2024 Annual Implementation Plan

for improving student outcomes

Balliang East Primary School (3787)

Submitted for review by Caryn Fox (School Principal) on 07 December, 2023 at 02:08 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 December, 2023 at 11:59 AM
Endorsed by Joanne Darrington (School Council President) on 06 February, 2024 at 04:17 PM

Self-evaluation summary - 2024

	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.	

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

	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	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

<td style="background-color:#4DB8AC"></td>	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise the learning growth of all students	Yes	By 2025, the percentage of Year 3 students achieving in the top two bands of NAPLAN in: • Reading to increase from 44% in 2021 to 55% • Writing to increase from 33% in 2021 to 42% • Numeracy to increase from 22% in 2021 to 33% By 2025, the percentage of Year 5 students achieving in the top two bands of NAPLAN in: • Reading to increase from 33% in 2021 to 45% • Numeracy to increase from 33% in 2021 to 45%	The percentage of Year 3 students achieving in the 'Exceeding' proficiency of Naplan:Reading to maintain 24%Writing to increase from 6% in 2023 to 8%Numeracy to maintain 22%The percentage of Year 5 students achieving in the 'Exceeding' proficiency of Naplan:Reading to increase from 13% in 2023 to 18%Writing to increase from 0% in 2023 to 5%Numeracy to maintain 13%
		By 2025 the percentage of Year 5 students assessed as Meeting or Above NAPLAN Benchmark Growth to be at or above: • Reading to increase from 17% in 2021 to 25% • Writing to increase from 17% in 2021 to 25%	No Benchmark Growth Data available

		By 2025, the percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being above age expected levels will increase in: • Reading and Viewing from 33% in 2021 to 38% • Writing from 11% in 2021 to 15% • Number and Algebra from 31% in 2021 to 35%	Reading and Viewing from 28% in 2023 (Sem 1) to 32% Writing from 14% in 2023 (Sem 1) to 15% Number and Algebra from 30% in 2023 (Sem 1) to 32%
		By 2025, the percentage of staff reporting positive endorsement on the School Staff Survey measures will increase in: • Academic emphasis from 75% in 2021 to 80%	Maintain Academic emphasis at 86%
To strengthen student wellbeing and learner agency	Yes	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase: In the Effective Teaching Practice for Cognitive Behaviour: • Differentiated teaching challenge from 77% in 2021 to 80% • Stimulated learning from 65% in 2021 to 75% In the Learner Characteristics and Disposition domain: • Sense of confidence from 67% in 2021 to 75% In the Social Engagement domain: • Student voice and agency from 77% in 2021 to 80%	In the Effective Teaching Practice for Cognitive Behaviour:Differentiated teaching challenge maintain at 99%Stimulated learning maintain at 94%In the Learner Characteristics and Disposition domain:Sense of confidence maintain at 98%In the Social Engagement domain:Student voice and agency maintain at 87%
		By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 16% in 2021 to 14%	The percentage of students (P-6) with 20 or more days absent will decrease from 32% to 28%

Goal 2	Maximise the learning growth of all students

12-month target 2.1-month target	The percentage of Year 3 students achieving in the 'Exceeding' proficiency of Naplan: Reading to maintain 24% Writing to increase from 6% in 2023 to 8% Numeracy to maintain 22% The percentage of Year 5 students achieving in the 'Exceeding' proficiency of Naplan: Reading to increase from 13% in 2023 to 18% Writing to increase from 0% in 2023 to 5% Numeracy to maintain 13%	
12-month target 2.2-month target	No Benchmark Growth Data available	
12-month target 2.3-month target	Reading and Viewing from 28% in 2023 (Sem 1) to 32% Writing from 14% in 2023 (Sem 1) to 15% Number and Algebra from 30% in 2023 (Sem 1) to 32%	
12-month target 2.4-month target	Maintain Academic emphasis at 86%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen the capacity of all staff to utilise data to inform differentiation and monitor learning.	No
KIS 2.b Excellence in teaching and learning	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.	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.	In 2023, we implemented the PLC process, following training the previous year. In 2024, we feel it is important that we continue to build on and adapt our current practices to ensure we continue to improve our processes.	
Goal 3	To strengthen student wellbeing and learner agency	

