

2024 Annual Implementation Plan

for improving student outcomes

Stevensville Primary School (5047)



Goals and Targets

Goal 1: Optimise the learning growth of every student in literacy and numeracy.	Goal 2 Improve student wellbeing outcomes.
Improve the proportion of students (Grade 3 & 5) in the exceeding or strong proficiency level of NAPLAN Grade 3 Reading from 56% (2023 baseline) Writing from 68% (2023 baseline) Numeracy from 52% (2023 baseline) Grade 5 Reading from 63% (2023 baseline) Writing from 68% (2023 baseline) Numeracy from 47% (2023 baseline)	The percentage of Year 4 to 6 students responding positively to the Student Attitudes to School Survey (AtoSS) will increase in the following factors <ul style="list-style-type: none"> • Sense of confidence to 69% • Teacher concern to 69% • Perseverance to 73%
Increase the proportion of F-6 students achieving above the expected level against the Victorian Curriculum <ul style="list-style-type: none"> • Reading and Viewing to 26% 	The percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factor <ul style="list-style-type: none"> • Parent and community involvement to 32%
Increase the proportion of F-6 students achieving at and above the expected level against the Victorian Curriculum <ul style="list-style-type: none"> • Number and Algebra to 75% 	The percentage of parents responding positively to the Parent Opinion Survey (POS) will increase in the following factor <ul style="list-style-type: none"> • Teacher communication to 70%
Decrease the proportion of F-6 students achieving below the expected level against the Victorian Curriculum <ul style="list-style-type: none"> • Writing to 30% 	
The percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors: <ul style="list-style-type: none"> • Collective efficacy to 51% • Instructional leadership to 53% • Plan differentiated learning activities to 70% 	
The percentage of Year 4 to 6 students responding positively to the Student Attitudes to School Survey (AtoSS) is to be maintained in the following factor <ul style="list-style-type: none"> • Student voice and agency - 60% 	

Goal 1	Optimise the learning growth of every student in literacy and numeracy.	
KIS Teaching & Learning	Develop and embed the capacity of all teachers to consistently deliver the school's instructional model, including embedding whole school instructional practices.	
Actions	<ul style="list-style-type: none"> • Strengthen pedagogical content knowledge in writing and mathematics and build staff capability to embed evidence-based writing and mathematics instructional models. • Build teacher capability to deliver targeted student support in literacy and mathematics for whole class, small groups and high-ability students. • Strengthen teacher and tutor/intervention collaboration in diagnosing student learning needs, monitoring student growth and support in the classroom. 	
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> • Support all staff to apply the literacy and numeracy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities • Support all staff to develop enrichment and high-ability programs for literacy and mathematics • Provide teachers and tutors with the resources to collaborate, including structures for data and curriculum sharing and formal meeting times • Support staff to improve their data literacy and differentiation practices through coaching and professional learning opportunities • Regularly engage in Learning Walks and classroom observations <p>Teachers will</p> <ul style="list-style-type: none"> • Implement the writing and mathematics instructional models • Use cohort data to plan differentiated learning in literacy and mathematics • Collaboratively track and monitor student growth in reading, writing and mathematics • Meet regularly at agreed times to collaborate, share curriculum and review student assessment data with tutor/intervention staff • Use data from formative assessments to engage in regular conversation about student learning, including developing new learning goals for students and identifying students for TLI/intervention support • Engage in coaching and peer observations to improve instructional practice <p>Students will</p> <ul style="list-style-type: none"> • Students have the opportunity to engage in high-abilities lessons in literacy and mathematics • Know what their next steps are to progress their learning • Receive support at their point of learning need 	
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled • Classroom observations and learning walks demonstrating the use of strategies from professional learning • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Improved moderation processes for writing and mathematics. 	<p>Late indicators</p> <ul style="list-style-type: none"> • Instructional models are embedded in planning documentation and classroom practice • Attitudes to School Survey: Stimulated learning, learning confidence, • Staff Opinion Survey: Instructional leadership, collective efficacy, guaranteed and viable curriculum, trust in colleagues, academic emphasis and peer feedback • Improved consistency of teacher judgements for writing and mathematics.

KIS Leadership	Strengthen Professional Learning Communities (PLC) initiative across the school	
Actions	<ul style="list-style-type: none"> • Develop staff understanding of the Professional Learning Communities (PLC) initiative. • Develop a positive learning culture throughout the school, focusing on a collaborative approach to improving teacher practice and student outcomes. • Build teacher capability to implement PLC inquiry cycles using the improvement cycle. 	
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> • Frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Provide professional development for staff focusing on PLC Inquiry cycles • Ensure that PLC structures and processes are put in place to support consistent and effective PLC practice across the school, including establishing regular PLC Leaders meetings. <p>Middle Leaders/PLC leaders will</p> <ul style="list-style-type: none"> • Foster team collaboration and build the collective efficacy of the team • Engage teams in a cycle of improvement through a collaborative inquiry process. <p>Teachers will</p> <ul style="list-style-type: none"> • Engage in professional learning and discussions during PLC and coaching sessions • Use the Improvement Cycle to collaboratively implement PLC inquiry cycles • Articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. 	
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • PLC Inquiry cycles are prioritised in the PL calendar and meeting schedule • PLC Inquiry cycles have identified goals that are directly linked to the school's AIP and priorities • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data 	<p>Late Indicators</p> <ul style="list-style-type: none"> • Improved Staff Opinion Survey data: Instructional leadership, collective efficacy, trust in colleagues, academic emphasis and collective responsibility

Goal 2	Improve student wellbeing outcomes	
KIS Teaching & Learning	Strengthen school practices in student wellbeing, engagement and inclusion.	
Actions	<ul style="list-style-type: none"> • Build a shared understanding of Disability Inclusion and enhance staff understanding of disability adjustments and how they strengthen practices to meet individual learning needs. • Establish an agreed approach to monitoring and responding to student well-being and mental health concerns. 	
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> • Prioritise the professional development of all staff in all aspects of Disability Inclusion. • Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students. • Build staff capability and knowledge to develop high-quality Individual Education Plans. • Strengthen the school-wide approach and practices in disability inclusion and behaviour management. • In collaboration with staff, develop an agreed approach to monitoring and responding to mental health and well-being concerns. <p>Teachers will</p> <ul style="list-style-type: none"> • Implement inclusive classroom practices when teaching and planning units of work. • Have an increased understanding of disability adjustments and plan for & formally record classroom adjustments. • Develop high-quality Individual Education Plans for students identified with additional learning needs. • Recognise, respond and refer 'at risk' students to receive targeted well-being, mental health and behaviour support following the agreed approach. <p>Students will</p> <ul style="list-style-type: none"> • Participate in Student Support group meetings (where applicable), having input into their goals, strategies and adjustments. • Feel supported and engaged at school and have strong relationships with peers and staff 	
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • All teachers have been trained and are developing high-quality IEPs for all students requiring reasonable adjustments • All teaching staff have engaged in professional learning about Disability Inclusion and the development of IEPs • Documented approach to referral and well-being processes 	<p>Late Indicators</p> <ul style="list-style-type: none"> • Significant reduction in the number of behaviour-related incidents between students across the school. • Curriculum documentation and planning includes disability adjustments for students with identified learning needs.