2024 Annual Implementation Plan

for improving student outcomes

Woodlands Primary School (5319)

Submitted for review by Matthew Gallagher (School Principal) on 19 December, 2023 at 12:42 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 25 January, 2024 at 03:39 PM
Endorsed by Lisa Meddings (School Council President) on 05 February, 2024 at 12:30 PM

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	Embedding
	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	Embedding
	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.	Embedding
	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	Embedding
	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	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Overall, we have been pleased with our progress across the year. We are tracking well against our 4 year target goals despite it being difficult to exactly correlate the new NAPLAN data sets with our SSP targets. We effectively implemented our KIS to 'support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy'. The impact has been; - Students in need of academic extension have been identified and supported through out TLI

	- Students have felt challenged in their learning. - Teachers are more confident in catering for students and meeting their needs - particularly in the area of mathematics. - Teachers have refined the current mathematics planning and made changes to improve planning documentation (all planners document the newly introduced daily reviews). - Students and teachers are able to identify and follow the planned lesson structures. - Leaders and teachers have used PLC's to note student gaps in numeracy and have made changes to teaching based on evidenced teaching practices. Goals and KIS that we will select as a focus for next year include: 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. KIS: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. KIS: Wellbeing - Strengthen our school wide approach to wellbeing to provide a safe and supportive learning environment.
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	Due to the new NAPLAN dataset, we have changed our targets to align with this: Increase the number of students in exceeding and strong: Reading:Year 3 - 84%Reading Year 5 - 88% Numeracy:Year 3 - 81% Year 5 - 84%For our professional learning component of our Staff Opinion Survey to improve from 69% to 76%.Effective classroom behaviour to improve from 84% to 86%.
To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.	No	By 2025 the NAPLAN high benchmark growth percentage for Numeracy, Reading and Writing will be: • Numeracy high benchmark growth from 33% (2019) to 35% (2025) • Reading high benchmark growth 27% (2019) to 30% (2025) • Writing high benchmark growth 23% (2019) to 30% (2025)	
		By 2025 the top two bands four year average will have increased five per cent from 2016–19 (4ya) to 2021–25 (4ya). Numeracy: • Year 3: 2016–19 (4ya) 48% to 53% (4ya) 2021–25 • Year 5: 2016–19 (4ya) 42% to 47% (4ya) 2021–25 Reading: • Year 3: 2016–19 (4ya) 60% to 65% (4ya) 2021–25 • Year 5: 2016–19 (4ya) 44% to 49% (4ya) 2021–25 Writing:	

		• Year 3: 2016–19 (4ya) 78% to 83% (4ya) 2021–25 • Year 5: 2016–19 (4ya) to 30% to 35% (4ya) 2021–25	
		By 2025 the SSS positive endorsement factor teaching and learning module—evaluation: • Understand how to analyse data 72% (2020) to 75% (2025) • Academic Focus 83% (2020) to 85% (2025)	
		By 2025 the AToSS positive endorsement factors will be retained or improved: • Differentiated Learning 94% (2019) • Effective Teaching Time 92% (2019) • Stimulating Learning 90% (2019)	
To strengthen student voice and agency.	No	By 2025 the AToSS positive endorsement for the following factors will have been retained or improved: • Attitudes to attendance 95% (2019) • Motivation and interest 91% (2019) • Resilience 89% (2019) to 91% (2025) • Self–regulation and goal setting 95% (2019) • Sense of confidence 89% (2019) to 91% (2015) • Student voice and agency 83% (2019) to 88% (2025).	
		By 2025 to reduce the four–year average absence days from 16 days to 15 or less.	
		By 2025 the SSS positive endorsement factor teaching and learning module—evaluation: Use student feedback to improve practice 74% (2020) to 77% (2025).	

Strengthen our school wide approach to wellbeing to provide a safe and supportive learning environment.	No	By 2025 the positive endorsement for the following factors will have been retained or improved: • AToSS—Students felt connected to school 90% retain or improve. • School Staff Survey (SSS)—Staff were positive about the school climate 87% to 90%. • POS—Parents were satisfied with the school overall 92% retain or improve.	
		By 2025 the AToSS positive endorsement for the following factors will have been retained or improved: • Advocate at School 94% (retain or improve). • Respect for Diversity 90% (retain or improve).	

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	Due to the new NAPLAN dataset, we have changed our targets to align with this: Increase the number of students in exceeding and strong: Reading: Year 3 - 84% Reading Year 5 - 88% Numeracy: Year 3 - 81% Year 5 - 84% For our professional learning component of our Staff Opinion Survey to improve from 69% to 76%. Effective classroom behaviour to improve from 84% to 86%.

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	Due to the new NAPLAN dataset, we have changed our targets to align with this: Increase the number of students in exceeding and strong: Reading: Year 3 - 84% Reading Year 5 - 88% Numeracy: Year 3 - 81% Year 5 - 84% For our professional learning component of our Staff Opinion Survey to improve from 69% to 76%. Effective classroom behaviour to improve from 84% to 86%.
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	- Develop suite for targeted professional development based around evidenced teaching practice and teacher point of need. - Investigate a school-wide plan for staff to access video observations and a feedback process.
Outcomes	- Students will feel supported in their learning needs. - Students will feel challenged in their learning. - Teachers will identify areas for improvement and will be able to improve upon these individual areas of need to then cater for their

students more effectively.
- Teachers will feel empowered in their own development.
- Leaders will facilitate professional development for all staff based around priority areas.
- Leaders will provide feedback to teachers and provide opportunities for feedback for teachers.

