2024 Annual Implementation Plan

for improving student outcomes

Yarra Road Primary School (4219)

Submitted for review by Ken Darby (School Principal) on 13 December, 2023 at 07:46 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 04 January, 2024 at 11:59 AM
Endorsed by Mark Kennedy (School Council President) on 14 February, 2024 at 10:42 AM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the priorities
Key Improvement Strategy 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
Key Improvement Strategy 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
Goal 2	To enhance student agency and voice in their learning
Target 2.1	By 2025: • The percentage of positive endorsement by students in the AToSS—Social engagement domain: Student voice and agency factor, currently at 85.7% using a four–year moving average to be 94% or above.

	• The percentage of positive endorsement by students in the AToSS—Learner characteristics and disposition domain: Self–regulation and goal setting factor, currently at 95% using a four–year moving average to be 97% or above.
	Target 2.2
	By 2025, the percentage of positive endorsement by staff in the SSS—Teaching and learning practice module: seek feedback to improve practice factor, currently at 78.7% using a four–year moving average to be 86% or above.
	Target 2.3
	By 2025, the percentage of positive endorsement by parents in the POS—Student development module: Student voice factor, currently at 79% using a two–year moving average to be 81% or above.
Key Improvement Strategy 2.a Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Further develop and implement a whole of school understanding and approach to student voice and agency in student learning

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	Improve/Increase NAPLAN Year 3 Exceeding or Strong students in 2023 (%) 2023 DataReading 76% Writing 91% Spelling 70% Numeracy 55% Grammar & Punctuation 64% Improve/Increase NAPLAN Year 5 Exceeding or Strong students in 2023 (%)2023 DataReading 82% Writing 85% Spelling 73% Numeracy 79% Grammar & Punctuation 70%
To enhance student agency and voice in their learning	No	By 2025: • The percentage of positive endorsement by students in the AToSS—Social engagement domain: Student voice and agency factor, currently at 85.7% using a four–year moving average to be 94% or above. • The percentage of positive endorsement by students in the AToSS—Learner characteristics and disposition domain: Self–regulation and goal setting factor, currently at 95% using a four–year moving average to be 97% or above. Target 2.2 By 2025, the percentage of positive endorsement by staff in the SSS—Teaching and learning practice module: seek feedback to improve practice factor, currently at 78.7% using a four–year moving average to be 86% or above.	

	Target 2.3 By 2025, the percentage of positive endorsement by parents in the POS—Student development module: Student voice factor, currently at 79% using a two–year moving average to be 81% or above.	

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	Improve/Increase NAPLAN Year 3 Exceeding or Strong students in 2023 (%) 2023 Data Reading 76% Writing 91% Spelling 70% Numeracy 55% Grammar & Punctuation 64% Improve/Increase NAPLAN Year 5 Exceeding or Strong students in 2023 (%) 2023 Data Reading 82% Writing 85% Spelling 73%

	Numeracy 79%	
	Grammar & Punctuation 70%	
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.		

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	Improve/Increase NAPLAN Year 3 Exceeding or Strong students in 2023 (%) 2023 Data Reading 76% Writing 91% Spelling 70% Numeracy 55% Grammar & Punctuation 64% Improve/Increase NAPLAN Year 5 Exceeding or Strong students in 2023 (%) 2023 Data Reading 82% Writing 85% Spelling 73% Numeracy 79% Grammar & Punctuation 70%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	--- Develop a consistent and rigorous approach to teaching and learning across the school --- Build staff capacity to assess, collect and analyse data to inform teaching and learning
Outcomes	----- Develop a consistent and rigorous approach to teaching across the school ----------- - Teachers will display and use learning intentions and success criteria - Teachers will have quality work programs uploaded to google doc/shared drive every week - Teachers will follow agreed workshop models (readers, writers, numeracy) for all lessons. Evidence of this in planning documents, peer observation, learning walks, etc - Teachers will embed and clearly understand the HITs - Teachers will collaborate to develop units of work - Teachers will differentiate their lessons to ensure point of need for all students - Teachers will identify, plan and intervene 'at risk', 'low growth', 'high absence', 'high achieving' students - Leaders will provide Professional Learning - Leaders will prioritise time in the PL schedule for PLC and Curriculum Meetings - Leaders will work in classrooms with teachers to provide coaching and mentoring - Leaders will access, select and provide resourcing and professional learning to enable the development of a whole school approach to Numeracy. - Students will be able to identify and articulate what they are learning - Students will engage in learning experiences at their point of need. - Students will share their perspectives and experiences in literacy learning through focus groups and surveys. ------ Build staff capacity to assess, collect and analyse data ----- - Teachers will upload assessment data to Compass - Teachers will assess students using rubrics in the areas of reading, writing and number and algebra - Teachers will moderate and analyse their assessment data in PLCs - Teachers will use assessment data to inform their teaching - Leaders will review the assessment schedule - Leaders will provide Professional Learning on assessment and data literacy

