

Annual Implementation Plan - 2024

Select annual goals and KIS

Frankston Heights Primary School (4815)



Submitted for review by Cheryl Clark (School Principal) on 19 December, 2023 at 06:03 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 January, 2024 at 04:11 PM

Endorsed by Rob Colcott (School Council President) on 27 March, 2024 at 03:09 PM

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.
To maximise the learning growth of every student.	Yes	<p>By 2026, increase the percentage of students achieving above benchmark growth in NAPLAN Numeracy in Year 5 from 28% (2021) to 35%</p> <p>By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Writing in Year 5 from 32% (2021) to 25%</p> <p>By 2026, decrease the percentage of students achieving below benchmark growth in NAPLAN Reading in Year 5 from 27% (2021) to 21%</p>	<p>By 2024,- increase the percentage of students in the exceeding proficiency level in NAPLAN Year 5 Reading from 29% to 31% (2023 baseline) - increase the proportion of students in the 'exceeding' proficiency level in NAPLAN Year 5 Writing from 18% to 20% (2023 baseline).- increase the percentage of students in the 'exceeding' proficiency level in NAPLAN Year 5 Numeracy from 12% to 14% (2023 baseline).</p>
		<p>By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 74% (2021 Semester 2) to at or above 90%</p> <p>By 2026, increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian</p>	<p>By 2024, - increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 78% (2023 Semester 2) to at or above 80%.- increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in</p>

		Curriculum in Writing from 68% (2021 Semester 2) to at or above 90%	Writing from 73 % (2023 Semester 2) to at or above 75%.
		By 2026, increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 56% (2021) to 67% By 2026, increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 32% (2021) to 50%	By 2024,- increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 50% (2023) to 54%- increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 44% (2023) to 47%
Develop the capacity of students to be active and engaged learners and citizens.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Sense of confidence from 82% (2022) to 89% • Student voice and agency from 61% (2022) to 70% • Managing bullying from 71% (2022) to 80% By 2026, increase the percent positive responses score on AtoSS for Resilience from 58% (2022) to 66%	By the end of 2024, increase the percent positive responses score on AtoSS for the following factors: Effective classroom behaviour from 69% (2023) to 72%Sense of confidence from 69% (2023) to 72%Student voice and agency from 58% (2023) to 61%Managing bullying from 73% (2023) to 76%
		By 2026, increase percentage positive endorsement of School Staff Survey (SSS) factor Collective efficacy from 69% (2021) to 75%.	By the end of 2024, increase percentage of positive endorsement of School Staff Survey (SSS) factor Collective Efficacy from 67% (2023) to 70%.

Goal 2	To maximise the learning growth of every student.
12-month target 2.1-month target	By 2024, - increase the percentage of students in the exceeding proficiency level in NAPLAN Year 5 Reading from 29% to 31% (2023 baseline) - increase the proportion of students in the 'exceeding' proficiency level in NAPLAN Year 5 Writing from 18% to 20% (2023 baseline).

	- increase the percentage of students in the 'exceeding' proficiency level in NAPLAN Year 5 Numeracy from 12% to 14% (2023 baseline).	
12-month target 2.2-month target	By 2024, - increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 78% (2023 Semester 2) to at or above 80%. - increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Writing from 73 % (2023 Semester 2) to at or above 75%.	
12-month target 2.3-month target	By 2024, - increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 50% (2023) to 54% - increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 44% (2023) to 47%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Review, refine and embed a consistent whole of school approach to curriculum planning and instructional practice.	No
KIS 2.b Assessment	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs.	Yes
KIS 2.c Assessment	Build staff data literacy and confidence working with student data.	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.	Effective teaching is the single biggest determinant of student improvement in the school. Teachers have a direct impact on student achievement. Therefore, building their capacity to use a range of data to target the teaching at the student's point of need is imperative for improving student learning outcomes.	

Goal 3	Develop the capacity of students to be active and engaged learners and citizens.	
12-month target 3.1-month target	By the end of 2024, increase the percent positive responses score on AtoSS for the following factors: Effective classroom behaviour from 69% (2023) to 72% Sense of confidence from 69% (2023) to 72% Student voice and agency from 58% (2023) to 61% Managing bullying from 73% (2023) to 76%	
12-month target 3.2-month target	By the end of 2024, increase percentage of positive endorsement of School Staff Survey (SSS) factor Collective Efficacy from 67% (2023) to 70%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop, refine and embed a consistent whole of school approach to behaviour and wellbeing	Yes
KIS 3.b Engagement	Embed a whole of school approach to student agency in 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.	This KIS is integral for building a positive school culture, strengthening school relationships, and enabling school wide consistent practices in behaviour and wellbeing.	

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Define actions, outcomes, success indicators and activities

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Define actions, outcomes, success indicators and activities

Goal 2	To maximise the learning growth of every student.
12-month target 2.1 target	By 2024, - increase the percentage of students in the exceeding proficiency level in NAPLAN Year 5 Reading from 29% to 31% (2023 baseline) - increase the proportion of students in the 'exceeding' proficiency level in NAPLAN Year 5 Writing from 18% to 20% (2023 baseline). - increase the percentage of students in the 'exceeding' proficiency level in NAPLAN Year 5 Numeracy from 12% to 14% (2023 baseline).
12-month target 2.2 target	By 2024, - increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Number and Algebra from 78% (2023 Semester 2) to at or above 80%. - increase the percentage of Prep - Year 6 students achieving at least one level of growth in the Victorian Curriculum in Writing from 73 % (2023 Semester 2) to at or above 75%.
12-month target 2.3 target	By 2024, - increase percentage of positive endorsement to the School Staff Survey (SSS) factor Academic emphasis from 50% (2023) to 54% - increase percentage of positive endorsement School Staff Survey (SSS) teacher collaboration from 44% (2023) to 47%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs.
Actions	*Develop a consistent school wide approach to the assessment and differentiation within literacy and numeracy.
Outcomes	Students will: *articulate and work towards their learning goals *know what their next steps are to progress their learning *be engaged and challenged in their learning

