the positive endorsement in the Staff Survey for: • *Module:* School Climate, *Factor:* Collective efficacy from 64% (2021) to 70% • *Module:* Teaching & Learning Practice Improvement; *Factor* – Seek feedback to improve practice from 48% (2021) to 60% • *Module:* Teaching & Learning Implementation, *Factor:* Promote student ownership of learning goals from 68% (2021) to 80%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Build teacher capacity to support students to develop their own learning goals

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review, monitor and embed whole school approaches to the teaching of literacy and numeracy
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the capacity of all staff to understand the curriculum and develop their pedagogy to provide differentiated instruction
Goal 3	Empower and engage all students in their learning and wellbeing.
Target 3.1	By 2026, increase the positive endorsement in the Attitudes to School Survey for • *Domain:* Social Engagement, *Factor:* Sense of Connectedness from 57% (2022) to 70% • *Domain:* Social Engagement, *Factor:* Student Voice & Agency from 53% (2022) to 60% • *Domain:* Effective teaching practice for cognitive engagement, *Factor:* Differentiated Learning Challenge from 80% (2022) to 84%
Target 3.2	By 2026, in the Attitudes to School Survey for the factor Resilience, increase the endorsement of normal to high resilience from 57% (2022) to 66%

Target 3.3	By 2026, increase the positive endorsement in the School Staff Survey for • *Module* - School Climate - *Factor* – Guaranteed and Viable Curriculum from 65% (2021) to 70% • *Module* - School Climate - *Factor* – Parent and Community Involvement from 71% (2021) to 75% • *Module* – Teaching & Learning Evaluation – *Factor* – Use student feedback to inform practice from 68% (2021) to 71%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to activate student agency in their learning
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen and embed a whole school approach to student health, wellbeing and inclusion

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.
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.	Yes	Support for the 2023 Priorities	Target 1.1 NAPLAN Relative Growth 3-5 Numeracy High 20% Medium 60%
Maximise student learning growth in literacy and numeracy for all students.	No	By 2026, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for • Reading from 77% (2021) to 80% • Writing from 82% (2021) to 85% • Numeracy from 77.3% (2021) to 80	
		By 2026, increase the percentage of Year 3 students achieving in the top two NAPLAN bands for • Reading from 58% (2022) to 61% • Writing from 49% (2022) to 52% • Numeracy from 33% (2022) to 36% By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands for • Reading from 23% (2022) to 40% • Writing from 13% (2022) to 20% • Numeracy from 15% (2022) to 20%	

		By 2026, increase the percentage of students in Foundation – Year 6, achieving at or above age expected level as evaluated by teacher judgement against the Victorian Curriculum in: • Reading from 83% (Semester 2, 2022) to 90% • Writing from 72% (Semester 2, 2022) to 80% • Number & Algebra from 77% (Semester 2, 2022) to 82%	
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Empower and engage all students in their learning and wellbeing.	No	By 2026, increase the positive endorsement in the Attitudes to School Survey for • *Domain:* Social Engagement, *Factor:* Sense of Connectedness from 57% (2022) to 70% • *Domain:* Social Engagement, *Factor:* Student Voice & Agency from 53% (2022) to 60% • *Domain:* Effective teaching practice for cognitive engagement, *Factor:* Differentiated Learning Challenge from 80% (2022) to 84%	
		By 2026, in the Attitudes to School Survey for the factor Resilience, increase the endorsement of normal to high resilience from 57% (2022) to 66%	
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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 1.1 NAPLAN Relative Growth 3-5
	Numeracy
	      High 20%
	                  Medium 60%	

Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 2023.	

