2024 Annual Implementation Plan

for improving student outcomes

Traralgon South Primary School (2114)

Submitted for review by Joel Blythman (School Principal) on 11 December, 2023 at 10:13 AM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 15 December, 2023 at 02:57 PM
Endorsed by Erin Riseley (School Council President) on 20 February, 2024 at 08:01 AM

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

	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	

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 and resources	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 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 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	LEARNING:Note: NAPLAN targets for our 2024 AIP will not relate to those identified in the 2020-2024 SSP due to changes made to NAPLAN in 2023. Our 2024 12-month targets have been established based on using 2023 'Similar School' NAPLAN data as a baseline.1 (a): 69% of Year 3 students and 67% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Numeracy.(b): 66% of Year 3 students and 78% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Reading.(c): 77% of Year 3 students and 68% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Writing.2: The following on the Staff Opinion Survey to be at or above 2023 percentages of positive endorsement:(a) Instructional Leadership (92% in 2023)(b) Professional learning through peer observation (63% in 2023)(c) Seek feedback to improve practice (88% in 2023)(d) Believe peer feedback improves practice (88% in 2023)WELLBEING:1:The following on the Attitudes to School Survey to be at or above 2023 percentages of positive endorsement:(a) Sense of confidence (77% in 2023)(b)

			Perseverance (81% in 2023)(c) Self-regulation and goal setting (79% in 2023)2: When compared to 2023 values, student attendance data will show the percentage of students absent for the '20-29.5 days' and '30+ days' brackets will be maintained or improved.
To maximise learning growth and achievement for all students in literacy and numeracy	No	NAPLAN top two bands (target baseline is a three-year average 2017-2019): • 41% to 50% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN numeracy • 57% to 65% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN reading • 30% to 40% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN writing.	
		Annual NAPLAN benchmark growth meeting or above (target baseline is a three-year average 2017-2019): • From 82% to 88% (2024) meeting or above benchmark growth in numeracy • From 72% to 78% (2024) meeting or above benchmark growth in reading • From 73% to 79% (2024) meeting or above benchmark growth in writing.	
		Increase the percentage of students that achieve 12 months or more learning growth in reading, writing and numeracy according to Teacher Judgements against the Victorian Curriculum Standards from Foundation to Year 6. • Reading and viewing from 68% to 80% • Writing from 66% to 80% • Numeracy (Measurement & geometry) from 88% to 95% • Numeracy (Number & algebra) from 84% to 91% • Numeracy (Statistics & probability) from 74% to 81%.	

		Improve the following on the School Staff Survey based on the percentage of positive endorsement: ***Module: Professional Learning*** • Feedback (teacher), 2019 from 42% to 75% (2024) • School Level Support (2019) from 69% to 85% (2024). ***Module: School Leadership*** • Leading Change (2019) from 69% to 80% (2024) • Cultural Leadership (2019) from 79% to 85% (2024). ***Module: School staff safety and Well-being*** • Staff psychological safety (2019) from 64% to 80% (2024) • Staff professional safety (2019) from 71% to 85% (2024). ***Module: Teaching and Learning- Practice Improvement*** • Professional learning through peer observation (2019) from 43% to 80% (2024) • Seek feedback to improve practice (2019) from 68% to 80% (2024).	
Build engaged, independent and self-regulating learners	No	The following on the Attitudes to School Survey to be at or above 90%: • Sense of confidence from 86% (2019) to 90% (2024) • Self-regulation and goal setting from 87% (2019) to 90% (2024) • Student voice and agency from 87% (2019) to 90% (2024) • Effort from 89% (2019) to 90% (2024)	
		Improve the following on the School Staff Survey to be at or above 90% by 2024: ***Module: School Climate*** • Trust in students from (2019) 85% ***Module: Teaching and Learning - Evaluation*** • Use student feedback to improve practice (2019) 90%. ***Module: Teaching and Learning - Implementation*** • Promote student ownership of learning goals from (2019) 88%	
		Improve the following on the Parent Survey from a 3-year average base line 2017-19:	

