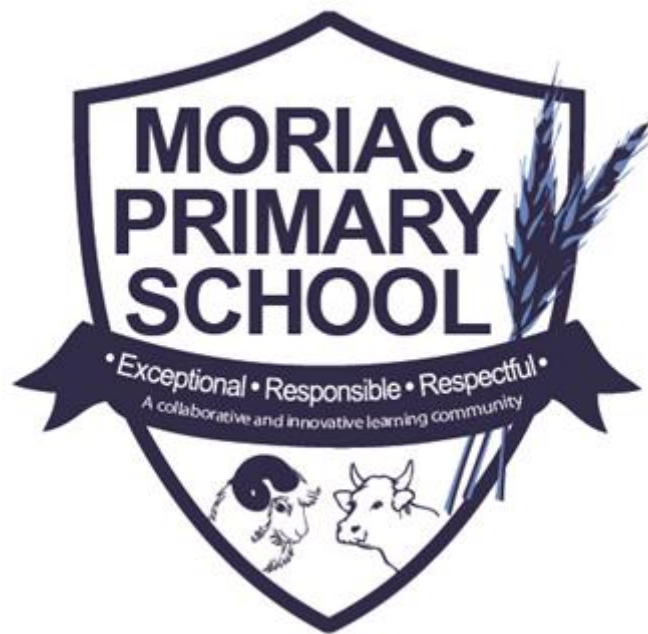# 2024 Annual Implementation Plan

for improving student outcomes

Moriac Primary School (4117)

Submitted for review by Melissa Maccora (School Principal) on 05 February, 2024 at 01:58 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 12 February, 2024 at 01:00 PM
Awaiting endorsement by School Council President

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

Future planning	As we have completed our school review, we have identified that the goals for this year were partially met in some areas, met in others and not met in some as well. We have made some great impacts for students in reading and writing, with a great deal of work to be done with regards to numeracy. Our new goals for 2024 and beyond are in fact goals that continue to work on and establish good quality teaching and learning programs as well as a strong wellbeing focus.

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.	No	Support for the priorities	
Improve student wellbeing and engagement outcomes	Yes	By 2027, increase the Year 4-6 student percentage of positive responses on the Attitudes to School Survey for the following factors: • Student voice and agency from 61% (2023) to 65% • Connectedness from 77% (2023) to 81% • Perseverance from 62% (2023) to 75% • Motivation and interest from 70% (2023) to 77%	Increase responses in the following categories- ATToSS Student voice & agency to 63% (male students priority cohort)Connectedness to 79%- Year 4 male / Year 6 female priorityPerseverance to 66%- Year 4 cohortMotivation & Interest- 73% Year 4 and 5 cohort
		By 2027, increase the overall percentage of positive responses on the School Staff Survey for the following modules: • School climate module from 68% (2023) to 78% • Staff wellbeing and safety module from 53% (2023) to 70%	SSS-School climate- to 72%Staff wellbeing and safety- to 58%
		By 2027, reduce the number of students with more than 20+ days of absence in Prep - 6 from 32**% (2023)** to 20% or less	Students with 20+ days absence-to 30%

Review panel observations and focus group discussions during the review found that the school had begun implementation of whole school evidence-based approaches in all curriculum areas and that consistency was developing but not yet embedded. There had been several initiatives introduced, and the panel agreed that a continuing focus on optimising the learning growth for every student be a priority in the next school strategic plan.	Yes	By 2027, increase the percentage of students making at least one year's growth in English and Mathematics from 81% to 90% (2023), according to teacher judgement against the Victorian curriculum.	Students making one year's growth in English and Maths- to 84%
		By 2027 increase or decrease the percentage of students in the following NAPLAN proficiencies: • Year 3 Numeracy exceeding proficiency - increase from 16% (2023) to 22% or above • Year 3 Reading developing and needing additional assistance proficiency - decrease from 34% (2023) to 28% or less • Year 3 Writing exceeding proficiency - increase from 16% (2023) to 26% or above. • Year 5 Numeracy strong and exceeding proficiency - increase from 52% (2023) to 68% or above • Year 5 Reading strong and exceeding proficiency - increase from 75% (2023) to 81% or above • Year 5 Writing exceeding proficiency - increase from 4% (2023) to 16% or above. **(to be confirmed)**	Increase the following NAPLAN exceeding proficiencies-Year 3 Numeracy to 18%Year 3 Writing to 19%Year 5 Reading to 77%Increase the following NAPLAN strong and exceeding proficiencies-Year 5 Numeracy to 56%Year 5 Writing to 8%Decrease the following NAPLAN developing and needing additional assistance-Year 3 Reading to 32%
		By 2027, increase the percentage of positive responses on the School Staff Survey for the following factors: • Understand the curriculum from 44% (2023) to 60% • Understand how to analyse data from 44% (2023) to 60% • Monitor effectiveness using data from 22% (2023) to 70%.	SSS responses-Understand the curriculum- to 48%Understand how to analyse data to 48%Monitor effectiveness using data 35%