12-month target 3.1-month target	In the Effective Teaching Practice for Cognitive Behaviour: Differentiated teaching challenge maintain at 99% Stimulated learning maintain at 94% In the Learner Characteristics and Disposition domain: Sense of confidence maintain at 98% In the Social Engagement domain: Student voice and agency maintain at 87%	
12-month target 3.2-month target	The percentage of students (P-6) with 20 or more days absent will decrease from 32% to 28%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Embed processes and structures within the school to strengthen student agency in their learning.	No
KIS 3.b Positive climate for learning	Develop a responsive whole school tiered approach to wellbeing	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.	In 2024, we have identified the need to maintain current programs and practices being implemented across the school and introduce any new practices which may complement our current programs.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of all students
12-month target 2.1 target	The percentage of Year 3 students achieving in the 'Exceeding' proficiency of Naplan: Reading to maintain 24% Writing to increase from 6% in 2023 to 8% Numeracy to maintain 22% The percentage of Year 5 students achieving in the 'Exceeding' proficiency of Naplan: Reading to increase from 13% in 2023 to 18% Writing to increase from 0% in 2023 to 5% Numeracy to maintain 13%
12-month target 2.2 target	No Benchmark Growth Data available
12-month target 2.3 target	Reading and Viewing from 28% in 2023 (Sem 1) to 32% Writing from 14% in 2023 (Sem 1) to 15% Number and Algebra from 30% in 2023 (Sem 1) to 32%
12-month target 2.4 target	Maintain Academic emphasis at 86%
KIS 2.b Building practice excellence	To monitor and evaluate the impact of teaching practice on student learning outcomes using the PLC approach.
Actions	Strengthen the staff ability to identify specific needs and track impact.
Outcomes	LEADERS: Schedule protected time for PLCs TEACHERS: Unpack whole school data to determine specific needs. TLI: Tutors will support identified students using data. Use data to plan, update Whole School Planning documents to improve curriculum. STUDENTS: Will be supported to learn at point of need. Pre/post testing.
Success Indicators	Early Indicators: PLC - meeting minutes, planning documents, school wide data Late Indicators: PAT assessment, EA post tests, mid/end assessment schedule

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ TLI to respond to and track student needs/progress	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Other funding will be used
Unpack new Maths Curriculum and purchase additional resources as deemed necessary.	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Other funding will be used
Professional Reading/training	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Resourcing to support the identified crumbs (Counting Communities, EA)	☑ PLC leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used

Goal 3	To strengthen student wellbeing and learner agency
12-month target 3.1 target	In the Effective Teaching Practice for Cognitive Behaviour: Differentiated teaching challenge maintain at 99% Stimulated learning maintain at 94% In the Learner Characteristics and Disposition domain: Sense of confidence maintain at 98%

	In the Social Engagement domain: Student voice and agency maintain at 87%
12-month target 3.2 target	The percentage of students (P-6) with 20 or more days absent will decrease from 32% to 28%
KIS 3.b Health and wellbeing	Develop a responsive whole school tiered approach to wellbeing
Actions	Document and track current school approach to school wellbeing.
Outcomes	LEADERS: Support staff to implement tracking tool and maintain consistent practices. TEACHERS: Implement tracking tool. Implement agreed approaches to student wellbeing Record adjustments for identified students STUDENTS: Will be supported with a variety of approaches. Identified students to have IEPs developed
Success Indicators	Early Indicators; Wellbeing approach will be documented and use of check in tool implemented, IEP documents. Late Indicators: Improved attendance data, check in tool completed once per term.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Check in Tool each term	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used
Identify a wellbeing leader to manage Check In Tool, assisting with the implementation and analysis of data.	☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$22,900.00 ☑ Other funding will be used

