2024 Annual Implementation Plan

for improving student outcomes

Pearcedale Primary School (2961)

Submitted for review by Simon Anderson (School Principal) on 20 December, 2023 at 12:44 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 25 January, 2024 at 03:31 PM
Endorsed by Lorelle Hunt (School Council President) on 26 January, 2024 at 06:05 PM

Self-evaluation summary - 2024

Pearcedale Primary School (2961)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
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		
	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	
To improve student literacy and numeracy achievement.	Yes	**NAPLAN Achievement and Benchmark growth (To be determined from the NAPLAN 2023 data)** **Year 3 and Year 5** • By 2026, increase the percentage of students in the *Exceeding and Strong* levels of achievement in reading from xx% (2023) to xx% (2026) • By 2026, increase the percentage of students in the *Exceeding and Strong* levels of achievement in writing from xx% (2023) to xx% (2026) • By 2026, increase the percentage of students in the *Exceeding and Strong* levels of achievement in numeracy from xx% (2023) to xx% (2026).	Year 3By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in reading to 71% By 2024,increase the percentage of students in the Exceeding and Strong levels of achievement in writing to 82% By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 71%.Year 5By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 67% .
		School Staff Survey (SSS) Modules *School Climate Module* • By 2026 increase the percentages of positive staff responses to the *Collective efficacy* factor from 67% (2022) to 80%.	Collective Efficacy 70%Instructional Leadership 67%Leading Change 54%

		School Leadership By 2026 increase the percentages of positive staff responses to the following factors: • *Instructional leadership* from 65% (2022) to 75% • *Leading change* from 50% (2022) to 66%.	
		Attitudes to School Survey (AtoSS) • By 2026 increase the percentages of positive student responses to the *Motivation and interest* factor from 71% (2022) to 78%. • By 2026 maintain the high performance in *Differentiated learning challenge at 88% (2022) or higher.*	Motivation and interest factor 72%Differentiated learning challenge 88%
To improve student engagement and wellbeing.	Yes	**Attitudes to School Survey (AtoSS)** By 2026 increase the percentages of positive student responses to the following factors: • *Student voice and agency* from 74% (2022) to 78% • *Perseverance* from 71% (2022) to 75% • *Sense of connectedness* from 78% (2022) to 82%.	Student voice and agency 75%Perseverance 72%Sense of connectedness 79%
		School Staff Survey (SSS) Teaching and Learning Practice Implementation By 2026 increase the percentages of positive staff responses to the *Promote student ownership of learning goals* factor from 72% (2022) to 79%.	Promote student ownership of learning goals 73%
		Parent, Caregiver Guardian Opinion Survey (PCGOS) By 2026 increase the percentages of positive parent responses to the following factors: • *Student agency and voice* from 81% (2022) to 85% • *Student motivation and support* from 75% (2022) to 79% • *Stimulating learning environment* 83% (2022) to 85% • *Effective teaching* from 79% (2022) to 82%.	Student agency and voice 82%Student motivation and support 76%Stimulating learning environment 83%

Goal 2	To improve student literacy and numeracy achievement.	
12-month target 2.1-month target	Year 3 By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in reading to 71% By 2024,increase the percentage of students in the Exceeding and Strong levels of achievement in writing to 82% By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 71%. Year 5 By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 67% .	
12-month target 2.2-month target	Collective Efficacy 70% Instructional Leadership 67% Leading Change 54%	
12-month target 2.3-month target	Motivation and interest factor 72% Differentiated learning challenge 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed teacher knowledge and practice of the High Impact Teaching Strategies to provide challenge at student point of need learning.	No
KIS 2.b Teaching and learning	Build teaching capability to improve teaching and learning through agreed structures and processes for coaching and classroom observations.	Yes
KIS 2.c Teaching and learning	Build the capabilities of the instructional leaders to improve classroom practice.	No

KIS 2.d Teaching and learning	Strengthen the capacity of the Professional Learning Communities teams to impact teaching and 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 result of our school review in Term 1 2023, a number of Key Improvement Strategies were identified. With staff changeover it has been identified that we need to strengthen the capacity of the Professional Learning Communities teams to impact teaching and learning. We will continue to refine and develop our professional learning opportunities within the school. Focusing on HITS and other evidence-based teaching strategies to improve student outcomes. We will continue to develop consistency in teacher instructional practices and build teaching capability through agreed structures and processes for coaching and classroom observations. Improving the literacy and numeracy achievement of all students would be a focus for the next strategic plan. It was also recommended that the school should strive to ensure that all students are challenged and extended in their learning.	