Goal 2	Improve student wellbeing and engagement outcomes
12-month target 2.1-month target	Increase responses in the following categories- ATToSS Student voice & agency to 63% (male students priority cohort)

	Connectedness to 79%- Year 4 male / Year 6 female priority Perseverance to 66%- Year 4 cohort Motivation & Interest- 73% Year 4 and 5 cohort
12-month target 2.2-month target	SSS- School climate- to 72% Staff wellbeing and safety- to 58%
12-month target 2.3-month target	Students with 20+ days absence -to 30%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Enhance the existing wellbeing and student engagement practices.	Yes
KIS 2.b Leadership	Further develop the consistency of inclusive practices within a school wide approach.	No
KIS 2.c Leadership	Develop a documented whole school approach to student wellbeing and engagement.	No
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.	As we are at the beginning of the new SSP and after evaluation of our last SSP, the school needs to build on existing wellbeing and student engagement practices in order to build further consistency of practice. An evaluation of current practices revealed that an ad hoc and haphazard approach that was currently in place led to disconnected students with low resilience. The FISO and PRSE noted that a whole school approach to wellbeing and inclusion was required but the development of this documentation was a long term goal. Our ATToSS showed a drop in particular cohorts, with a strong indication that our male students need to be immediate priority cohorts and support via resources and staff learning were the first steps.	
Goal 3	**Review panel observations and focus group discussions during the review found that the school had begun implementation of whole school evidence-based approaches in all curriculum areas and that consistency was developing but not yet embedded. There had been several initiatives introduced, and the panel agreed that a continuing focus on optimising the learning growth for every student be a priority in the next school strategic plan.**	

12-month target 3.1-month target	Students making one year's growth in English and Maths- to 84%
12-month target 3.2-month target	Increase the following NAPLAN exceeding proficiencies- Year 3 Numeracy to 18% Year 3 Writing to 19% Year 5 Reading to 77% Increase the following NAPLAN strong and exceeding proficiencies- Year 5 Numeracy to 56% Year 5 Writing to 8% Decrease the following NAPLAN developing and needing additional assistance- Year 3 Reading to 32%
12-month target 3.3-month target	SSS responses- Understand the curriculum- to 48% Understand how to analyse data to 48% Monitor effectiveness using data 35%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop a common approach to curriculum planning and documentation across the school.	Yes
KIS 3.b Teaching and learning	Strengthen teacher capability analyse student data to inform planning for differentiated learning.	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.	As a school we have identified that there is some good teacher capacity at analysing student data, however this has been sporadic with the changes the school has experienced with middle and whole school leadership with regards to clarity of direction and support. There are many new staff entering in 2024 and a whole approach to student data analysis via the PLC is necessary led by middle leadership with all school teams. Planners and documentation has continued to change and shift over the previous SSP and a consistent and clear approach is required moving forward. The development of this will begin in 2024.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student wellbeing and engagement outcomes
12-month target 2.1 target	Increase responses in the following categories- ATToSS Student voice & agency to 63% (male students priority cohort) Connectedness to 79%- Year 4 male / Year 6 female priority Perseverance to 66%- Year 4 cohort Motivation & Interest- 73% Year 4 and 5 cohort
12-month target 2.2 target	SSS- School climate- to 72% Staff wellbeing and safety- to 58%
12-month target 2.3 target	Students with 20+ days absence -to 30%
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance the existing wellbeing and student engagement practices.
Actions	Build staff capacity to provide opportunities for students voice and agency to be included in programs and learning experiences Build staff capacity to develop strong connections and relationships with students Build staff capacity to recognise divergent needs in students and to design learning that is differentiated in approach to provide necessary support Build staff capacity to use HITs along with HIWs in a coordinated approach to task design- utilise BSEM, Zones of Reg, RRRR and SWPBS Develop an attendance approach to monitor and address student absence
Outcomes	Students have regular opportunities for input into their learning Students and teachers develop strong positive connections that promote engagement Student absences reduce with increase engagement Students demonstrating increased resilience

