2024 Annual Implementation Plan

for improving student outcomes

Winchelsea Primary School (2015)

Submitted for review by Nicholas Keating (School Principal) on 24 November, 2023 at 12:33 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 08 February, 2024 at 11:32 AM
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	Emerging
	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	Emerging
	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.	Emerging
	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	Evolving
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	It is difficult to assess how the school is tracking towards its 4 year goals (which conclude this year) due to change in NAPLAN reporting. Comparisons to like schools show that Winchelsea PS is still performing poorer than like schools across 9 our of 10 indicators in NAPLAN. Wellbeing and mental health improvements have been well-embedded into the school during the life of the SSP, however it is forecasted that the Teaching & Learning agenda will need to be priority number one moving forward into a school review year.

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
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	Yes	Support for the priorities

strategy and a wellbeing key improvement strategy.		

To improve learning growth for all students in Literacy and Numeracy	No	To increase the percentage of Year 5 students above NAPLAN Benchmark growth in: • Reading from 5% (2019) to 25% • Writing from 9% (2019) to 25% • Numeracy from 5% (2019) to 25%

Every student to demonstrate at least one Victorian Curriculum level learning growth in literacy and numeracy every year based on teacher judgement:
Baseline data in 2019:

Year Level (end Sem 2)	Reading		Wrtiing		Number
Year 1	18/18	100%	17/18	94%	17/18
Year 2	13/16	81%	13/16	81%	15/16
Year 3	15/21	71%	15/21	71%	14/21
Year 4	17/20	85%	19/20	95%	17/20
Year 5	22/24	91%	23/24	95%	22/24
Year 6	19/19	100%	19/19	100%	18/19

Maintain 75% of the students in the top two bands in Year 3 NAPLAN in Literacy and Numeracy in the top two bands in Year 5:
• Reading from 44% (Year 3 - 2019) to 33% (Year 5 -2021)
• Writing from 44% (Year 3 - 2019) to 33% (Year 5 -2021)
• Numeracy from 28% (Year 3 - 2019) to 21% (Year 5 -2021)

To create actively engaged learners	No	To increase positive student response to AtoSS factors in the social engagement domain: • Sense of connectedness from 74% to 85% • Student voice and agency from 79% to 85%

To increase positive response in the Staff Opinion survey:
• Collective Efficacy from 69% to 80%

		• Academic Emphasis from 73% to 85%
		Reduce the number of students recording 20 or more days absent from 39% (2019) to 25%

To develop healthy, happy and resilient students	No	To increase positive student response to AtoSS factors in the school safety domain,
		    • *Not experiencing bullying* from 47% to 60%
		    • *Respect for diversity* in current Year 4 cohort from 50% (2019) to 80% and maintained at Year 4-6 for the life of the SSP

		To increase positive response on Staff Opinion Survey factor, *Trust in students and parents* from 63% to 80%.
		To increase positive student response to AtoSS factors in effective teaching practices for cognitive engagemen • Effective classroom behaviour from 81% (2019) to 90%

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	To increase the percentage of students in Strong or Exceeding by the following measures: - Year 3 Reading from 48% (2023) to 53% (2024) - Year 5 Reading from 56% (2023) to 61% (2024) - Year 3 Writing from 38% (2023) to 43% (2024) - Year 5 Writing from 38% (2023) to 43% (2024) - Year 3 Numeracy from 52% (2023) to 57% (2024) - Year 5 Numeracy from 33% (2023) to 38% (2024) To reduce the percentage of students missing more than one day per fortnight from 46% (2022) and 37% (2023) to 32% (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	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.		

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	To increase the percentage of students in Strong or Exceeding by the following measures: - Year 3 Reading from 48% (2023) to 53% (2024) - Year 5 Reading from 56% (2023) to 61% (2024) - Year 3 Writing from 38% (2023) to 43% (2024) - Year 5 Writing from 38% (2023) to 43% (2024) - Year 3 Numeracy from 52% (2023) to 57% (2024) - Year 5 Numeracy from 33% (2023) to 38% (2024) To reduce the percentage of students missing more than one day per fortnight from 46% (2022) and 37% (2023) to 32% (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	- Develop a curriculum, instruction and assessment framework that is centred on responsive and evidence-based teaching. - Develop an evidence-based whole-school policy and implementation plan to reduce absence.
Outcomes	- Leaders will: become highly skilled at tracking and monitoring student growth and other data sources to drive improvement. - Teachers will: develop more rigorous and targetted learning programs to drive increase achievement. - Students will: become more confident learners who are at school most of the time.
Success Indicators	Some early indicators of the school's success will include: - Increased student confidence, as found in ATOSS. - A positive response, showing growth in staff collaboration using the PLCs Maturity Matrix in Term 1. - High levels of attainment of learning outcomes, in particular using the ongoing assessments.

