**2024 Annual Implementation Plan**

Submitted for review by Susan Vissenjoux (School Principal) on 20 December, 2023 at 10:55 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 18 January, 2024 at 04:43 PM  
Endorsed by Nerida Crake (School Council President) on 14 August, 2024 at 11:16 AM

**for improving student outcomes**

Ormond Primary School (3074)



**Self-evaluation summary - 2024**

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|  | **FISO 2.0 outcomes** | Self-evaluation level |
| **Learning** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. |  |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. |  |

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|  | **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 |

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 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 |  |
| Maximise the learning growth for every student. | Yes | By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:   * Reading from 43 per cent in 2022 to 50 per cent * Writing from 42 per cent in 2022 to 50 per cent * Numeracy from 49 per cent in 2022 to 56 per cent | Reading from 43 per cent in 2022 to 45 per centWriting from 42 per cent in 2022 to 44 per centNumeracy from 49 per cent in 2022 to 51 per cent |
| By 2026, Increase the percentage of Year 5 students in the top two bands of NAPLAN:   * Reading from 63 per cent in 2022 to 70 per cent * Writing from 42 per cent in 2022 to 50 per cent * Numeracy from 48 per cent in 2022 to 55 per cent | Reading from 63 per cent in 2022 to 65 per centWriting from 42 per cent in 2022 to 44 per centNumeracy from 48 per cent in 2022 to 50 per cent |
| By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:   * Teacher collaboration from 49 per cent in 2022 to 64 per cent * Knowledge of HITS from 40 per cent in 2022 to 60 per cent * Use of a whole school pedagogical model from 70 per cent in 2022 to 78 per cent * Understand how to analyse data from 50 per cent in 2022 to 70 per cent | Teacher collaboration from 49 per cent in 2022 to 51 per centKnowledge of HITS from 40 per cent in 2022 to 42 per centUse of a whole school pedagogical model from 70 per cent in 2022 to 72 per centUnderstand how to analyse data from 50 per cent in 2022 to 55 per cent |
| Strengthen student engagement in their learning. | No | By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:   * Understand formative assessment from 70 per cent in 2022 to 78 per cent * Use of student feedback to inform teaching practice from 50 per cent in 2022 to 70 per cent * Promote student ownership of learning goals from 70 per cent in 2022 to 78 per cent |  |
| By 2026, increase the proportion of positive response scores on the Attitudes to School Survey (AToSS) for the factor of Student voice and agency from 65 per cent in 2022 to 75 per cent.  By 2026, maintain the proportion of positive response scores on the AToSS for the factors of:   * Sense of connectedness at 81 per cent in 2022 * Stimulated learning at 85 per cent in 2022 |  |
| By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) for the factors of:   * Student voice and agency from 71 per cent in 2022 to 76 per cent * Stimulating learning environment from 62 per cent in 2022 to 72 per cent * Teacher communication from 64 per cent in 2022 to 74 per cent |  |
| Optimise wellbeing outcomes for every student. | Yes | By 2026, increase the proportion of positive response scores on the Attitudes to School Survey (AToSS) for the factors of:   * Normal (64 per cent) and high resilience (10 per cent) from 74 per cent in 2022 to 80 per cent * Emotional awareness and regulation from 75 per cent in 2022 to 80 per cent   By 2026, maintain the proportion of positive response scores on the AToSS for the factors of Respect for diversity at 84 per cent in 2022. | Normal (64 per cent) and high resilience (10 per cent) from 74 per cent in 2022 to 76 per centEmotional awareness and regulation from 75 per cent in 2022 to 77 per cent |
| By 2026, increase the proportion of positive response scores on the SSS for the factor of building resilience and a supportive environment from 57 per cent in 2022 to 65 per cent. | By 2026, increase the proportion of positive response scores on the SSS for the factor of building resilience and a supportive environment from 57 per cent in 2022 to 59 per cent. |
| By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) in the areas of developing confidence and resiliency skills from 72 per cent in 2022 to 80 per cent.  By 2026, maintain the proportion of positive response scores on the POS in the area of student connectedness at 90 per cent. | By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) in the areas of developing confidence and resiliency skills from 72 per cent in 2022 to 74 per cent.By 2026, maintain the proportion of positive response scores on the POS in the area of student connectedness at 90 per cent. |