Goal 3	To improve student engagement and wellbeing.	
12-month target 3.1-month target	Student voice and agency 75% Perseverance 72% Sense of connectedness 79%	
12-month target 3.2-month target	Promote student ownership of learning goals 73%	
12-month target 3.3-month target	Student agency and voice 82% Student motivation and support 76% Stimulating learning environment 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen teacher knowledge to be able to activate learner voice and agency so that students can be active partners in learning.	Yes
KIS 3.b Support and resources	Develop and implement a cohesive and consistent whole school approach to building student wellbeing, resilience and positive behaviour.	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.	Our review has confirmed that we need to embed our approach to strengthen the engagement and wellbeing of all students. This would ensure students were heard, understood and empowered. The school will continue to focus on educating the whole child to feel safe, valued and respected. We agree that strengthening student wellbeing with responsive, tiered and contextualised approaches would continue to build strong relationships that enhance student learning and inclusion.

Define actions, outcomes, success indicators and activities

Goal 2	To improve student literacy and numeracy achievement.
12-month target 2.1 target	Year 3 By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in reading to 71% By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in writing to 82% By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 71%. Year 5 By 2024, increase the percentage of students in the Exceeding and Strong levels of achievement in numeracy to 67% .
12-month target 2.2 target	Collective Efficacy 70% Instructional Leadership 67% Leading Change 54%
12-month target 2.3 target	Motivation and interest factor 72% Differentiated learning challenge 88%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teaching capability to improve teaching and learning through agreed structures and processes for coaching and classroom observations.
Actions	Build staff capabilities by providing coaching, observation and feedback which will strengthen the implementation of the whole school teaching and learning model.
Outcomes	Leaders will: Facilitate professional discussions to provide feedback to staff to build their capacity.

	Provide opportunities for Learning Specialists to observe and coach classroom teachers to improve teacher capacity. Develop an agreed process with structures for observation. Teachers will: Engage in learning opportunities to develop their practice Identify areas of their practice for further development Continue to employ the Instructional Model Students will: Receive support at their point of need and have regular opportunities to demonstrate their learning. Know how lessons are structured and how this supports tier learning.
Success Indicators	Classroom observations and learning walks demonstrate the effective use of the Instructional Model and evidence of improved teacher practice in targeted coaching areas. Creation of agreed structures and processes for observation Staff complete Professional Learning that has been identified as a need from observations Improvement in school staff survey measures "Instructional Leadership and Collective Efficacy" 5 week Rapid Action Plans to be implemented for Reading, Writing, Numeracy and Wellbeing and monitored during SIT meetings

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provided time for Learning Specialists to observe and provide meaningful feedback and allowing for coaching opportunities	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Provided PLT Leaders team observation time with meaningful feedback	☑ Assistant principal ☑ PLT leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Planning and teaching reflects the Instructional Model	☑ All staff	☑ PLP Priority	from: Term 1	$5,000.00

				to: Term 4	☑ Equity funding will be used
KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capacity of the Professional Learning Communities teams to impact teaching and learning.				
Actions	Re-establish PLC structures to operate under the foundational PLC Questions with staff collaboration and the focus being on the 3 Big Ideas.				
Outcomes	Leaders will: Support staff to deepen their understanding of PLC processes. Ensure PPS is operating using the 6 PLC questions. Teachers will: Follow PLC processes and commit to working as a Professional Learning Community Participate in action research cycles to improve student learning. Operate under the belief that all students can learn				
Success Indicators	- All staff will engage in Professional Learning to build their understanding and commitment to a Professional Learning Community. - All staff having a shared mission, vision, values, goals which is evident through action and documentation. - Collaborative teams will be focused on learning evidenced in planning and data meeting and documentation.				

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Ensure that non-negotiables are embedded in our practice.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Norms are used to guide all professional conversations and meetings.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Teachers will operate using the 6 Foundational PLC questions and will focus on the 3 Big Ideas	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

Goal 3	To improve student engagement and wellbeing.
12-month target 3.1 target	Student voice and agency 75% Perseverance 72% Sense of connectedness 79%
12-month target 3.2 target	Promote student ownership of learning goals 73%
12-month target 3.3 target	Student agency and voice 82% Student motivation and support 76% Stimulating learning environment 83%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher knowledge to be able to activate learner voice and agency so that students can be active partners in learning.
Actions	Develop a whole school understanding of what student voice, agency and leadership in learning looks like by building teacher capabilities to integrate learner voice and agency into everyday classroom practice.
Outcomes	Leaders will: Increase their understanding of student voice and agency

	Teachers will: Explore the use of the student voice and agency ladder (BSEM) Use Individual Education Plans to cater for students needs Students will: Attend termly pacing meetings to voice their interests in learning Have opportunities to provide feedback to teachers about their learning Participate daily in Welcome Circle (Middle and Senior students will run the welcome circles) Participate in student leadership opportunities such as organising events, running of assembly Have opportunities to be a Student Voice Council representative
Success Indicators	An increase in our 2024 Attitudes to School Survey (student voice and agency, perseverance ad sense of connectedness) Calm and positive learning environments where teaching and learning is the core business Increase Compass entries to track student well being Increased investment and completion of SSG and IEP documentation 5 week Rapid Action Plans to be implemented for Reading, Writing, Numeracy and Wellbeing and monitored during SIT meetings