Success Indicators	------ Develop a consistent and rigorous approach to teaching and learning across the school ----------- Early Indicators - Learning intentions and success criteria displayed in classes - Work programs are on shared drive/google docs - Work programs reflect the instructional models used at YRPS - Instructional model evident in classrooms (evidence: peer obs, planning, walk throughs) Late Indicators - School staff survey results for 'collaborate to scaffold student learning', 'use a pedagogical model', 'knowledge of high impact teaching strategies' and 'understand the curriculum' will improve (ADD %) - Collaborative development of unit plans ------ Build staff capacity to assess, collect and analyse data ----- Early Indicators - Literacy and Numeracy data is uploaded to Compass throughout the year - PLC meeting minutes/agendas (feedback provided weekly) - Updated assessment schedule Late Indicators - School staff survey results for 'understanding how to analyse data', 'understand formative assessment', 'moderate assessment tasks together' and ' monitor effectiveness using data' will increase - School staff survey results for 'feedback' to increase considerably (currently 31%)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Update/refine and develop a new assessment schedule to include all literacy and numeracy assessments	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Provide PD for staff on assessment, including how to assess, upload, analyse and use the data to inform teaching	☑ All staff ☑ Leadership team	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	
Setup of a teacher learning space (Room 3) for teachers to collaborate more effectively.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Other funding will be used
Continue to implement the Tutor Learning Initiative (TLI) to provide additional support to students as well as intervention programs such as Maqlit, Minilit, Nessy etc	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional development on learning intentions, success criteria, work programs, FISO 2.0, gradual release, workshop models, PLC, HITs and collaboration	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Facilitate collaborative planning in PLCs and Workshops. Prioritise this time in timetabling.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Provide Professional Learning on writers revolution, UFLI, data literacy,	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Peer observations with a focus on differentiation in Numeracy lessons. Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

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	Continue to build the whole-school approach to student health, wellbeing and inclusion Strengthen staff knowledge around student voice and learner agency Strengthen the whole school approach to social and emotional learning
Outcomes	---- Strengthen staff knowledge around student voice and learner agency ---- - Staff will understand more about student voice and agency - Students will have more opportunities for leadership within the classroom - Students will have more opportunities to provide feedback - Students are involved in making decisions about their learning - Leaders will provide PD on student voice and agency ---- Strengthen the whole school approach to social and emotional learning ----

	- Students will develop understandings, language and build strategies to promote personal resilience. - Students will know what their next steps are to progress their learning. - Students will be inquiring, self-reflective and resilient learners - All staff will know about and implement the HIWs - Teachers will implement the new Wellbeing Scope and Sequence in their classroom - Teachers will track wellbeing and behaviour data on Compass through the use of Chronicles - Teachers will analyse student wellbeing data and collaboratively reflect on current whole school approach to student wellbeing. - Teachers will investigate possible whole-school approaches to positive school behaviours and student wellbeing. - Leaders will provide support to analyse and develop plans from the data - Leaders will provide PD on Wellbeing practices and HIWs - Leaders will share resources - Leaders will enable student wellbeing data reviews and teacher and student feedback opportunities on current whole school approach to student wellbeing. - Leaders will support staff to investigate possible whole-school approaches to positive school behaviours and student wellbeing - Leaders, teachers and students will develop a set school expectations based on the school values
Success Indicators	---- Strengthen staff knowledge around student voice and learner agency ---- Early Indicators - Consistent use of Compass chronicle to record and track student behaviour and wellbeing - HIWs are being used within PLCs - Staff attend PD on HIWs Late Indicators - ATOSS data will show an increase in 'sense of connectedness', 'perseverance' and 'sense of confidence' - School Staff Survey data will show an increase in 'promote student ownership of learning' and 'use student feedback to inform practice'. - Familiarity with Victorian Curriculum: Personal and Social Capabilities - Health and wellbeing dashboards investigated through Compass - Students' engagement in wellbeing programs

