

2024 Annual Implementation Plan

for improving student outcomes

Mount Egerton Primary School (1918)



Submitted for review by Tegan Bell (School Principal) on 11 December, 2023 at 01:32 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 December, 2023 at 12:14 PM
Endorsed by Liz Marsden (School Council President) on 19 December, 2023 at 01:06 PM

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 every student in literacy and numeracy	Yes	By 2027, the average percentage of Year 3 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage: <ul style="list-style-type: none"> • Reading at or above 70% (average over 2023-27 SSP) • Writing at or above 73% (average over 2023-27 SSP) • Numeracy at or above 70% (average over 2023-27 SSP) *The panel agreed that due to the small numbers at each level it was prudent to use the average.	The percentage of Year 3 students in 'exceeding' and 'strong' proficiency levels of NAPLAN over two years (2023 and 2024)- 60% in Reading- 60% in Writing- 80% in Mathematics
		By 2027, the average percentage of Year 5 students assessed as strong or exceeding in NAPLAN will be greater than the 2023 similar schools percentage: <ul style="list-style-type: none"> • Reading at or above 75% (average over 2023-27 SSP) • Writing at or above 65% (average over 2023-27 SSP) • Numeracy at or above 70% (average over 2023-27 SSP) *The panel agreed that due to the small numbers at each level it was prudent to use the average.	NA due to no Grade 5s in 2024
		By 2027, the percentage of F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as being at or above age expected levels will in: <ul style="list-style-type: none"> • Reading increase from 75% in 2022 to 83% • Writing increase from 63% in 2022 to 70% • Number and Algebra increase from 69% in 2022 to 75%. 	The percentage of students being at or above age expected levels in:- Reading will increase from 72% (2023) to 77% (2024)- Writing will increase from 36% (2023) to 50% (2024)- Number and Algebra will increase from 64% (2023) to 68% (2024)
		By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: <ul style="list-style-type: none"> • In the effective teaching practice for cognitive engagement domain - overall from 57% in 2022 to 70% And the factor <ul style="list-style-type: none"> • Stimulated learning from 80% in 2022 to 84% 	The percentage of 4-6 students reporting positive endorsement in the AToSS- effective teaching practice for cognitive engagement domain – 62%- stimulated learning – from 93% (2023) to 94% (2024)
		By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module: <ul style="list-style-type: none"> • Stimulating learning environment to be maintained at 90% or above 	The percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module- stimulated learning environment maintain at 90% (2022) or above
Empower students in their wellbeing	Yes	By 2027, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> • Sense of confidence from 67% in 2022 to 80% In the Social Engagement domain <ul style="list-style-type: none"> • Sense of connectedness from 47% in 2022 to 80%. 	The percentage of 4-6 students reporting positive endorsement in the AToSS- Sense of confidence maintain above 90% (2023)- Sense of connectedness maintain at 91% (2023)

		By 2027 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2022 to 26%.	The percentage of students with 20 or more days absent to decrease from 31% (2022) to 29%

Goal 3	Maximise the learning growth of every student in literacy and numeracy		
12-month target 3.1-month target	The percentage of Year 3 students in 'exceeding' and 'strong' proficiency levels of NAPLAN over two years (2023 and 2024) - 60% in Reading - 60% in Writing - 80% in Mathematics		
12-month target 3.2-month target	NA due to no Grade 5s in 2024		
12-month target 3.3-month target	The percentage of students being at or above age expected levels in: - Reading will increase from 72% (2023) to 77% (2024) - Writing will increase from 36% (2023) to 50% (2024) - Number and Algebra will increase from 64% (2023) to 68% (2024)		
12-month target 3.4-month target	The percentage of 4-6 students reporting positive endorsement in the AToSS - effective teaching practice for cognitive engagement domain – 62% - stimulated learning – from 93% (2023) to 94% (2024)		
12-month target 3.5-month target	The percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module - stimulated learning environment maintain at 90% (2022) or above		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop and embed a culture of professional learning communities		Yes
KIS 3.b Leadership	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices.		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.	In 2023 the school completed the PLC training, but due to staff absence it was not maintained. Developing and embedding PLCs into the school culture will allow collaboration between staff, unpacking data sets and developing tasks to address student needs - both support and extension. In doing so, student outcomes will improve.		
Goal 4	Empower students in their wellbeing		
12-month target 4.1-month target	The percentage of 4-6 students reporting positive endorsement in the AToSS - Sense of confidence maintain above 90% (2023) - Sense of connectedness maintain at 91% (2023)		
12-month target 4.2-month target	The percentage of students with 20 or more days absent to decrease from 31% (2022) to 29%		

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Embed a whole school approach to inclusion, wellbeing and engagement. (explore further examples of student agency in learning)	No
KIS 4.b Teaching and learning	Build teacher capacity to provide tiered responses to student wellbeing needs.	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.	We will have 50% new staff in 2024. We need to build upon our consistent tiered intervention responses to student wellbeing as many students have been identified as needing additional assistance for their wellbeing through the student check in tool.	

