2024 Annual Implementation Plan

for improving student outcomes

Bealiba Primary School (0749)

Submitted for review by Cameron Carter (School Principal) on 07 December, 2023 at 12:48 PM
Awaiting endorsement by Senior Education Improvement Leader
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	
	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	
	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.	Yes	Support for the priorities	Student Learning In 2024, have all students make 12 months growth in Number and Algebra as per teacher judgement from Semester 2 2023 to Semester 2 2024In 2024, increase the percentage of students in Teacher Judgement - At or above expected level in Number and Algebra from 50% in 2023 to to 75% in 2024Student Wellbeing In 2024, reduce the percentages of students with 20+ absences from 50% in 2023 (YTD) to 25% in 2024
Improve outcomes in literacy and numeracy for all students	No	By 2025 all students will be achieving at or above NAPLAN benchmark growth in Reading.	
		By 2025, increase the percentage of students in Years 1 to 6 combined achieving at or above expected growth as measured by teacher judgement in Reading at Semester 2 from 59 per cent in 2020 to 74 per cent.	
		By 2025, increase the percentage of students achieving above expected level as measured by teacher judgements in Number and Algebra from 9 per cent in 2019 to at least 25 per cent.	

Enhance engagement and wellbeing for all students.	No	In the modified Student Attitudes to School Survey, increase the percentage of students' endorsement for • Student voice and agency from 83 per cent in 2021 to at least 90 per cent • Learner confidence from 85 per cent in 2021 to at least 90 per cent	
		In the Parent Opinion Survey, increase the percentage endorsement for • the factor Student voice and agency from 8 per cent in 2021 to at least 50 per cent • the factor Stimulated learning environment from 25 per cent in 2021 to at least 50 per cent • the factor Confidence and resilience from 25 per cent in 2021 to at least 50 per cent • the module Parent community engagement form 19 per cent in 2021 to at least 50 per cent	
		On the Staff Survey, increase the percentage of endorsement for • The factor Parent and community involvement from 50 per cent in 2021 to at least 75 per cent • The factor Trust in students and parents from 57 per cent in 2021 to at least 75 per cent	

Goal 1	**Priorities goal** **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**
12-month target 1.1-month target	Student Learning In 2024, have all students make 12 months growth in Number and Algebra as per teacher judgement from Semester 2 2023 to Semester 2 2024 In 2024, increase the percentage of students in Teacher Judgement - At or above expected level in Number and Algebra from 50% in 2023 to to 75% in 2024

	Student Wellbeing In 2024, reduce the percentages of students with 20+ absences from 50% in 2023 (YTD) to 25% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Student Learning In 2024, have all students make 12 months growth in Number and Algebra as per teacher judgement from Semester 2 2023 to Semester 2 2024 In 2024, increase the percentage of students in Teacher Judgement - At or above expected level in Number and Algebra from 50% in 2023 to to 75% in 2024 Student Wellbeing In 2024, reduce the percentages of students with 20+ absences from 50% in 2023 (YTD) to 25% in 2024
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	-Implement a workshop model to be followed to ensure differentiated learning that aligns with current pedagogical practice in Maths -Build staff capability to effectively use assessment and data in order to direct teaching practice and meet individual learning needs. -Build staff capability to develop and use individual education plans effectively.
Outcomes	Students will: Have regular opportunities to demonstrate their maths's learning Have targeted maths goals Engage in TLI with a focus on maths

	Teachers will:
	Design, plan and deliver math lessons with a proposed workshop model.
	Use formative and summative assessment to direct teaching.
	Use collated data to develop Individual Education Plans for each student
	Work collaboratively with leadership to develop agreed upon workshop model
	Identify point of need to influence teaching and set goals
	Participate in observations to improve teaching practice and workshop model
	Identify TLI students
	Participate in planned visit to Castlemaine North or cluster school to observe teacher practice in planning and teaching of maths
	Regularly hold conferences to discuss learning goals
	Leaders will:
	Oversee the TLI program with a focus on Maths
	Provide PL in the scope of a new workshop model
	Ensure time is delegated to PLC inquiry foci: Developing a Bealiba suited Maths workshop model
	Organise visit to Castlemaine North or cluster school to observe and discuss Math program
	Organise EIL support with the development of new workshop model and targeted teaching
	Provide targeted coaching in developing IEP and using effectively to meet learning goals
Success Indicators	Students will:
	Have regular opportunities to demonstrate their maths's learning
	Show positive learning growth throughout the year in Number and Algebra
	Teachers will:
	Design, plan and deliver mathematical lessons with a proposed workshop model.
	Use formative and summative assessment to direct teaching and develop IEP
	Planning devices will reflect new workshop model
	TLI data recorded to show positive growth in Number and Algebra
	Essential Assessment and PAT maths data to track student learning and growth
	Leaders will:
	Staff survey to reflect upon progress
	PLC minutes to show evidence
	Work collaboratively with CoP
	Curriculum day focused around math improvement/Data analysis to impact teacher planning