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Specialist in Well Being and Disability and Inclusion. Employment of additional ES support to support staff/classes with students who do not qualify for Tier 3 funding	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$390,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers provided professional learning and research opportunities about student voice and agency	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00

	☑ Equity funding will be used ☑ Other funding will be used

KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a cohesive and consistent whole school approach to building student wellbeing, resilience and positive behaviour.
Actions	Build teacher capabilities of the High Impact Well-being strategies and Berry Education Model to support the wellbeing needs of all students.
Outcomes	Leaders will: Continue to evaluate and refine our whole school behaviour continuum. Provide professional learning on using Compass to lodge incidents Focus on best practice in classroom management. Build teachers' knowledge and understanding of classroom transitions and processes. Plan, implement and review Ready to Learn Scales and individual plans for identified students. Teachers will: Develop a shared understanding of stress on the body Plan and implement purposeful Brain breaks Plan, implement and review Ready to Learning Scales and individual plans for identified students. Students will: Regulate emotions using some learnt strategies Use the ready to learn scale to indicate readiness to learn Identify strategies that assist in learning
Success Indicators	An increase in our 2023 Attitudes to School Survey (student voice and agency, perseverance ad sense of connectedness) Calm and positive learning environments where teaching and learning is the core business

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders working with teachers to develop individual ready to learn scales.	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning - Berry Street Education Model	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Leaders to work with all teachers to build on their understanding of high impact well being strategies.	☑ 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	$90,385.50	$35,000.00	$55,385.50
Disability Inclusion Tier 2 Funding	$358,448.53	$350,000.00	$8,448.53
Schools Mental Health Fund and Menu	$82,620.00	$80,000.00	$2,620.00
Total	**$531,454.03**	**$465,000.00**	**$66,454.03**

Activities and milestones – Total Budget

Activities and milestones	Budget
Provided time for Learning Specialists to observe and provide meaningful feedback and allowing for coaching opportunities	$5,000.00
Provided PLT Leaders team observation time with meaningful feedback	$10,000.00
Planning and teaching reflects the Instructional Model	$5,000.00
Teachers will operate using the 6 Foundational PLC questions and will focus on the 3 Big Ideas	$10,000.00
Learning Specialist in Well Being and Disability and Inclusion. Employment of additional ES support to support staff/classes with students who do not qualify for Tier 3 funding	$390,000.00
Teachers provided professional learning and research opportunities about student voice and agency	$5,000.00
Leaders working with teachers to develop individual ready to learn scales.	$0.00

Professional Learning - Berry Street Education Model	$25,000.00
Totals	$450,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Provided time for Learning Specialists to observe and provide meaningful feedback and allowing for coaching opportunities	from: Term 1 to: Term 4	$5,000.00	☑ CRT
Provided PLT Leaders team observation time with meaningful feedback	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ CRT
Planning and teaching reflects the Instructional Model	from: Term 1 to: Term 4	$5,000.00	☑ CRT
Teachers will operate using the 6 Foundational PLC questions and will focus on the 3 Big Ideas	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ CRT
Teachers provided professional learning and research opportunities about student voice and agency	from: Term 1 to: Term 4	$5,000.00	☑ CRT
Totals		$35,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Learning Specialist in Well Being and Disability and Inclusion. Employment of additional ES support to support staff/classes with students who do not qualify for Tier 3 funding	from: Term 1 to: Term 4	$330,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Other workforces to support students with disability •
Professional Learning - Berry Street Education Model	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Professional learning for school-based staff •
Totals		**$350,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Learning Specialist in Well Being and Disability and Inclusion. Employment of additional ES support to support staff/classes with students who do not qualify for Tier 3 funding	from: Term 1 to: Term 4	$60,000.00	☑ Employ teaching staff to support Tier 2 initiatives

Leaders working with teachers to develop individual ready to learn scales.	from: Term 1 to: Term 1	$20,000.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		$80,000.00	

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
Planning and teaching reflects the Instructional Model	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Teaching partners ☑ Internal staff ☑ Learning specialist	☑ On-site
Teachers will operate using the 6 Foundational PLC questions and will focus on the 3 Big Ideas	☑ All staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Teachers provided professional learning and research opportunities about student voice and agency	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Leadership partners ☑ Learning specialist	☑ Off-site school visits to schools who do student voice and agency well
Leaders working with teachers to develop individual ready to learn scales.	☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site

Professional Learning - Berry Street Education Model	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Professional practice day	☑ Learning specialist ☑ External consultants Berry Street Education	☑ On-site
Leaders to work with all teachers to build on their understanding of high impact well being strategies.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site