

2023 Annual Implementation Plan

for improving student outcomes

Alfredton Primary School (1091)



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	<p>2023 Priorities Goal</p> <p>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.</p>
Target 1.1	Support for the 2023 Priorities
<p>Key Improvement Strategy 1.a</p> <p>Priority 2023 Dimension</p>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<p>Key Improvement Strategy 1.b</p> <p>Priority 2023 Dimension</p>	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	<p>By 2026, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for</p> <ul style="list-style-type: none"> • Reading from 77% (2021) to 80% • Writing from 82% (2021) to 85% • Numeracy from 77.3% (2021) to 80
Target 2.2	<p>By 2026, increase the percentage of Year 3 students achieving in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading from 58% (2022) to 61% • Writing from 49% (2022) to 52% • Numeracy from 33% (2022) to 36%

	<p>By 2026, increase the percentage of Year 5 students achieving in the top two NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading from 23% (2022) to 40% • Writing from 13% (2022) to 20% • Numeracy from 15% (2022) to 20%
Target 2.3	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>By 2026, increase the positive endorsement in the Staff Survey for:</p> <ul style="list-style-type: none"> • <i>Module:</i> School Climate, <i>Factor:</i> Collective efficacy from 64% (2021) to 70% • <i>Module:</i> Teaching & Learning Practice Improvement; <i>Factor</i> – Seek feedback to improve practice from 48% (2021) to 60% • <i>Module:</i> Teaching & Learning Implementation, <i>Factor:</i> Promote student ownership of learning goals from 68% (2021) to 80%
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to</p>	<p>Build teacher capacity to support students to develop their own learning goals</p>

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 <ul style="list-style-type: none"> • <i>Domain:</i> Social Engagement, <i>Factor:</i> Sense of Connectedness from 57% (2022) to 70% • <i>Domain:</i> Social Engagement, <i>Factor:</i> Student Voice & Agency from 53% (2022) to 60% • <i>Domain:</i> Effective teaching practice for cognitive engagement, <i>Factor:</i> 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%

<p>Target 3.3</p>	<p>By 2026, increase the positive endorsement in the School Staff Survey for</p> <ul style="list-style-type: none"> • <i>Module</i> - School Climate - <i>Factor</i> – Guaranteed and Viable Curriculum from 65% (2021) to 70% • <i>Module</i> - School Climate - <i>Factor</i> – Parent and Community Involvement from 71% (2021) to 75% • <i>Module</i> – Teaching & Learning Evaluation – <i>Factor</i> – Use student feedback to inform practice from 68% (2021) to 71%
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	<p>Build teacher capacity to activate student agency in their learning</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	<p>Deepen and embed a whole school approach to student health, wellbeing and inclusion</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Target 1.1 NAPLAN Relative Growth 3-5 Numeracy High 20% Medium 60%</p>
<p>Maximise student learning growth in literacy and numeracy for all students.</p>	No	<p>By 2026, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth for</p> <ul style="list-style-type: none"> • Reading from 77% (2021) to 80% • Writing from 82% (2021) to 85% • Numeracy from 77.3% (2021) to 80 	
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		<p>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:</p> <ul style="list-style-type: none"> • 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	<p>By 2026, increase the positive endorsement in the Attitudes to School Survey for</p> <ul style="list-style-type: none"> • <i>Domain:</i> Social Engagement, <i>Factor:</i> Sense of Connectedness from 57% (2022) to 70% • <i>Domain:</i> Social Engagement, <i>Factor:</i> Student Voice & Agency from 53% (2022) to 60% • <i>Domain:</i> Effective teaching practice for cognitive engagement, <i>Factor:</i> Differentiated Learning Challenge from 80% (2022) to 84% 	
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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

<p>-Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The PLC inquiry cycle will focus on Number and Algebra pre and post unit assessment tasks.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	<p>-Student support resources displayed and provided around the school will show how students can seek support</p> <p>-AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress and resilience.</p> <p>-GradeXpert: incident reports, parent contacts, meetings and behavioural data.</p> <p>-Student set targets and goals will be monitored and reviewed.</p> <p>To be determined at Review.</p>			
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.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,489.57 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> Assistant Principal <input checked="" type="checkbox"/> Other workforces to support students with disability

			<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>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.</p>	<input checked="" type="checkbox"/> On-site

<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Departmental resources MHiPS Leader and funding. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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