	Teachers collaborate with one another via PLC within inquiry cycles with a focus on differentiation Teachers plan together weekly to build their capacity to design quality tasks that are accessible for all students Teachers will be able to identify students in their class requiring an IEP Leaders support staff with a focus on student absence with development of clear attendance documentation
Success Indicators	SSS ATToSS PLC Minutes/Inquiry Cycles- Wellbeing Cycle SSG minutes and published IEPs Pulse Check Student Responses- indicate relationships between staff and students Lesson plans and task design reflects consideration given to entry and exit points of all students Use of SWPBS, RRRR, Zones and BSEM evident in class spaces

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create an AIP priority team dedicated to Wellbeing- CRT release for professional learning with key mental health programs and pulse check	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 2 to: Term 4	$14,332.93 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Berry Street Education Model implementation and resources- Wellbeing Diaries	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to employ DI coordinator	☑ Principal	☐ PLP Priority	from: Term 1	$60,000.00

				to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Develop a whole school agreed approach to Wellbeing including documentation	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used	
Employ ES	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$59,851.63 ☑ Disability Inclusion Tier 2 Funding will be used	

Goal 3	Review panel observations and focus group discussions during the review found that the school had begun implementation of whole school evidence-based approaches in all curriculum areas and that consistency was developing but not yet embedded. There had been several initiatives introduced, and the panel agreed that a continuing focus on optimising the learning growth for every student be a priority in the next school strategic plan.
12-month target 3.1 target	Students making one year's growth in English and Maths- to 84%
12-month target 3.2 target	Increase the following NAPLAN exceeding proficiencies- Year 3 Numeracy to 18% Year 3 Writing to 19% Year 5 Reading to 77% Increase the following NAPLAN strong and exceeding proficiencies- Year 5 Numeracy to 56% Year 5 Writing to 8% Decrease the following NAPLAN developing and needing additional assistance-

	Year 3 Reading to 32%
12-month target 3.3 target	SSS responses- Understand the curriculum- to 48% Understand how to analyse data to 48% Monitor effectiveness using data 35%
KIS 3.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	Develop a common approach to curriculum planning and documentation across the school.
Actions	Teachers collaborating together in stage of learning teams Teachers planning together as whole teams and then differentiating programs to suit individual cohorts and classes Leaders creating stage of learning documentation, curriculum overviews and curriculum mapping Leaders protecting PLT planning time by scheduling a timetable to enable this to occur Leaders supporting teaching teams to plan consistently across stage of learning teams by guiding them through each part of the process Leaders developing whole school curriculum planning and documentation as a foundation to the common approach Instructional leaders will participate in learning walks
Outcomes	Students will have clarity within their learning, including personal learning goals that are specific to their needs Teachers will have a better understanding of the curriculum including the Numeracy 2.0 curriculum and the pedagogical model Teachers will use a consistent planning document Teachers will follow a consistent approach to planning Teachers will be able to identify best suited instructional practices Leaders will support teams to plan consistently in stage of learning teams
Success Indicators	ATToSS NAPLAN SSS Consistent documentation across the whole school

	Fidelity with the implementation of the pedagogical model PLC minutes

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Walks- consistency of teaching and differentiated instruction observation	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$6,720.00 ☑ Equity funding will be used
PLC- continue to run effecting improvement cycles focused on inquiry	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Specialist timetable/meeting schedule- ensuring PLC and PLT protected time	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional development- Numeracy 2.0	☑ Assistant principal ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$4,361.80 ☑ Equity funding will be used
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capability analyse student data to inform planning for differentiated learning.			