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	Target 1.1 NAPLAN Relative Growth 3-5
	Numeracy
	    High 20%
	        Medium 60%

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	Plan whole school professional learning to enable teachers and ESS to identify and respond to students individual learning needs. Establish a targeted support program for students such as literacy and numeracy intervention and the TLI.
Outcomes	-Students in need of targeted Numeracy academic support or intervention will be identified and supported. Each students having goals set in IEPs. -Teachers and Tutors will identify student learning needs in Numeracy based on diagnostic assessment data. -Teachers will implement differentiated teaching and learning to meet individual students needs using data from pre and post assessments.
Success Indicators	-Curriculum documentation and TLI documents will show plans for differentiation in Numeracy. -Pre and post assessment results will be documented and regularly analysed to informed future planning. -Formative and summative Numeracy assessment will show student learning growth. -Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. -Teacher Judgements will show increased learning growth in number and algebra. To be determined at Review.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

-Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ 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
The PLC inquiry cycle will focus on Number and Algebra pre and post unit assessment tasks.	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 2 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
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentation.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					$\square$ Disability Inclusion Tier 2 Funding will be used $\square$ Schools Mental Health Menu items will be used which may include DET funded or free items
Utilising student voice and agency:- organise student focus groups, to gather feedback on the instructional model so that this can be modified for greater impact.	☑ All Staff ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 $\square$ Equity funding will be used $\square$ Disability Inclusion Tier 2 Funding will be used $\square$ 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	-Strengthen the whole school approach towards social and emotional learning. -Develop staff capacity to activate student agency in classroom learning experiences through student meetings, forums, and the analysis of data sets where students will be supported to develop targets and goals and monitor the progress of these. -Strengthen in-class relationships and regular check-ins to determine areas for improvement.
Outcomes	-Students will report improved emotional awareness and resilience. -Teachers will be able to more ably recognise, respond to and refer students mental health needs. -Leaders will support continuous development, documentation and revision of whole school wellbeing approaches.

Success Indicators	-Student support resources displayed and provided around the school will show how students can seek support -AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress and resilience. -GradeXpert: incident reports, parent contacts, meetings and behavioural data. -Student set targets and goals will be monitored and reviewed. To be determined at Review.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of social emotional learning and student mental health.	☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$57,489.57 ☐ 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 to increase staff and parent capacity in Mental Health first Aid supported for staff and parents by an external provider.	☑ Principal ☑ Wellbeing 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
-Support student leaders to run student focus groups to seek feedback on the schools approach to supporting student wellbeing.	☑ Assistant Principal ☑ Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$134,182.96	$134,182.96	$0.00
Disability Inclusion Tier 2 Funding	$226,662.67	$226,662.67	$0.00
Schools Mental Health Fund and Menu	$57,489.57	$57,489.57	$0.00
Total	**$418,335.20**	**$418,335.20**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of social emotional learning and student mental health.	$57,489.57
Totals	**$57,489.57**

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
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of social emotional learning and student mental health.	from: Term 1 to: Term 4	$57,489.57	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$57,489.57	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Equity funding to support students with internal staff support and expertise.	$134,182.96
Tier 2 funding	
Totals	$134,182.96

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Equity funding to support students with internal staff support and expertise.	from: Term 1 to: Term 4	$134,182.96	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services
Tier 2 funding			
Totals		**$134,182.96**	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Equity funding to support students with internal staff support and expertise.	from: Term 1 to: Term 4		
Tier 2 funding		$226,662.67	☑ Professional learning for school-based staff • Teachers ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other Assistant Principal ☑ Other workforces to support students with disability

			•
			☑ CRT
			• CRT (to attend Profile meetings)
Totals		$226,662.67	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Equity funding to support students with internal staff support and expertise.	from: Term 1 to: Term 4		
Tier 2 funding			
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
-Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Utilising student voice and agency:- organise student focus groups, to gather feedback on the instructional model so that this can be modified for greater impact.	☑ All Staff ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of social emotional learning and student mental health.	☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day	☑ Internal staff ☑ External consultants Health First Aid to be delivered on Day one 2023 for all staff. Pre paid form Mental Health funding form 2022 and supplemented with our 2023 budget.	☑ On-site

| Develop a professional learning plan to increase staff and parent capacity in Mental Health first Aid supported for staff and parents by an external provider. | ☑ Principal
☑ Wellbeing Team | from:
Term 1
to:
Term 4 | ☑ Planning
☑ Individualised Reflection | ☑ Professional Practice Day | ☑ External consultants
Health First Aid to be delivered on Day one 2023 for all staff. Pre paid form Mental Health funding form 2022 and supplemented with our 2023 budget.

☑ Departmental resources
MHiPS Leader and funding. | ☑ On-site |