

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Albion Primary School (4265)



# **Albion Primary School**

Submitted for review by Adrienne Williamson (School Principal) on 19 December, 2023 at 01:25 PM  
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 19 December, 2023 at 01:28 PM  
Endorsed by Adam Bird (School Council President) on 20 December, 2023 at 11:16 AM

## 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>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To decrease the overall percentage of students in the developing and needs extra support proficiency levels of NAPLAN Numeracy. • Year 3 from 30% in 2023 to 25% in 2024 • Year 5 from 16% in 2023 to 10% in 2024</p>

<b>Goal 1</b>	<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>		
<b>12-month target 1.1-month target</b>	<p>To decrease the overall percentage of students in the developing and needs extra support proficiency levels of NAPLAN Numeracy.</p> <ul style="list-style-type: none"> <li>• Year 3 from 30% in 2023 to 25% in 2024</li> <li>• Year 5 from 16% in 2023 to 10% in 2024</li> </ul>		
<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>	To decrease the overall percentage of students in the developing and needs extra support proficiency levels of NAPLAN Numeracy. <ul style="list-style-type: none"> <li>• Year 3 from 30% in 2023 to 25% in 2024</li> <li>• Year 5 from 16% in 2023 to 10% in 2024</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Build staff capacity in their knowledge of the new Victorian Curriculum - Mathematics V2.</li> <li>• Build staff capacity in assessment and differentiation in mathematics to identify and meet students' individual learning needs.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students in need of targeted support or intervention in mathematics will be identified and supported</li> <li>• Students will know what the next steps are to progress their learning in mathematics</li> <li>• Teachers will identify student learning needs in mathematics based on diagnostic assessment data</li> <li>• Teachers will plan for differentiation based on student learning data</li> <li>• Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments</li> <li>• Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning</li> <li>• Leaders will support teaching staff to revise specific units of learning identified through student outcomes data</li> </ul>
<b>Success Indicators</b>	Early Indicators: <ul style="list-style-type: none"> <li>• Curriculum documentation will show plans for differentiation in mathematics</li> </ul>

- School documentation will show development of new Mathematics curriculum V2
- Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning
- Formative and summative mathematics assessment rubrics will show student learning growth

Late Indicators:

- Victorian Curriculum teacher judgements will show increased learning growth in mathematics
- Staff Survey factors of instructional leadership and collective efficacy will increase
- Attitudes to School Survey factors stimulated learning and advocate at school will increase

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Allocate time for staff to build their knowledge of Mathematics V2	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Maths coach to be employed to work with staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Staff to review current mathematics curriculum and assessment documentation and develop it to reflect Mathematics V2.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Organise end-of-term focus groups with students, particularly those with low mathematics results, to gather feedback on the instructional model so that this can be modified for greater impact. (Use of the Inclusive Student Voice Toolkit to support students with lower levels of literacy if required.)	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Refresh peer observations with a focus on differentiation and adjustments in mathematics lessons.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>KIS 1.b</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			
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning using Resilience, Rights and Respectful Relationships program (RRRR).			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will report improved emotional awareness and resilience</li> <li>• Students will be able to explain what positive mental health looks like and where they can seek support at school</li> <li>• Teachers will plan for and implement social and emotional learning within their class</li> <li>• Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>• Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li> <li>• Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>• Curriculum documentation will show planning for social and emotional learning (RRRR)</li> <li>• Notes from learning walks and peer observation will indicate how staff are embedding social and emotional learning</li> <li>• Student support resources displayed around the school will provide advice on how students can seek support</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>• Victorian Curriculum: Personal and Social Capability</li> <li>• Staff Survey factors: collective efficacy, trust in colleagues</li> <li>• Attitudes to School Survey factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience will increase</li> </ul>			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue the development of the RRRR scope and sequence document	<input checked="" type="checkbox"/> Respectful relationships implementation team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,600.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide the wellbeing team with additional professional learning to build capacity	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Peer observations with a focus on the social emotional elements of the Personal and Social General Capability	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Unpacking the Personal and Social Capability of the Victorian Curriculum	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