Define actions, outcomes, success indicators and activities

Goal 3	Maximise the learning growth of every student in literacy and numeracy			
12-month target 3.1 target	The percentage of Year 3 students in 'exceeding' and 'strong' proficiency levels of NAPLAN over two years (2023 and 2024) - 60% in Reading - 60% in Writing - 80% in Mathematics			
12-month target 3.2 target	NA due to no Grade 5s in 2024			
12-month target 3.3 target	The percentage of students being at or above age expected levels in: - Reading will increase from 72% (2023) to 77% (2024) - Writing will increase from 36% (2023) to 50% (2024) - Number and Algebra will increase from 64% (2023) to 68% (2024)			
12-month target 3.4 target	The percentage of 4-6 students reporting positive endorsement in the AToSS - effective teaching practice for cognitive engagement domain – 62% - stimulated learning – from 93% (2023) to 94% (2024)			
12-month target 3.5 target	The percentage of parents reporting positive endorsement to the Parent Opinion Survey measure in student cognitive engagement module - stimulated learning environment maintain at 90% (2022) or above			
KIS 3.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	Develop and embed a culture of professional learning communities			
Actions	Establish PLC structures to support teacher collaboration and strengthen teaching practice. Revise maths curriculum documentation and instruction model to align with Victorian Curriculum 2.0.			
Outcomes	<ul style="list-style-type: none"> - Identified students will be supported to learn at their point of need - Teachers will engage with the PLC to reflect on practice, evaluate and plan curriculum, assessments and lessons - Leaders will ensure PLCs are prioritised in the meeting schedule - Students will know how lessons are structured using the new maths instructional model and how this supports their learning - Teachers will plan using the refined school's maths curriculum documentation and instructional model - Maths leader will revise and refine the school's maths curriculum documentation and instructional model 			
Success Indicators	<p>Early</p> <ul style="list-style-type: none"> - Meeting minutes reflecting the collection and analysis assessment tasks and planning as a result of the analysis of data - Documented plan to trial cross-school PLC - Teacher judgements against the curriculum - Evidence of teachers inputting data to the data wall and moderating assessments <p>Late</p> <ul style="list-style-type: none"> - Data tracker used to track student learning growth - Differentiation evident in planners - Documentation showing the maths curriculum and instructional model - Post assessment results 			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams

Provide whole school approach to maths including maths intervention and supporting students with additional needs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule professional development on the new maths curriculum.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule professional development on the instructional model based on PMSS work.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prioritise time for PLC inquiry cycles in learning areas and wellbeing.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule first PLC to take place Term 1, Week 2.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Organise learning walks to observe staff practice in chosen area of PLC focus.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 4	Empower students in their wellbeing
12-month target 4.1 target	The percentage of 4-6 students reporting positive endorsement in the AToSS - Sense of confidence maintain above 90% (2023) - Sense of connectedness maintain at 91% (2023)
12-month target 4.2 target	The percentage of students with 20 or more days absent to decrease from 31% (2022) to 29%
KIS 4.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to provide tiered responses to student wellbeing needs.
Actions	Establish a whole school approach to student mental health and wellbeing.
Outcomes	<ul style="list-style-type: none"> - Students will report improved emotional awareness and resilience - At-risk students will be identified and receive targeted intervention - Teachers will trial some school wide positive behaviour strategies - Teachers will incorporate trauma informed practices in the classroom - Leaders will establish a whole school approach to the implementation of Berry Street education model - Leaders will explore school wide positive behaviour

Success Indicators	Early - Behaviour records in Compass - Documentation of school approach to mental health and wellbeing - Data used to identify students in need of targeted support Late - Attendance data - School based survey data linked to sense of confidence and sense of connectedness			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Recruit additional staff to support at-risk students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,260.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document policies and processes of Berry St educational model implementation.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,300.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule quarterly surveys for student feedback based on sense of confidence and sense of connectedness, unpack results with staff and students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> 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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$15,619.58	\$15,619.58	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$51,372.83	\$51,372.83	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Recruit additional staff to support at-risk students.	\$36,260.00
Develop and document policies and processes of Berry St educational model implementation.	\$3,300.00
Totals	\$39,560.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Recruit additional staff to support at-risk students.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$5,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Recruit additional staff to support at-risk students.	from: Term 1 to: Term 4	\$15,619.58	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$15,619.58	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Recruit additional staff to support at-risk students.	from: Term 1 to: Term 4	\$27,453.25	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Develop and document policies and processes of Berry St educational model implementation.	from: Term 1 to: Term 4	\$3,300.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
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
Schedule professional development on the new maths curriculum.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule professional development on the instructional model based on PMSS work.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site