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement tutoring program (TLI) that focus on Numeracy	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$7,952.40 ☑ Equity funding will be used
Develop a Bealiba Individual Education Plan that reflects the DET template.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
Provide CRT replacement to allow staff to attend cluster school visits as well as work with the network CoP.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used
Schedule professional learning to be undertaken to focus on Numeracy workshop model. Create and implement a shared documents for planning.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$1,500.00 ☑ Equity funding will be used
Use area EIL as a focal point to provide staff professional development in the teaching of numeracy and analysis of data.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00

Staff to undertake a formal observation of a math lesson once per term and document reflections.	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Allocate time for teacher and principal to plan collaboratively with a focus on enabling and extending students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Develop student agency through a whole school approach to student learning goals in Reading, Writing and Numeracy.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Allocate time for teachers to develop, monitor and update IEP's and student learning goals.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Launch Professional Learning Communities (PLC) Process - Principal undertake PLC PL	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Implement the Respectful Relationships program.
	Develop staff to implement the professional learning program from "Smiling Minds for Primary School Mental Health and Resilience Program'
Outcomes	Students will
	Understand and practise aspects of the Smiling Minds program
	Use a range of positive coping strategies
	Use mindfulness to self regulate their emotions
	Teachers will
	Explicitly teach lessons based on program
	Document and plan to embed programs within the weekly schedule
	Identify student wellbeing needs and address them via Respectful Relationships program and/or Smiling Minds
	Leadership will
	Ensure whole school commitment to the program
	Engage the community in the language used in the program
	Frequently monitor student wellbeing data to assess successful implementation of the program
Success Indicators	Students
	Surveys - Attitudes to School Survey (AtoSS) and staff developed
	Student gratitude diaries
	Teachers
	Attendance improvement plan for students
	include attendance goal in Individual Education Plan (IEP)
	Student Support Group (SSG) minutes
	PLC minutes
	Leadership
	Meeting schedule development
	PL meeting agenda
	Attendance mantra foci
	Track attendance data
	Attitudes to School Survey (AtoSS) data tracking
	Parents Opinion Survey (POS) data tracking

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop an action plan that maps the school priorities of improving attendance and wellbeing	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$2,946.44 ☑ Disability Inclusion Tier 2 Funding will be used
Release staff to upskill their knowledge to successfully implement Respectful Relationships into the classroom	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,525.09 ☑ Disability Inclusion Tier 2 Funding will be used
Facilitate PD on how to use the Smiling Minds for Primary School Mental Health and Resilience Program	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$1,500.00 ☑ Disability Inclusion Tier 2 Funding will be used
Ensure that Smiling Minds and Respectful Relationships practice is being reflected and documented in weekly planners as well as staff meeting agendas	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Employment of an Art Therapist to improve student self-awareness and reduce levels of anxiety.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,753.25 ☑ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Liaise and conduct regular check ins with staff who are implementing Respectful Relationships and Smiling Minds to guide best practice	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Whole school professional learning day on wellbeing to investigate the High Impact Wellbeing Strategies	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop a plan to audit and purchase any resources required for action plan (refer to activity 1 - improving attendance)	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Audit and list social emotional programs used across the school with a view to increase support/programs for at risk students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Create a flowchart that clearly shows what program is being used and who is responsible	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 1	

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$20,952.40	$20,952.40	$0.00
Disability Inclusion Tier 2 Funding	$9,971.53	$9,971.53	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	$61,677.18	$61,677.18	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement tutoring program (TLI) that focus on Numeracy	$7,952.40
Develop a Bealiba Individual Education Plan that reflects the DET template.	$1,500.00
Provide CRT replacement to allow staff to attend cluster school visits as well as work with the network CoP.	$3,000.00
Schedule professional learning to be undertaken to focus on Numeracy workshop model. Create and implement a shared documents for planning.	$1,500.00
Allocate time for teacher and principal to plan collaboratively with a focus on enabling and extending students.	$2,000.00
Allocate time for teachers to develop, monitor and update IEP's and student learning goals.	$2,000.00
Launch Professional Learning Communities (PLC) Process - Principal undertake PLC PL	$3,000.00

