

2024 Annual Implementation Plan

for improving student outcomes

South Melbourne Primary School (5559)



Submitted for review by Noel Creece (School Principal) on 22 December, 2023 at 02:30 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 22 January, 2024 at 10:52 AM
Endorsed by Dragan Rajak (School Council President) on 24 January, 2024 at 01:00 PM

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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.	Excelling
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	As we are in the final year of our SSP, we have been able to make strong progress towards our goals. We captured our target and KIS achievements in our school review. We are looking forward to working towards achieving the goals of our next SSP.
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
<p>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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Strengthen excellence in student learning outcomes.	Yes	NAPLAN targets to be determined.	Increase the percentage of students scoring 'Exceeding' in Year 5 NAPLAN Mathematics
		By 2027, increase the percentage of positive endorsement for School Staff Survey (SSS) factors: <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 85% in 2022 to 88% • Monitoring and effectiveness of using data from 81% in 2022 by 85% 	Increase positive endorsement in SSS 'Guaranteed and Viable Curriculum' from 85% to 86%
Enhance wellbeing by fostering connectedness and engagement	Yes	By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Respect for diversity from 65% in 2022 to 70% • Perseverance from 66% in 2022 to 70% 	Increase positive endorsement in AtoSS 'Perseverance' from 66% to 68%
		By 2027, increase the percentage of positive endorsement for the Parent Opinion Survey (POS) factor Student agency and voice from 77% in 2022 to 80%.	Not a priority in 2024

		By 2027, obtain at least 70% positive endorsement on the school-developed survey for Resilience.	Not a priority in 2024

Goal 2	Strengthen excellence in student learning outcomes.		
12-month target 2.1-month target	Increase the percentage of students scoring 'Exceeding' in Year 5 NAPLAN Mathematics		
12-month target 2.2-month target	Increase positive endorsement in SSS 'Guaranteed and Viable Curriculum' from 85% to 86%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed the school's guaranteed and viable curriculum for learning		Yes
KIS 2.b Teaching and learning	Embed the school's instructional model		No
KIS 2.c Teaching and learning	Strengthen teacher capabilities to challenge high-ability students		No
KIS 2.d Engagement	Develop approaches to further engage parents with their children's learning		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.	The introduction of the new Maths curriculum across Victoria requires us to adapt our existing curriculum documentation. Re-aligning our documentation and lessons will ensure that we are continuing to meet the Victorian Curriculum whilst also enhancing student outcomes. This will further support staff perceptions of our Guaranteed and Viable Curriculum in the School Staff Survey.	
Goal 3	Enhance wellbeing by fostering connectedness and engagement	
12-month target 3.1-month target	Increase positive endorsement in AtoSS 'Perseverance' from 66% to 68%	
12-month target 3.2-month target	Not a priority in 2024	
12-month target 3.3-month target	Not a priority in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Develop a guaranteed and viable curriculum for wellbeing.	No
KIS 3.b Support and resources	Embed inclusive practices.	No
KIS 3.c Engagement	Strengthen teacher capabilities to build students' resilience and problem-solving skills.	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.	Our School Review Panel noted that we have room to further improve in the area of student resilience and problem-solving skills. This finding was consistent with our Attitudes to School results reflecting lower scores in the 'Perseverance' factor. This KIS builds upon our previous focus areas of unexpected/expected behaviours and restorative conversations.	

Define actions, outcomes, success indicators and activities

Goal 2	Strengthen excellence in student learning outcomes.
12-month target 2.1 target	Increase the percentage of students scoring 'Exceeding' in Year 5 NAPLAN Mathematics
12-month target 2.2 target	Increase positive endorsement in SSS 'Guaranteed and Viable Curriculum' from 85% to 86%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's guaranteed and viable curriculum for learning
Actions	<ul style="list-style-type: none"> * Document and follow a P-6 scope and sequence that aligns to the new Victorian Curriculum in Mathematics * Begin to develop a shared understanding of problem-solving strategies that extend high-ability students within their regular Maths lessons
Outcomes	<p>Students will...</p> <ul style="list-style-type: none"> * Be aware of problem-solving strategies taught by their teachers <p>Teachers will...</p> <ul style="list-style-type: none"> * Be familiar with the changes to the curriculum and up-to-date with the Mathematics skills included in their year level * Articulate and plan for problem-solving strategies that can be used to extend high-ability students within their Maths lessons <p>Mid-level Leaders will...</p> <ul style="list-style-type: none"> * Articulate the scope and sequence for Mathematics and strategies to extend high-ability students within their Maths lessons in order to support teachers
Success Indicators	<ul style="list-style-type: none"> * Teacher Judgment check ins (once or twice per term) * Lesson plans

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Compare new curriculum to current one	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Run professional learning on extending students' mathematical thinking through problem solving	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 3	Enhance wellbeing by fostering connectedness and engagement			
12-month target 3.1 target	Increase positive endorsement in AtoSS 'Perseverance' from 66% to 68%			
12-month target 3.2 target	Not a priority in 2024			
12-month target 3.3 target	Not a priority in 2024			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher capabilities to build students' resilience and problem-solving skills.			
Actions	<ul style="list-style-type: none"> * Provide Professional Learning opportunities on teaching resilience, emotional regulation and problem-solving strategies * Develop a whole-school script and resources for lessons which foster resilience and problem-solving skills 			
Outcomes	Students will: <ul style="list-style-type: none"> * Have a shared language to use when attempting to solve conflict * Begin to utilise problem-solving strategies alongside teachers, and then independently * Have an improved perception of their own resilience as evidenced in student survey data 			

	<p>Teachers will...</p> <ul style="list-style-type: none"> * Learn emotional regulation strategies and how to teach them * Learn problem-solving strategies and processes, including how to teach and encourage them * Use scripts using consistent phrases across the school <p>Mid-level Leaders will...</p> <ul style="list-style-type: none"> * Model scripting for problem-solving support with students * Support teachers within their team to teach skills for emotional regulation and problem solving 			
Success Indicators	<ul style="list-style-type: none"> * Focus Groups * Learning Walks * PLT Meeting Observations * Wellbeing and yard duty incident records (Compass Chronicles) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ Learning Specialist and ES staff to support Tier 2 programs	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$162,779.20
Employ ES Disability Inclusion Leader – Social Emotional Intervention	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$56,811.88 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole-school language for resilience	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00

Up-skill teams through PLT	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Participate in trauma-informed practice professional learning	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$9,900.00 <input checked="" type="checkbox"/> Other funding will be used
Develop social emotional program	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$22,743.60

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,743.60	\$0.00	\$22,743.60
Disability Inclusion Tier 2 Funding	\$162,779.20	\$0.00	\$162,779.20
Schools Mental Health Fund and Menu	\$56,811.88	\$56,811.88	\$0.00
Total	\$242,334.68	\$56,811.88	\$185,522.80

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ ES Disability Inclusion Leader – Social Emotional Intervention	\$56,811.88
Totals	\$56,811.88

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ ES Disability Inclusion Leader – Social Emotional Intervention	from: Term 1 to: Term 1	\$56,811.88	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$56,811.88	

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
Compare new curriculum to current one	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Participate in trauma-informed practice professional learning	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site PD provided off-site by Berry Street. Location to be confirmed closer to the date.