Success Indicators	Early indicators: - Staff feedback in Curriculum Meetings. - Staff participation in Professional Development. - Changes in Curriculum documentation and planning. - Changes in IEPs and behaviour supports. - Evidence of observations. - Students support and classroom environments (walk throughs and observations). Late Indicators: - 2024 PAT Numeracy results. - 2024 Semester 2 Essential Assessment results. - 2024 Semester 2 teacher judgement results. - 2025 NAPLAN results. - 2024 Staff Opinion Survey - professional development.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leadership team to develop professional learning suite for teachers to access which align with our school's direction and goals.	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used
Teachers to access their chosen professional development on a Curriculum Day.	☑ All staff	☑ PLP Priority	from: Term 2 to: Term 2	$20,000.00

				☑ Other funding will be used
Teachers to share their new knowledge with focus groups.	☑ All staff	☐ PLP Priority	from: Term 3 to: Term 3	$0.00
Curriculum team to investigate and trial video recording for observations and to reflect on this process.	☑ School improvement team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 2 to: Term 3	$3,500.00
Staff to video one element of their teaching and participate in the reflection process.	☑ All staff	☐ PLP Priority	from: Term 3 to: Term 4	$5,000.00
Teachers to access Professional Learning suite throughout the year.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00

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	- Strengthen the whole school approach towards positive behaviour support. - Implement student led conferences to further enhance THRIVE program.

Outcomes	- Students will be able to articulate their learning goals. - Students will further develop their use of voice of voice and agency. - Students will have pride in their learning and achievements. - Students will feel supported and safe in their learning environments. - Students will be able to articulate behaviour expectations. - Teachers will plan for and implement a process that further develops understanding of THRIVE values. - Teachers will be more consistent in the implementation of positive behaviour support processes. - Teachers and leaders will celebrate positive behaviours when interacting with students on a daily basis. - Parents or families will feel more connected to their child's learning. - Leaders will support the documentation and development of the positive behaviour support program. - Leaders will facilitate the roll out of student lead conferences.
Success Indicators	Early indicators: - Student lead conference roll out. - THRIVE Positive Behaviour Matrix displayed around the school. - Meeting minutes from THRIVE think tank. - Staff feedback from THRIVE think tank. - Student portfolios. - Parent survey after student lead conferences. - Notes from learning walks. Late indicators: - 2024 attitude to school survey. - 2024 staff survey. - 2024 parent opinion survey. - Behaviour data (Compass chronicles).

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create THRIVE think tank and organise review of positive behaviour matrix.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 1	$3,500.00

PD staff on student led conferences.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Student led conferences to take place	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 2	$2,000.00
Create and print resources for behaviour expectations for whole school.	☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 2	$5,000.00
Allocate time in leadership meetings for engagement and discussion of AIP goals.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Organise learning walks to observe staff practice and collect data of student experiences of positive behaviour support.	☑ School improvement team	☐ PLP Priority	from: Term 2 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	$68,937.50	$68,937.00	$0.50
Disability Inclusion Tier 2 Funding	$378,197.40	$383,197.40	-$5,000.00
Schools Mental Health Fund and Menu	$97,309.99	$97,000.00	$309.99
Total	**$544,444.89**	**$549,134.40**	**-$4,689.51**

Activities and milestones – Total Budget

Activities and milestones	Budget
Leadership team to develop professional learning suite for teachers to access which align with our school's direction and goals.	$5,000.00
Totals	**$5,000.00**

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
Leadership team to develop professional learning suite for teachers to access which align with our school's direction and goals.	from: Term 1 to: Term 1	$5,000.00	☑ Professional learning for school-based staff •
Totals		$5,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy. Include continuation of TLI above the funded amount.	$374,099.47
Totals	$374,099.47

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy. Include continuation of TLI above the funded amount.	from: Term 1 to: Term 4	$68,937.00	☑ School-based staffing ☑ Support services
Totals		$68,937.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy. Include continuation of TLI above the funded amount.	from:
	Term 1
	to:
	Term 4
		$378,197.40	☑ Other workforces to support students with disability
			
			    • Speech pathologists
			    • Social workers
			
			☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    • Inclusion leader

Totals		$378,197.40	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy. Include continuation of TLI above the funded amount.	from: Term 1 to: Term 4	$97,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		**$97,000.00**	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Leadership team to develop professional learning suite for teachers to access which align with our school's direction and goals.	☑ School improvement team	from: Term 1 to: Term 1	☑ Curriculum development ☑ Individualised reflection ☑ Demonstration lessons	☑ Timetabled planning day	☑ Academy program/course ☑ Literacy leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Teachers to access their chosen professional development on a Curriculum Day.	☑ All staff	from: Term 2 to: Term 2	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Whole school pupil free day	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site