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| **Goal 2** | **Maximise the learning growth for every student.** | |
| 12-month target 2.1-month target | Reading from 43 per cent in 2022 to 45 per cent Writing from 42 per cent in 2022 to 44 per cent Numeracy from 49 per cent in 2022 to 51 per cent | |
| 12-month target 2.2-month target | Reading from 63 per cent in 2022 to 65 per cent Writing from 42 per cent in 2022 to 44 per cent Numeracy from 48 per cent in 2022 to 50 per cent | |
| 12-month target 2.3-month target | Teacher collaboration from 49 per cent in 2022 to 51 per cent Knowledge of HITS from 40 per cent in 2022 to 42 per cent Use of a whole school pedagogical model from 70 per cent in 2022 to 72 per cent Understand how to analyse data from 50 per cent in 2022 to 55 per cent | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Build and consolidate leadership capacity to implement a high quality and consistent PLC approach. Timetable dedicated time for PLC leaders to meet with their team and Meeting schedules to reflect collaborative planning time to ensure a consistent approach across PLCs. Access and distribute staff's knowledge and skills in literacy and numeracy through the development of an online 'Knowledge Base' | Yes |
| **KIS 2.b**  Teaching and learning | Enhance teacher capability to consistently implement agreed instructional practice in literacy and numeracy. Ensure evidence based approaches in Literacy and Numeracy that meet the specific needs of students are implemented. Equip teachers with the skills, knowledge and resources to differentiate their practice to challenge and extend every student. | Yes |
| **KIS 2.c**  Assessment | Enhance teacher data literacy to identify specific student learning needs that directly inform planning and lead to student growth. Enhance teacher's provision of constructive feedback.  Develop and implement a Peer Observation program to support teachers to develop best practice in Literacy and Numeracy. Provide opportunities for cross year level data analysis, moderation and planning. | 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. | The 2023 school review indicated a need to: - build leadership capability to develop a high quality and consistent PLC approach. - ensure the agreed instructional model is consistently implemented - ensure evidence is utilised for each individual student to support differentiation and challenge | |
| **Goal 4** | **Optimise wellbeing outcomes for every student.** | |
| 12-month target 4.1-month target | Normal (64 per cent) and high resilience (10 per cent) from 74 per cent in 2022 to 76 per cent  Emotional awareness and regulation from 75 per cent in 2022 to 77 per cent | |
| 12-month target 4.2-month target | By 2026, increase the proportion of positive response scores on the SSS for the factor of building resilience and a supportive environment from 57 per cent in 2022 to 59 per cent. | |
| 12-month target 4.3-month target | By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) in the areas of developing confidence and resiliency skills from 72 per cent in 2022 to 74 per cent. By 2026, maintain the proportion of positive response scores on the POS in the area of student connectedness at 90 per cent. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Teaching and learning | Build and embed a whole school multi-tiered approach to meet the wellbeing needs of students. Access evidence based practices to support student wellbeing, such as Resilience, Rights & Respectful Relationships, School-Wide Positive Behaviour Support Framework.  Further develop Restorative Practices across the school and embed this into the whole school culture. | Yes |
| **KIS 4.b**  Teaching and learning | Enhance teacher capability to implement interventions and adjustments to provide responsive support to all students & embed the HIWS  Support teachers to embed resilience strategies, such as Growth Mindset and embracing feedback, in their lessons by providing Professional Learning opportunities. Introduction of Classroom Circles to discuss and share both academic and wellbeing concepts. | No |
| **KIS 4.c**  Support and resources | Embed inclusive language, mindsets, behaviours and systems into all areas of the school to ensure all students are supported and engaged in all aspects of school life. Provide spaces around the school that reflect the diverse learning and behavioural needs of students. Provide education to the wider school community on issues of inclusiveness and diversity. | 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. | The 2023 school review indicated a need to: - implement an RTI HIWS wellbeing approach to meet the needs of all students - enhance school practice and teacher capability in the implementation of the DIP - implement the OPS RRRR documented scope and sequence - commence the implementation of the Real Schools model through staff capability building and student engagement. | |

