

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Wallaroo Primary School (5202)



Submitted for review by Jenny Brennan (School Principal) on 08 December, 2023 at 12:15 PM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 31 January, 2024 at 04:54 PM  
Endorsed by Donna Jeffs (School Council President) on 09 February, 2024 at 09:02 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning	Documented teaching and learning program based on Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs.	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities.	

<b>Leadership</b>	The strategic direction and development of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment.	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

<b>Enter your reflective comments</b>	Through the analysis of our 2022 AIP against our 2021-2025 SSP, it was evident that our school has demonstrated focus and positive change in all areas of FISO 2.0. Most notably in our documentation and assessment of literacy and numeracy and wellbeing practices.
<b>Considerations for 2024</b>	Please see 2023 AIP

<b>Documents that support this plan</b>	
-----------------------------------------	--

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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.</p>	Yes	Support for the priorities	<p><b>LEARNING</b>To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in:- Writing from 71% in 2023 to 73% in 2024,- Number and Algebra from 67% in 2023 to 69% in 2024.To increase the percentage of students achieving at the NAPLAN Proficiency Level of Exceeding or Strong in Numeracy:- Year 3 from 50% (2023) to 55%,- Year 5 from 36% (2023) to 41%.To increase the positive percentage endorsement as measured by the School Staff Survey for: - 'Academic emphasis' from 67% in 2023 to 70% in 2024.To increase the percentage of positive student responses in Attitudes to School Survey for:- 'Student voice and agency' from 71% in 2023 to 77% in 2024.<b>WELLBEING</b>To increase the positive percentage endorsement as measured by the School Staff Survey for: - 'Parent and community involvement' from 67% in 2023 to 70% in 2024. To increase the percentage of students with less than 20 days absence from 58% in 2023 to 62% in 2024.</p>
Improve student learning outcomes in literacy and numeracy.	No	By 2025 increase the percentage of students meeting/above NAPLAN benchmark growth in numeracy, reading and writing (based on a three-year average of 2018, 2019 and 2021):	

		<p>Year 5:</p> <ul style="list-style-type: none"> <li>• numeracy from 76% to 82% (three-year average of 2022, 2023, 2024)</li> <li>• reading from 75% to 82% (three-year average of 2022, 2023, 2024)</li> <li>• writing from 45% to 60% (three-year average of 2022, 2023, 2024)</li> </ul>	
		<p>By 2025 increase the percentage of students Years F-6 who achieve at and above expected growth in the Victorian Curriculum (Teacher Judgements):</p> <ul style="list-style-type: none"> <li>• reading and viewing from 57% (2020) to 65%</li> <li>• writing from 40% to (2020) 50%</li> <li>• number and algebra from 40% (2020) to 50%</li> </ul>	
		<p>By 2025 increase positive percentage endorsement as measured by the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 56% (2019) to 70%</li> <li>• collective efficacy from 52% (2019) to 65%</li> </ul>	
		<p>By 2025, increase positive endorsement as measured by the Attitudes to School Survey factors for:</p> <ul style="list-style-type: none"> <li>• student voice and agency from 76% (2019) to 82%</li> <li>• stimulated learning from 85% (2019) to 90 %</li> </ul>	
Improve student wellbeing.	No	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 83% (2019) to 88%</li> <li>• Teacher communication from 80% (2019) to 85%</li> </ul>	
		<p>By 2025 increase the percentage of positive endorsement in the School Staff Survey factors of:</p>	

		<ul style="list-style-type: none"> <li>• Parent and community involvement from 63% (2019) to 70%</li> <li>• Trust in students and parents from 41% (2019) to 55%</li> </ul>	
		<p>By 2025 increase the percentage of positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 74% (2019) to 80%</li> <li>• Self-regulation and goal setting from 81% (2019) to 85%</li> </ul>	
		<p>By 2025, increase the percentage of students with less than 20 days absence from 65% (2019) to 73%.</p>	

<b>Goal 1</b>	<p><b>Priorities goal</b>  <b>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.</b></p>
<b>12-month target 1.1-month target</b>	<p><b>LEARNING</b>  To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in:  - Writing from 71% in 2023 to 73% in 2024,  - Number and Algebra from 67% in 2023 to 69% in 2024.</p> <p>To increase the percentage of students achieving at the NAPLAN Proficiency Level of Exceeding or Strong in Numeracy:  - Year 3 from 50% (2023) to 55%,  - Year 5 from 36% (2023) to 41%.</p> <p>To increase the positive percentage endorsement as measured by the School Staff Survey for:  - 'Academic emphasis' from 67% in 2023 to 70% in 2024.</p> <p>To increase the percentage of positive student responses in Attitudes to School Survey for:  - 'Student voice and agency' from 71% in 2023 to 77% in 2024.</p> <p><b>WELLBEING</b>  To increase the positive percentage endorsement as measured by the School Staff Survey for:</p>

	<p>- 'Parent and community involvement' from 67% in 2023 to 70% in 2024.</p> <p>To increase the percentage of students with less than 20 days absence from 58% in 2023 to 62% in 2024.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> 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.
<b>12-month target 1.1 target</b>	<p><b>LEARNING</b></p> <p>To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>- Writing from 71% in 2023 to 73% in 2024,</li> <li>- Number and Algebra from 67% in 2023 to 69% in 2024.</li> </ul> <p>To increase the percentage of students achieving at the NAPLAN Proficiency Level of Exceeding or Strong in Numeracy:</p> <ul style="list-style-type: none"> <li>- Year 3 from 50% (2023) to 55%,</li> <li>- Year 5 from 36% (2023) to 41%.</li> </ul> <p>To increase the positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- 'Academic emphasis' from 67% in 2023 to 70% in 2024.</li> </ul> <p>To increase the percentage of positive student responses in Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>- 'Student voice and agency' from 71% in 2023 to 77% in 2024.</li> </ul> <p><b>WELLBEING</b></p> <p>To increase the positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>- 'Parent and community involvement' from 67% in 2023 to 70% in 2024.</li> </ul> <p>To increase the percentage of students with less than 20 days absence from 58% in 2023 to 62% in 2024.</p>
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Introduce Explicit Direct Instruction model (EDI) to enable teachers to respond to students' individual learning needs.

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
EDI professional development: all staff trained on first day of 2024 school year.  *Catering costs- may be covered by MPF, delete if so.	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole school pupil free day	☑ External consultants DataWorks: Joel Soto	☑ Off-site Crib Point Primary School
Teacher observations and coaching of the implementation of student engagement norms and lesson delivery strategies within EDI model as part of our improvement cycle.	☑ Assistant principal	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy leaders	☑ On-site
Little Learners Love Literacy professional development for P-2 staff.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Moderated assessment of student learning ☑ Demonstration lessons	☑ Professional practice day	☑ External consultants Little Learners Love Literacy	☑ Off-site Melbourne
Train Year 3/4 teacher in MacLit in addition to intervention	☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional practice day	☑ External consultants MacQuarie Centre - MultiLit	☑ On-site
Professional Development to all staff aligned to Wallaroo Wellbeing and Engagement	☑ Assistant principal	from: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Internal staff	☑ On-site

Guidelines on day two of Curriculum Day at start of school year.		to: Term 1				
<p>Establish kitchen and garden program to support food insecurity.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>- employ staff member to facilitate program,</li> <li>- Stephanie Alexander Program Professional Development to three staff members,</li> <li>- remodel garden space,</li> <li>- purchase of equipment for kitchen space.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Bunnings, Stephanie Alexander Foundation</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>