Develop an action plan that maps the school priorities of improving attendance and wellbeing	$2,946.44
Release staff to upskill their knowledge to successfully implement Respectful Relationships into the classroom	$1,525.09
Facilitate PD on how to use the Smiling Minds for Primary School Mental Health and Resilience Program	$1,500.00
Employment of an Art Therapist to improve student self-awareness and reduce levels of anxiety.	$20,753.25
Whole school professional learning day on wellbeing to investigate the High Impact Wellbeing Strategies	$2,000.00
Develop a plan to audit and purchase any resources required for action plan (refer to activity 1 - improving attendance)	$2,000.00
Audit and list social emotional programs used across the school with a view to increase support/programs for at risk students.	$10,000.00
Totals	$61,677.18

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Implement tutoring program (TLI) that focus on Numeracy	from: Term 1 to: Term 4	$7,952.40	☑ School-based staffing
Develop a Bealiba Individual Education Plan that reflects the DET template.	from: Term 1 to: Term 4	$1,500.00	☑ CRT

Provide CRT replacement to allow staff to attend cluster school visits as well as work with the network CoP.	from: Term 1 to: Term 2	$3,000.00	☑ CRT
Schedule professional learning to be undertaken to focus on Numeracy workshop model. Create and implement a shared documents for planning.	from: Term 1 to: Term 2	$1,500.00	☑ CRT
Allocate time for teacher and principal to plan collaboratively with a focus on enabling and extending students.	from: Term 1 to: Term 4	$2,000.00	☑ CRT
Allocate time for teachers to develop, monitor and update IEP's and student learning goals.	from: Term 1 to: Term 4	$2,000.00	☑ CRT
Launch Professional Learning Communities (PLC) Process - Principal undertake PLC PL	from: Term 1 to: Term 2	$3,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$20,952.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop an action plan that maps the school priorities of improving attendance and wellbeing	from: Term 1	$2,946.44	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

	to: Term 2		
Release staff to upskill their knowledge to successfully implement Respectful Relationships into the classroom	from: Term 1 to: Term 4	$1,525.09	☑ CRT • ☑ Professional learning for school-based staff •
Facilitate PD on how to use the Smiling Minds for Primary School Mental Health and Resilience Program	from: Term 1 to: Term 2	$1,500.00	☑ CRT • ☑ Professional learning for school-based staff •
Whole school professional learning day on wellbeing to investigate the High Impact Wellbeing Strategies	from: Term 1 to: Term 4	$2,000.00	☑ Professional learning for school-based staff •
Develop a plan to audit and purchase any resources required for action plan (refer to activity 1 - improving attendance)	from: Term 1 to: Term 4	$2,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning •
Totals		$9,971.53	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Employment of an Art Therapist to improve student self-awareness and reduce levels of anxiety.	from: Term 1 to: Term 4	$20,753.25	☑ Arts Therapists
Audit and list social emotional programs used across the school with a view to increase support/programs for at risk students.	from: Term 1 to: Term 3	$10,000.00	☑ Employ staff to support Tier 1 activities
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
Develop a Bealiba Individual Education Plan that reflects the DET template.	☑ All staff	from: Term 1 to: Term 4	☑ Planning	☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Internal staff ☑ Departmental resources IEP template on PAL	☑ On-site
Provide CRT replacement to allow staff to attend cluster school visits as well as work with the network CoP.	☑ Principal	from: Term 1 to: Term 2	☑ Demonstration lessons	☑ Network professional learning	☑ School improvement partnerships	☑ Off-site Cluster school visit
Schedule professional learning to be undertaken to focus on Numeracy workshop model. Create and implement a shared documents for planning.	☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Network professional learning ☑ Communities of practice	☑ PLC Initiative ☑ School improvement partnerships ☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Use area EIL as a focal point to provide staff professional development in the teaching of numeracy and analysis of data.	☑ All staff	from: Term 1 to: Term 2	☑ Planning ☑ Demonstration lessons	☑ Professional practice day	☑ Departmental resources Education Improvement Leader within region	☑ On-site

Release staff to upskill their knowledge to successfully implement Respectful Relationships into the classroom	☑ Principal	from: Term 1 to: Term 4	☑ Preparation	☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Respectful, Rights, Resilience and Relationships resources	☑ On-site
Facilitate PD on how to use the Smiling Minds for Primary School Mental Health and Resilience Program	☑ Principal	from: Term 1 to: Term 2	☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Smiling Minds PD	☑ On-site
Whole school professional learning day on wellbeing to investigate the High Impact Wellbeing Strategies	☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole school pupil free day	☑ High Impact Teaching Strategies (HITS)	☑ On-site