**Define actions, outcomes, success indicators and activities**

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| **Goal 2** | Maximise the learning growth for every student. | | | | |
| 12-month target 2.1 target | Reading from 43 per cent in 2022 to 45 per cent Writing from 42 per cent in 2022 to 44 per cent Numeracy from 49 per cent in 2022 to 51 per cent | | | | |
| 12-month target 2.2 target | Reading from 63 per cent in 2022 to 65 per cent Writing from 42 per cent in 2022 to 44 per cent Numeracy from 48 per cent in 2022 to 50 per cent | | | | |
| 12-month target 2.3 target | Teacher collaboration from 49 per cent in 2022 to 51 per cent Knowledge of HITS from 40 per cent in 2022 to 42 per cent Use of a whole school pedagogical model from 70 per cent in 2022 to 72 per cent Understand how to analyse data from 50 per cent in 2022 to 55 per cent | | | | |
| KIS 2.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 | Build and consolidate leadership capacity to implement a high quality and consistent PLC approach. Timetable dedicated time for PLC leaders to meet with their team and Meeting schedules to reflect collaborative planning time to ensure a consistent approach across PLCs. Access and distribute staff's knowledge and skills in literacy and numeracy through the development of an online 'Knowledge Base' | | | | |
| **Actions** | Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.  Embed PLC structures to support teacher collaboration and strengthen teaching practice. | | | | |
| **Outcomes** | Students will be supported to learn at point of need  Teachers will confidently and accurately identify student learning needs of all of their students  PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons | | | | |
| **Success Indicators** | Teachers’ formative assessment data and summative judgements against the curriculum  Teacher records and observations of student progress  NAPLAN  Staff Opinion Survey | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Review and refine school's PLC process to ensure consistent high quality implementation. | | 🗹 All staff  🗹 PLC leaders  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Other funding will be used |
| Revisit the application of the school instructional model to enhance consistent use school wide. | | 🗹 All staff  🗹 Learning specialist(s)  🗹 PLC leaders  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,500.00  🗹 Other funding will be used |
| Enlist the support of a data literacy coach to support whole staff data analysis. | | 🗹 All staff  🗹 Learning specialist(s)  🗹 PLC leaders  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Other funding will be used |
| KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance teacher capability to consistently implement agreed instructional practice in literacy and numeracy. Ensure evidence based approaches in Literacy and Numeracy that meet the specific needs of students are implemented. Equip teachers with the skills, knowledge and resources to differentiate their practice to challenge and extend every student. | | | | |
| **Actions** | Develop an agreed school wide instructional model that is consistent across the school.  To investigate ways to bring evidence based approaches/ exemplary practices in Numeracy.  Establish a consistent agreed school wide understanding of differentiation and point of need teaching. | | | | |
| **Outcomes** | Teachers will provide students with the opportunity to work at their level using differentiated resources  There will be evidence of differentiation within planning documentation  Shared understanding and use of formative assessment. | | | | |
| **Success Indicators** | PAT 3-6 Reading and Mathematics Minutes of PLC inquiry cycles | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Establish a consistent agreed school wide understanding of differentiation and point of need teaching. | | 🗹 All staff  🗹 Learning specialist(s)  🗹 PLC leaders  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00 |
| Continue to refine school wide PLC inquiry cycle processes | | 🗹 All staff  🗹 PLC leaders  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00 |
| School leaders to investigate relevant evidence based best practice | | 🗹 Learning specialist(s)  🗹 School improvement team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,500.00 |
| **Goal 4** | Optimise wellbeing outcomes for every student. | | | | |
| 12-month target 4.1 target | Normal (64 per cent) and high resilience (10 per cent) from 74 per cent in 2022 to 76 per cent  Emotional awareness and regulation from 75 per cent in 2022 to 77 per cent | | | | |