		• Effective teaching 78% to 85% (2024) • Stimulating learning environment from 79% to 85% (2024) • High expectations from 92% to be at or above 95% (2024) • Stimulating learning environment from (2019) 77% to 85% (2024)	

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	LEARNING: Note: NAPLAN targets for our 2024 AIP will not relate to those identified in the 2020-2024 SSP due to changes made to NAPLAN in 2023. Our 2024 12-month targets have been established based on using 2023 'Similar School' NAPLAN data as a baseline. 1 (a): 69% of Year 3 students and 67% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Numeracy. (b): 66% of Year 3 students and 78% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Reading. (c): 77% of Year 3 students and 68% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Writing. 2: The following on the Staff Opinion Survey to be at or above 2023 percentages of positive endorsement: (a) Instructional Leadership (92% in 2023) (b) Professional learning through peer observation (63% in 2023) (c) Seek feedback to improve practice (88% in 2023) (d) Believe peer feedback improves practice (88% in 2023) WELLBEING: 1:The following on the Attitudes to School Survey to be at or above 2023 percentages of positive endorsement: (a) Sense of confidence (77% in 2023) (b) Perseverance (81% in 2023) (c) Self-regulation and goal setting (79% in 2023) 2: When compared to 2023 values, student attendance data will show the percentage of students absent for the '20-29.5 days' and '30+ days' brackets will be maintained or improved.