	<p>Teachers will:</p> <ul style="list-style-type: none"> *confidently identify and record student learning needs based on diagnostic and formative assessment data *implement differentiated teaching and learning to meet individual student needs *meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons <p>Leaders will:</p> <ul style="list-style-type: none"> *support staff to embed assessment, differentiation and inclusive practices through consistent, clear processes and professional learning *monitor student progress using a range of data sources and analyse this data with staff *monitor the support provided for students in need of targeted intervention and extension 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Curriculum documentation will show plans for differentiation * Notes from PLC and TLI meetings will show plans to support individual students' learning needs * Formative and summative assessment will show student learning growth * Student IEPs will describe adjustments to meet their needs, implementation, monitoring and evaluation will be observed. * Class observation notes <p>Later indicators</p> <ul style="list-style-type: none"> * Victorian Curriculum judgements showing growth in learning * Creation of non-negotiable protocols around classroom planning documents, ensuring differentiated teaching is planned for and lessons are delivered in alignment with school instructional models * NAPLAN results * Staff Survey results in Academic Emphasis, Instructional Leadership, Collective Efficacy and Teacher Collaboration 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver Writing Traits professional learning to all staff	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Utilise PLCs, SITs and observations to focus on differentiation. This will include Learning Walks to observe staff practice and collect data on student experiences of differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning opportunities to create consistent practices in assessment and differentiation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Continue to refine and embed formative assessment practices	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review the current instructional models and protocols to ensure consistency of practices and refinement if needed	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Support staff to link formative assessment data to responsive teaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$80,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 3	Develop the capacity of students to be active and engaged learners and citizens.			
12-month target 3.1 target	By the end of 2024, increase the percent positive responses score on AtoSS for the following factors: Effective classroom behaviour from 69% (2023) to 72% Sense of confidence from 69% (2023) to 72% Student voice and agency from 58% (2023) to 61% Managing bullying from 73% (2023) to 76%			
12-month target 3.2 target	By the end of 2024, increase percentage of positive endorsement of School Staff Survey (SSS) factor Collective Efficacy from 67% (2023) to 70%.			
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, refine and embed a consistent whole of school approach to behaviour and wellbeing			
Actions	<ul style="list-style-type: none"> *Deliver and implement professional learning in the Berry Street Educational Model, Zones of Regulation and refinement of Restorative Practices *Build staff capacity around the different levels of adjustments in the three tiered approach *Build staff capacity to implement consistent classroom and whole school behaviour management practices 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *articulate and demonstrate an understanding of emotional literacies and resilience *be informed about bullying and cyber-safety personal responsibilities 			

	<p>*utilise Zones of Regulation strategies to self regulate</p> <p>Teachers will:</p> <ul style="list-style-type: none"> *utilise the three tiers to intervention in managing student wellbeing as a consistent approach across the school *implement cyber-safety & bullying prevention lessons within their wellbeing programs *track and monitor 'at-risk' students and liaise with families and the wellbeing team *implement the Berry Street Model, Restorative Practices and Zones of Regulation consistently across the school <p>Support staff will:</p> <ul style="list-style-type: none"> *provide high quality support for students with additional needs in the classroom and undertake professional learning around the school's behaviour management approaches *support the implementation of the Berry Street Model, Restorative Practices and Zones of Regulation consistently across the school <p>Leaders will:</p> <ul style="list-style-type: none"> *support teachers with guidance, resources and staff professional learning to create individual wellbeing toolkits and/or strategies to support all students *monitor wellbeing data across the school and support the planning of weekly wellbeing sessions to address current student needs *focus on student mental health and wellbeing as central to all program initiatives 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> * Curriculum documentation will show plans for social and emotional learning * Class observation notes about adjustments being made to support student behaviour * Notes from Learning Walks will show how staff are implementing Berry Street Model, Zones of Regulation and Restorative Practices <p>Later indicators:</p> <ul style="list-style-type: none"> * Victorian curriculum Personal and Social Capability data * AtoSS factors: managing bullying, resilience, sense of confidence, emotional awareness and regulation * Student behaviour related IEPs will demonstrate short term goals and progress achieved through the implemented adjustments and interventions * Student wellbeing data will show a decrease in behaviour related to 'negative incidents' in the yard as recorded on SENTRAL 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Review current practices using the Schools Mental Health Menu and Planning tool to explore current understandings of social emotional learning and student mental health</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$65,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Develop a professional learning plan to increase staff capacity to effectively implement the Berry Street Education Model (BSEM), Restorative Practices and Zones of Regulation</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <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
<p>Support student leaders to run student focus groups to seek feedback on the school's approach to managing bullying, resilience, sense of confidence, emotional awareness and regulation. These leaders will then collate the information and create an action plan to address some of the issues that come from the feedback.</p>	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00
<p>Utilise Leading Teacher's expertise to support student wellbeing and assist students to thrive in the classroom</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Implement bullying prevention, respect for diversity and cyber-safety programs such as the e-Smart schools framework</p>	<p><input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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