| 12-month target 4.2 target | By 2026, increase the proportion of positive response scores on the SSS for the factor of building resilience and a supportive environment from 57 per cent in 2022 to 59 per cent. | | | | |
| 12-month target 4.3 target | By 2026, increase the proportion of positive response scores on the Parent Opinion Survey (POS) in the areas of developing confidence and resiliency skills from 72 per cent in 2022 to 74 per cent. By 2026, maintain the proportion of positive response scores on the POS in the area of student connectedness at 90 per cent. | | | | |
| KIS 4.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build and embed a whole school multi-tiered approach to meet the wellbeing needs of students. Access evidence based practices to support student wellbeing, such as Resilience, Rights & Respectful Relationships, School-Wide Positive Behaviour Support Framework.  Further develop Restorative Practices across the school and embed this into the whole school culture. | | | | |
| **Actions** | Implement a consistent approach to inclusion for all students, including the element of strong teacher-student relationships. | | | | |
| **Outcomes** | Students will feel supported by their teachers and demonstrate higher levels of overall wellbeing. Teachers will build relationships and provide a safe and inclusive learning environment for all students. Leaders will provide Professional Learning on how to include all learners and needs within the classroom. Community will be regularly updated on the Wellbeing strategies that are utilised within the school. | | | | |
| **Success Indicators** | AtoSS, Wellbeing Committee Meeting Minutes, IEP's, Programs from Mental Health Fund, Student Focus Groups. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Implementation of a range of Wellbeing Programs aligned with the School Wide Audit to support student Wellbeing, eg Social Relationship Building, Resilience, Emotional Regulation, Respectful Relationships. | | 🗹 All staff  🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff to undertake inclusive education professional development to make adaptations in teaching strategies to accommodate student's needs to achieve learning outcomes and to improve learning. Particular area of focus; IEP’s | | 🗹 All staff  🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $5,000.00 | $0.00 | $5,000.00 |
| Disability Inclusion Tier 2 Funding | $124,040.38 | $0.00 | $124,040.38 |
| Schools Mental Health Fund and Menu | $42,818.59 | $0.00 | $42,818.59 |
| **Total** | $171,858.97 | $0.00 | $171,858.97 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Implementation of a range of Wellbeing Programs aligned with the School Wide Audit to support student Wellbeing, eg Social Relationship Building, Resilience, Emotional Regulation, Respectful Relationships. | $15,000.00 |
| Staff to undertake inclusive education professional development to make adaptations in teaching strategies to accommodate student's needs to achieve learning outcomes and to improve learning. Particular area of focus; IEP’s | $5,000.00 |
| **Totals** | $20,000.00 |

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Staff to undertake inclusive education professional development to make adaptations in teaching strategies to accommodate student's needs to achieve learning outcomes and to improve learning. Particular area of focus; IEP’s | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $0.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Implementation of a range of Wellbeing Programs aligned with the School Wide Audit to support student Wellbeing, eg Social Relationship Building, Resilience, Emotional Regulation, Respectful Relationships. | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

**Professional learning plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Review and refine school's PLC process to ensure consistent high quality implementation. | 🗹 All staff  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative inquiry/action research team  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day  🗹 PLC/PLT meeting | 🗹 PLC Initiative  🗹 School improvement partnerships  🗹 External consultants  Real Schools  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Revisit the application of the school instructional model to enhance consistent use school wide. | 🗹 All staff  🗹 Learning specialist(s)  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative inquiry/action research team  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Enlist the support of a data literacy coach to support whole staff data analysis. | 🗹 All staff  🗹 Learning specialist(s)  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Literacy expertise  🗹 Departmental resources  Dr Pardy | 🗹 On-site |