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	LEARNING: Note: NAPLAN targets for our 2024 AIP will not relate to those identified in the 2020-2024 SSP due to changes made to NAPLAN in 2023. Our 2024 12-month targets have been established based on using 2023 'Similar School' NAPLAN data as a baseline. 1 (a): 69% of Year 3 students and 67% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Numeracy. (b): 66% of Year 3 students and 78% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Reading. (c): 77% of Year 3 students and 68% of Year 5 students to achieve Exceeding and/or Strong level of proficiency in NAPLAN Writing. 2: The following on the Staff Opinion Survey to be at or above 2023 percentages of positive endorsement: (a) Instructional Leadership (92% in 2023) (b) Professional learning through peer observation (63% in 2023) (c) Seek feedback to improve practice (88% in 2023) (d) Believe peer feedback improves practice (88% in 2023) WELLBEING: 1:The following on the Attitudes to School Survey to be at or above 2023 percentages of positive endorsement: (a) Sense of confidence (77% in 2023) (b) Perseverance (81% in 2023) (c) Self-regulation and goal setting (79% in 2023) 2: When compared to 2023 values, student attendance data will show the percentage of students absent for the '20-29.5 days' and '30+ days' brackets will be maintained or improved.
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	- To support the appointment of a new Learning Specialist, develop a strategically sequenced action plan to drive ongoing improvements in the implementation of our whole school instructional model (EDI) in Numeracy. Integral high-level actions within this will include: (a) Ongoing professional development with external consultants for the Learning Specialist and school staff to build a deeper level of knowledge and expertise (b) Implement the EDI instructional model in every classroom, with a whole school focus on Numeracy (c) The development and implementation of a Traralgon South Primary School instructional coaching model - Implement the Tutor Learning Initiative to provide targeted support to students in literacy. - As a PLC Link School, provide leadership and guidance to other schools in the implementation of PLCs in their own school context. - Embed the Disability Inclusion reform to ensure every student at every ability thrives at school.
Outcomes	- The level of knowledge and understanding of evidence-based practices for effective teaching and learning in all school staff will increase. - Teachers will use the EDI instructional model to plan and deliver an agreed number of Numeracy lessons per week. - Students will be able to articulate the 'usual' structure of EDI lessons. - Teachers being seen as learners will be built through a culture of observation and feedback. - Lead staff in the Tutor Learning Initiative will use multiple sources of evidence to track learning progress of identified students. - Students involved in the Tutor Learning Initiative will be supported to achieve a higher level of academic performance. - Including system improvement outcomes, by leading other schools to improve their PLC practices as a PLC Link School, teachers in our own school context will demonstrate increasing levels of maturity in their own PLC knowledge, skills, and behaviour through modelling and coaching of others. - Disability Inclusion Tier 2 funding will be used to embed inclusive practice for students who require supplementary, substantial or extensive reasonable adjustments to participate in and derive benefits from their education.
Success Indicators	- Strategically sequenced action plan to drive ongoing improvements in the implementation of our whole school instructional model (EDI) in Numeracy is established and followed with fidelity. - The EDI Instructional Model is implemented in Numeracy, and evidence of teachers using this in the classroom through learning walks, coaching and observation notes, PLC meeting notes, and lesson plans. - Staffing of Tutor Learning Initiative. - Students involved in the Tutor Learning Initiative will have demonstrated learning growth in literacy, measured with standardised assessments. - As a PLC Link School, evidence of coaching and modelling of high quality PLC practices in our own and other school contexts. - Disability Inclusion profiles will be established for relevant students, and the tiered funding model will be acquitted as intended.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Develop a strategically sequenced Action Plan to drive ongoing improvements in the implementation of our whole school instructional model (EDI) in Numeracy.	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
All staff to participate in a Science of Learning professional development day, supporting school staff to build a deeper level of knowledge and expertise of evidence-based instructional practices.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☑ Other funding will be used
Participate in the Science of Learning and Reading (SOLAR) Community of Practice, providing a deeper level of learning and connection to other network schools, to therefore drive ongoing improvements in instructional practices within our own school context.	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Other funding will be used
Develop a professional learning strategy to build teacher capacity to plan and deliver the EDI Instructional Model for an agreed number of Numeracy lessons per week.	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Develop and implement a Traralgon South Primary School instructional coaching model	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Other funding will be used
Based on an agreed criteria (below the expected standard of achievement in literacy, and less than 12 months learning growth in 2023 - and as well as those identified as 'needs additional support' in 2023 NAPLAN), identify students in need of targeted academic support or intervention.	☑ Education support ☑ Literacy improvement teacher ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Establish, implement and monitor the Tutor Learning Initiative to the targeted cohort(s), using relevant student achievement data to measure impact.	☑ Education support ☑ Literacy improvement teacher ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$26,500.00 ☑ Other funding will be used
Collaborate with the Area PLC Link Schools and School Improvement workforce to monitor and support PLC implementation across the area, thus providing strategic leadership at a school, network, area, and system level.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☑ Other funding will be used
Appoint Disability Inclusion Leader to utilise Tier 2 funding, to embed a structured approach to meet the diverse needs of relevant students.	☑ Disability inclusion coordinator ☑ Education support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$82,000.00 ☑ Disability Inclusion Tier 2 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	- Based on the specific wellbeing needs of our students following an analysis of a variety of data sets, engage the services of relevant providers from the Mental Health Menu to support the promotion of positive mental health (Tier 1), provide early intervention and cohort specific support (Tier 2), and targeted support (Tier 3) to students as required. - Maintain our strong focus on student attendance, ensuring our school-based processes and procedures are implemented with fidelity and continue to demonstrate our high expectations for students being at school.
Outcomes	- Through the variety of evidence-based programs chosen from the Mental Health Menu, staff and students will continue to experience positive improvements in their mental health and wellbeing. - All staff will consistently apply attendance processes and procedures.

	- Parents & guardians are partnering with our school in efforts to improve student attendance levels. - Students will record a reduced level of unexplained and chronic absences.
Success Indicators	- Student perception and survey data (AToSS 'Sense Of Confidence', 'Perseverance' and 'Self-Regulation and Goal Setting' framework factors) will improve from 2023 percentages of positive endorsement. - Our safe and orderly school environment will continue to be consolidated, evidenced through behaviours measured in the 'Serious' and 'Harmful/Severely Harmful' quadrants of our behaviour matrix. - When compared to 2023, attendance data will show the percentage of students absent for the '20-29.5 days' and '30+ days' brackets will be maintained or improved.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
With professional learning and implementation support from The Resilience Project (TRP), deliver the second year of the "Inspire" and "Engage" programs in every Prep-Year 6 classroom at the school-agreed scheduled time every week.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage the services of relevant providers from the Mental Health Menu to support the wellbeing and mental health needs of students at our school, as listed below: - Tier 1: Brainstorm Productions, Reach Foundation, and URStrong - Tier 2: Canine Comprehension - Tier 3: TBC (targeted support not yet required)	☑ All staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and monitor the agreed approach to attendance, using attendance data to measure impact, and responding based on the tiered level of intervention required.	☑ All staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$18,492.30	$0.00	$18,492.30
Disability Inclusion Tier 2 Funding	$86,614.75	$82,000.00	$4,614.75
Schools Mental Health Fund and Menu	$30,753.25	$28,000.00	$2,753.25
Total	**$135,860.30**	**$110,000.00**	**$25,860.30**