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide PD on student voice and agency	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Provide Professional Learning on the High Impact Wellbeing Strategies	☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 3	$0.00
Provide professional learning to whole staff and SIT leaders in the implementation of our school's Well-Being scope and sequence	☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
- Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders. - Refine key wellbeing roles and responsibilities to support student engagement and wellbeing.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
- Continue to strengthen understanding and work around IEP and IBP processes for consistent and purposeful implementation. Increase use of student voice to support the process.	☑ Leadership team ☑ Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
- Support student leaders to run student focus groups to seek feedback on the school's approach to supporting student	☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 2	$0.00

mental health.			to: Term 4	
- Redefine and reignite the school's House System	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00
- Develop and implement a Professional Learning (PL) plan designed to support our staff in effectively managing educational systems and addressing the individual needs of students, specifically focusing on Tier 2 students and those with disabilities. Additionally, integrate strategies to cater to the requirements of students funded through equity programs, ensuring their diverse needs are identified and met within our educational framework.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
- Establish lunchtime clubs that promote healthy habits and positive relationships - Support student's agency in developing these clubs	☑ All staff	☐ 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	$15,140.80	$0.00	$15,140.80
Disability Inclusion Tier 2 Funding	$134,640.05	$55,000.00	$79,640.05
Schools Mental Health Fund and Menu	$32,947.35	$24,109.00	$8,838.35
Total	**$182,728.20**	**$79,109.00**	**$103,619.20**

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue to implement the Tutor Learning Initiative (TLI) to provide additional support to students as well as intervention programs such as Maqlit, Minilit, Nessy etc	$50,000.00
Provide Professional Learning on writers revolution, UFLI, data literacy,	$2,000.00
Provide PD on student voice and agency	$2,500.00
- Develop and implement a Professional Learning (PL) plan designed to support our staff in effectively managing educational systems and addressing the individual needs of students, specifically focusing on Tier 2 students and those with disabilities. Additionally, integrate strategies to cater to the requirements of students funded through equity	$5,000.00

programs, ensuring their diverse needs are identified and met within our educational framework.	
Totals	$59,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide Professional Learning on writers revolution, UFLI, data literacy,	from: Term 1 to: Term 4		☑ Professional development (excluding CRT costs and new FTE)
Provide PD on student voice and agency	from: Term 1 to: Term 4		☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Continue to implement the Tutor Learning Initiative (TLI) to provide additional support to students as well as intervention programs such as Maqlit, Minilit,	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Nessy etc			
- Develop and implement a Professional Learning (PL) plan designed to support our staff in effectively managing educational systems and addressing the individual needs of students, specifically focusing on Tier 2 students and those with disabilities. Additionally, integrate strategies to cater to the requirements of students funded through equity programs, ensuring their diverse needs are identified and met within our educational framework.	from: Term 1 to: Term 4	$5,000.00	☑ Professional learning for school-based staff •
Totals		$55,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Continue to implement the Tutor Learning Initiative (TLI) to provide additional support to students as well as intervention programs such as Maqlit, Minilit, Nessy etc	from: Term 1 to: Term 4	$24,109.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		$24,109.00	

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
Setup of a teacher learning space (Room 3) for teachers to collaborate more effectively.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Provide professional development on learning intentions, success criteria, work programs, FISO 2.0, gradual release, workshop models, PLC, HITs and collaboration	☑ Leadership team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide Professional Learning on writers revolution, UFLI, data literacy,	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Practice Principles for Excellence in	☑ On-site

				☑ Communities of practice	Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Provide Professional Learning on the High Impact Wellbeing Strategies	☑ Wellbeing team	from: Term 2 to: Term 3	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ School improvement partnerships ☑ Internal staff	☑ On-site
- Redefine and reignite the school's House System	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
- Develop and implement a Professional Learning (PL) plan designed to support our staff in effectively managing educational systems and addressing the individual needs of students, specifically focusing on Tier 2 students and those with disabilities. Additionally, integrate strategies to cater to the requirements of students	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Area principal forums	☑ Departmental resources SSSO ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

funded through equity programs, ensuring their diverse needs are identified and met within our educational framework.						