

Annual Implementation Plan - 2024

Actions, outcomes, success indicators and activities

Fyans Park Primary School (4919)



Submitted for review by Darlene Cameron (School Principal) on 19 December, 2023 at 01:28 PM

Endorsed by Robyn Marr (Senior Education Improvement Leader) on 16 January, 2024 at 01:55 PM

Endorsed by Heather Hall (School Council President) on 22 January, 2024 at 09:15 AM

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	LearningTargets By end of 2024, the percentage of Year 5 students assessed as Exceeding in NAPLAN Numeracy will reach to 25% **Data indicative of 2022 Year 3 top two bands data and 2023 Naplan result in Exceeding. By end of 2024, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years' growth to increase from 92% in 2023 to 95% in all year levels. WellbeingTargets To increase the % of positive responses on AToSs for the following factors: Student Voice and Agency from 65% in 2023 to 85% in 2024 Teacher Concern from 70% in 2023 to 80% in 2024 Managing Bullying from 80% in 2023 to 90% in 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	Continue to develop a whole school evidenced based approach to the teaching of Mathematics (BIG Ideas in Number) with PLC coaching. Plan and deliver internal whole school professional learning in evidenced based approaches in Literacy (Reading, Spelling and Phonics instruction) Maintain PLC structures to support teacher inquiry and collaboration, including data literacy, differentiation and reflection of teaching practice Continue to embed the whole school instructional model and implement revised Assessment Schedule Continue to develop, refine and review Mathematics GVC in light of updated curriculum (Mathematics 2.0)

	School Improvement Team to document - Guide to Literacy and Numeracy Instruction at Fyans Park. The school will undertake a thorough Pre Review Self Evaluation in readiness for School Review in Term 4			
Outcomes	<p>Leaders will support teaching staff to build data literacy and differentiation practices through clear processes, professional learning and coaching.</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs and these will be evidenced in planning documents.</p> <p>Students will know what the next steps are to progress their learning via success criteria and learning goals</p> <p>Teachers will identify student learning needs based on diagnostic assessment data through the use of the schools agreed assessment schedule including the introduction of DIBELS Assessment</p> <p>Teachers and tutors will plan for differentiation based on student learning data in PLCs as evidenced in planning documents and in teaching</p>			
Success Indicators	<p>Early indicators:</p> <p>Curriculum and planning documentation will show plans for differentiation and describe adjustments being made to support individual students</p> <p>Tutor Planning will show how individual students' learning needs are being supported</p> <p>Formative and summative assessment rubrics and cross checks will identify student learning growth</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed in conjunction with students and their families.</p> <p>Late indicators:</p> <p>Victorian Curriculum teacher judgements will show increased learning growth in Mathematics</p> <p>EA results will demonstrate growth/results (short and longer term growth)</p> <p>Student, Staff and Parent opinion survey results</p> <p>PRSE and School Review outcomes</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Specialist to mentor and guide PLC Leaders (fortnightly) to build instructional leadership capacity with support from external coach also working with PLCS in Numeracy planning.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00

<p>Continue to implement Mini Lit literacy intervention for at risk students (Gr 1/2) and improve capacity to monitor progress, short and long term.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$41,170.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Teachers will engage in internal and SSS Area team Professional learning, focussed on progress monitoring and differentiation for at risk students supported by the use of DIBELS.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Principal Class team will lead school community through Pre-Review Self Evaluation (PRSE) in consultation with Staff, Students, School Council and Parents/Carers in readiness for School Review - Term 4, 2024.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>KIS 1.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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Wellbeing/SWPBS Team to adapt SWPBS Bullying prevention resources to our schools context Teach Procedures for students experiencing incidences of disrespect Develop common procedures for staff when incidences of disrespect or bullying are reported Weekly Analysis of "Big 5" Behaviour Data in SWPBS meetings (Incidents per day/month, location, students, problem behaviour, time of day) to identify opportunities for practice improvement and solve problems at the whole school level. Establish student focus groups to promote student voice and seek feedback from students on all aspects of school life</p>			

Outcomes	<p>Wellbeing/SWPBS team will meet weekly and regularly analyse whole school data Students will be able to explain the process for help seeking and this will be a whole school consistent message Teachers will consistently implement SWPBS effective teaching and learning practices Parents and Carers will understand the desired school behaviours and the procedures for responding to minor and major behaviours The majority of FPPS students will understand and consistently demonstrate expected classroom behaviours, routines and procedures</p>			
Success Indicators	<p>Early Indicators SWPBS Expected behaviours and shared vision prominently displayed throughout the school Use of SWPBS language evident when teachers communicate with students Analysis of Chronicle data as reflected in SWPBS meeting minutes Lesson plans demonstrate consideration of student behaviour needs when developing and reviewing social skills lessons to teach expected behaviours</p> <p>Late Indicators SWPBS Self assessment survey (TFI) to progress from 29% to at least 70% by end of 2024. SWPBS Meeting minutes will reflect ongoing monitoring, analysis and subsequent action via a restorative and corrective behaviour lens Achievement of AToSS Data AIP goals (Student Voice & Agency, Teacher Concern and Managing Bullying)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS team will implement and monitor whole school wellbeing plan that includes social skills lessons linked to the schools values and expected behaviours supported further by TRP and RRRR.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Team will continue to meet weekly to undertake analysis of Big 5" Behaviour data (Incidents per day/month, location, students, problem behaviour, time of day)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
SWPBS Leader in consultation with all staff will establish agreed whole school positive behaviour reinforcement system and review tracking of unexpected behaviours.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/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