Activities and milestones – Total Budget

Activities and milestones	Budget
Appoint Disability Inclusion Leader to utilise Tier 2 funding, to embed a structured approach to meet the diverse needs of relevant students.	$82,000.00
With professional learning and implementation support from The Resilience Project (TRP), deliver the second year of the "Inspire" and "Engage" programs in every Prep-Year 6 classroom at the school-agreed scheduled time every week.	$16,000.00
Engage the services of relevant providers from the Mental Health Menu to support the wellbeing and mental health needs of students at our school, as listed below: - Tier 1: Brainstorm Productions, Reach Foundation, and URStrong - Tier 2: Canine Comprehension - Tier 3: TBC (targeted support not yet required)	$12,000.00
Totals	**$110,000.00**

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
Appoint Disability Inclusion Leader to utilise Tier 2 funding, to embed a structured approach to meet the diverse needs of relevant students.	from: Term 1 to: Term 4	$82,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Education support staff ☑ CRT • CRT (to attend staff PL) • CRT (to attend Profile meetings) ☑ Equipment, adaptive technology, devices, or materials to support learning • Literacy aids • Communication equipment/software
Totals		$82,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

With professional learning and implementation support from The Resilience Project (TRP), deliver the second year of the "Inspire" and "Engage" programs in every Prep-Year 6 classroom at the school-agreed scheduled time every week.	from:
	Term 1
	to:
	Term 4
		$16,000.00	☑ The Resilience Project
			
			This activity will use Mental Health Menu staffing
			  o Build staff capacity (conference, course, seminar)
			  o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

Engage the services of relevant providers from the Mental Health Menu to support the wellbeing and mental health needs of students at our school, as listed below: - Tier 1: Brainstorm Productions, Reach Foundation, and URStrong - Tier 2: Canine Comprehension - Tier 3: TBC (targeted support not yet required)	from: Term 1 to: Term 4	$12,000.00	☑ Brainstorm Productions **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider
Totals		$28,000.00	

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
All staff to participate in a Science of Learning professional development day, supporting school staff to build a deeper level of knowledge and expertise of evidence-based instructional practices.	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Whole school pupil free day	☑ External consultants Dr Nathaniel Swain (Latrobe University)	☑ Off-site At a nearby local Primary School
Participate in the Science of Learning and Reading (SOLAR) Community of Practice, providing a deeper level of learning and connection to other network schools, to therefore drive ongoing improvements in instructional practices within our own school context.	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Network professional learning ☑ Communities of practice	☑ SEIL ☑ External consultants Dr Nathaniel Swain (Latrobe University)	☑ Off-site Various locations (remote, Regional Office, Victorian Academy of Teaching & Leadership)
Develop a professional learning strategy to build teacher capacity to plan and deliver the EDI Instructional Model for an agreed number of Numeracy lessons per week.	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Develop and implement a Traralgon South Primary School instructional coaching model	☑ Learning specialist(s) ☑ Principal	from: Term 3 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ Academy program/course ☑ Learning specialist	☑ On-site
With professional learning and implementation support from The Resilience Project (TRP), deliver the second year of the "Inspire" and "Engage" programs in every Prep-Year 6 classroom at the school-agreed scheduled time every week.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants The Resilience Project	☑ Off-site Combination of on-site (program implementation) and off-site (staff professional development)