Actions	Teachers utilising diagnostic, formative and summative assessments Through PLC process, teacher implement inquiry cycles centered around numeracy and literacy using whole school and cohort data Teachers develop learning programs based on student points of need Intervention program implemented targeting Year 3/4 students in numeracy with small groups (TLI) Leaders supporting teachers to plan learning programs via data conversations in protected PLT planning time Leaders refer to evidence to support their decisions at a whole school and team level Leaders developing a clear data collection schedule and assessment and reporting map
Outcomes	Students will have increased success and improved outcomes with learning programs highly tailored and differentiated to ability Students will be able to verbally articulate their learning and individual learning goals Teachers using diagnostic, formative and summative data as appropriate regularly Teachers will be able to use data sources such as DIBELS, PAT, Naplan to better design learning tasks for all students Teachers will proactively participate in PLC cycles with their cohort specific data
Success Indicators	DIBELS Naplan PAT PLC Minutes

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
TLI- implement the tutor program with Year 3/4 students in numeracy	☑ Numeracy improvement teacher	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Support and professional learning for all staff to write quality IEPs	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Whole school documentation for tracking data conversations	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Supporting middle leaders with- Numeracy 2.0, Numeracy COP	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$2,400.00 ☑ Other funding will be used
Sounds Write training- Middle Leadership/new staff	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 2	$8,500.00 ☑ Other funding will be used
DIBELS training- new staff	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$4,200.00 ☑ Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$11,081.80	$11,081.80	$0.00
Disability Inclusion Tier 2 Funding	$121,851.63	$121,851.63	$0.00
Schools Mental Health Fund and Menu	$34,332.93	$34,332.93	$0.00
Total	$167,266.36	$167,266.36	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Create an AIP priority team dedicated to Wellbeing- CRT release for professional learning with key mental health programs and pulse check	$14,332.93
Berry Street Education Model implementation and resources- Wellbeing Diaries	$20,000.00
Continue to employ DI coordinator	$60,000.00
Employ ES	$59,851.63
Learning Walks- consistency of teaching and differentiated instruction observation	$6,720.00
Professional development- Numeracy 2.0	$4,361.80
Support and professional learning for all staff to write quality IEPs	$2,000.00
Totals	$167,266.36

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Learning Walks- consistency of teaching and differentiated instruction observation	from: Term 1 to: Term 4	$6,720.00	☑ School-based staffing ☑ CRT
Professional development-Numeracy 2.0	from: Term 1 to: Term 4	$4,361.80	☑ School-based staffing ☑ CRT
Totals		**$11,081.80**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Continue to employ DI coordinator	from: Term 1 to: Term 4	$60,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Employ ES	from: Term 2 to: Term 2	$59,851.63	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Support and professional learning for all staff to write quality IEPs	from: Term 1	$2,000.00	☑ CRT

	to: Term 4		• CRT (to attend staff PL)
Totals		**$121,851.63**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Create an AIP priority team dedicated to Wellbeing- CRT release for professional learning with key mental health programs and pulse check	from: Term 2 to: Term 4	$14,332.93	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member

Berry Street Education Model implementation and resources- Wellbeing Diaries	from:
	Term 1
	to:
	Term 4
		$20,000.00	☑ Berry Street Education Model (BSEM)
			
			This activity will use Mental Health Menu staffing
			    ○ Build staff capacity (conference, course, seminar)
			    ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

Totals		**$34,332.93**	

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
Berry Street Education Model implementation and resources- Wellbeing Diaries	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ SEIL ☑ Leadership partners ☑ School improvement partnerships	☑ Off-site Victorian Teaching Academy
Professional development- Numeracy 2.0	☑ Assistant principal ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Departmental resources Numeracy 2.0 Curriculum ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Sounds Write training- Middle Leadership/new staff	☑ Leadership team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Literacy expertise ☑ External consultants SPELD- Sounds Write	☑ Off-site Lorne P-12 College
DIBELS training- new staff	☑ Teacher(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ External consultants SPELD SA- Dibels	☑ Off-site Online learning course