	Some later indicators of the school's success will include: - Increase in positive endorsement of collective efficacy and collective focus on student learning, as found in staff opinion survey. - High levels of attainment in learning outcomes, particularly when using Dibels data to track growth over the year. - A significant proportion of students achieving more than a year's growth in a year.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in two Communities of Practice - the Maths COPP to support the ongoing work of the PMS initiative and the Colac-based Literacy COP to drive improvement in reading and writing.	☑ Leadership team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with the services of an Inclusion Outreach Coach to support staff capacity with Tier 1 behaviours.	☑ Disability inclusion coordinator ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage the services of an Occupational Therapist to provide ongoing supports to selected students in our care.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 3 to: Term 4	$30,753.25 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Provide ongoing coaching for teachers and integration aides related to inclusion, tier 1 and tier 2 behaviours and adjustments for diverse learners.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 2 to: Term 4	$118,957.12 ☑ Disability Inclusion Tier 2 Funding will be used
Purchase, implement and track a centralised data collection point for ongoing and point-in-time assessments.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Throughout the course of the year, refine the curricular, assessment and instructional practice to align with the research base and the principles of responsive teaching. This includes the implementation of sat-nav meetings to support teachers in collective decision making around learning.	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$98,192.74 ☑ Equity funding will be used
Implement rigorous and effective PLC cycles.	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop an holistic and research-based approach to reducing absence.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$98,192.74	$98,192.74	$0.00
Disability Inclusion Tier 2 Funding	$118,957.12	$118,957.12	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	$247,903.11	$247,903.11	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Participate in two Communities of Practice - the Maths COPP to support the ongoing work of the PMS initiative and the Colac-based Literacy COP to drive improvement in reading and writing.	$0.00
Engage with the services of an Inclusion Outreach Coach to support staff capacity with Tier 1 behaviours.	$0.00
Engage the services of an Occupational Therapist to provide ongoing supports to selected students in our care.	$30,753.25
Provide ongoing coaching for teachers and integration aides related to inclusion, tier 1 and tier 2 behaviours and adjustments for diverse learners.	$118,957.12
Throughout the course of the year, refine the curricular, assessment and instructional practice to align with the research base and the principles of responsive teaching. This includes the implementation of sat-nav meetings to support teachers in collective decision making around learning.	$98,192.74

Develop an holistic and research-based approach to reducing absence.	$0.00
Totals	$247,903.11

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Throughout the course of the year, refine the curricular, assessment and instructional practice to align with the research base and the principles of responsive teaching. This includes the implementation of sat-nav meetings to support teachers in collective decision making around learning.	from: Term 1 to: Term 4	$98,192.74	☑ School-based staffing
Totals		$98,192.74	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide ongoing coaching for teachers and integration aides related to inclusion, tier 1 and tier 2 behaviours and adjustments for diverse learners.	from: Term 2 to: Term 4	$118,957.12	☑ Professional learning for school-based staff • Education support ☑ Education workforces and/or assigning existing school staff to inclusive education duties

			• Disability inclusion coordinator
Totals		$118,957.12	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Participate in two Communities of Practice - the Maths COPP to support the ongoing work of the PMS initiative and the Colac-based Literacy COP to drive improvement in reading and writing.	from: Term 1 to: Term 4		
Engage with the services of an Inclusion Outreach Coach to support staff capacity with Tier 1 behaviours.	from: Term 1 to: Term 2		
Engage the services of an Occupational Therapist to provide ongoing supports to selected students in our care.	from: Term 3 to: Term 4	$30,753.25	☑ Employ allied health professional to provide Tier 2 tailored support for students
Develop an holistic and research-based approach to reducing absence.	from: Term 1 to: Term 4		
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
Participate in two Communities of Practice - the Maths COPP to support the ongoing work of the PMS initiative and the Colac-based Literacy COP to drive improvement in reading and writing.	☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	☑ Planning	☑ Communities of practice	☑ Literacy expertise	☑ Off-site Colac & Anglesea
Engage with the services of an Inclusion Outreach Coach to support staff capacity with Tier 1 behaviours.	☑ Disability inclusion coordinator ☑ Leadership team	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources Inclusion Outreach	☑ On-site
Provide ongoing coaching for teachers and integration aides related to inclusion, tier 1 and tier 2 behaviours and adjustments for diverse learners.	☑ Disability inclusion coordinator	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Throughout the course of the year, refine the curricular, assessment and instructional practice to align with the research base and the principles of responsive teaching. This includes the	☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Internal staff	☑ On-site

implementation of sat-nav meetings to support teachers in collective decision making around learning.					☑ Departmental resources EILs, SSS Speech Pathologists	
Implement rigorous and effective PLC cycles.	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Internal staff	☑ On-site