Continue current programs and approaches - Respectful Relationships.	☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$23,503.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion - appoint a DI coordinator, to manage DIP process including assistance with classroom adjustments.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$24,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Purchase of additional Tier 2 resources as identified for use of all students.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$29,168.90 ☑ Equity funding will be used
Additional activities - Provide opportunities for all students to participate in - Kids Day Out, School Of Rock, incursions and excursions as they arise.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Engage external programs, incursions which will benefit student well being. Inform and Empower online program.	☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Implement Intervention program to support students requiring additional support in Literacy - MiniLIT, MacqLIT	☑ Education support	☐ PLP Priority	from: Term 1	$54,000.00

			to: Term 4	☑ Equity funding will be used
Employ additional Support Staff	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$42,266.80 ☑ Disability Inclusion Tier 2 Funding will be used
Employ CRTs to cover program during staff staff absences	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$7,250.25 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase Programs, Assessment Materials and Subscriptions for all students - Reading Eggs, Mathletics, Essential Assessments, Inquisitive, Accelerus etc.	☑ Administration team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity 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	$139,168.90	$139,168.90	$0.00
Disability Inclusion Tier 2 Funding	$66,266.80	$66,266.80	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	$236,188.95	$236,188.95	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue current programs and approaches - Respectful Relationships.	$23,503.00
Disability Inclusion - appoint a DI coordinator, to manage DIP process including assistance with classroom adjustments.	$24,000.00
Purchase of additional Tier 2 resources as identified for use of all students.	$29,168.90
Additional activities - Provide opportunities for all students to participate in - Kids Day Out, School Of Rock, incursions and excursions as they arise.	$20,000.00
Engage external programs, incursions which will benefit student well being. Inform and Empower online program.	$30,000.00
Implement Intervention program to support students requiring additional support in Literacy - MiniLIT, MacqLIT	$54,000.00
Employ additional Support Staff	$42,266.80

Employ CRTs to cover program during staff staff absences		$7,250.25
Purchase Programs, Assessment Materials and Subscriptions for all students - Reading Eggs, Mathletics, Essential Assessments, Inquisitive, Accelerus etc.		$15,000.00
Totals		$245,188.95

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Purchase of additional Tier 2 resources as identified for use of all students.	from: Term 1 to: Term 4	$29,168.90	☑ Support services
Additional activities - Provide opportunities for all students to participate in - Kids Day Out, School Of Rock, incursions and excursions as they arise.	from: Term 1 to: Term 4	$11,000.00	☑ Teaching and learning programs and resources
Engage external programs, incursions which will benefit student well being. Inform and Empower online program.	from: Term 1 to: Term 4	$30,000.00	☑ Teaching and learning programs and resources
Implement Intervention program to support students requiring additional support in Literacy - MiniLIT, MacqLIT	from: Term 1 to: Term 4	$54,000.00	☑ School-based staffing
Purchase Programs, Assessment Materials and Subscriptions for all students - Reading Eggs,	from: Term 1	$15,000.00	☑ Teaching and learning programs and resources

Mathletics, Essential Assessments, Inquisitive, Accelerus etc.	to: Term 4		
Totals		$139,168.90	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Disability Inclusion - appoint a DI coordinator, to manage DIP process including assistance with classroom adjustments.	from: Term 1 to: Term 4	$24,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Employ additional Support Staff	from: Term 1 to: Term 4	$42,266.80	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$66,266.80	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Continue current programs and approaches - Respectful Relationships.	from: Term 1 to: Term 4	$23,503.00	☑ Employ teaching staff to support Tier 2 initiatives

Employ CRTs to cover program during staff staff absences	from: Term 1 to: Term 4	$7,250.25	☑ Employ teaching staff to support Tier 2 initiatives
Totals		$30,753.25	

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
Professional Reading/training	☑ PLC leaders	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Professional practice day	☑ PLC Initiative ☑ Internal staff	☑ On-site