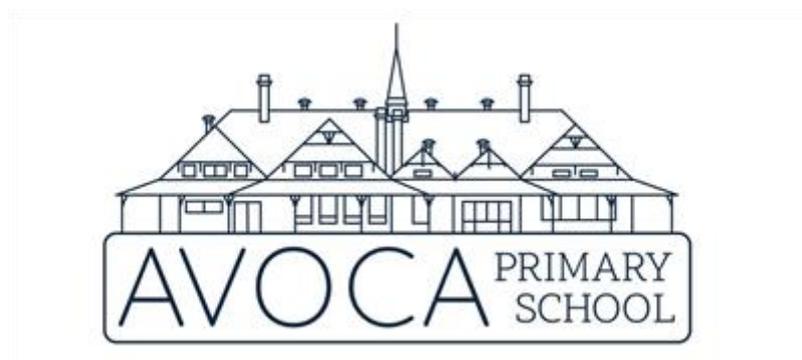# 2024 Annual Implementation Plan

for improving student outcomes

Avoca Primary School (0004)

Submitted for review by Jacinta Dellavedova (School Principal) on 14 December, 2023 at 01:20 PM
Endorsed by Dale Power (Senior Education Improvement Leader) on 19 December, 2023 at 11:55 AM
Endorsed by Stacey Blair (School Council President) on 14 March, 2024 at 09:46 AM

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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.	Evolving
	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	This year we have continued to strengthen our communication methods with parents and carers and have refined our reporting system for all stakeholders. Learning is at the centre of all Professional Learning community meetings with collaboration and classroom observations occurring regularly. Student attendance is still an area to work on.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the priorities	Increase the number of students achieving exceeding proficiency level in NAPLAN mathematics Year 5 from 0% in 2023 to 20% in 2024 and maintain the Year 3 exceeding students at 27%.Increase the number of students achieving exceeding proficiency level in NAPLAN Reading and Viewing Year 5 from 5% in 2023 to 12% in 2024 and maintain the Year 3 exceeding students at 27%.Increase the school wide positive endorsement of the AtoSS factor 'Attitude to attendance' from 75% in 2023 to 85% in 2024.
To improve student outcomes in reading	No	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPALAN: • Reading from 79% (2021) to 90% (calculated on 2024-2026 three year moving average)	
		By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands: • Reading from 33% (2021) to 45% (calculated on 2024-2026 three year moving average)	

		By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum (time series growth) in Reading and Viewing from 87% (Sem 2 2020 - Sem 2 2021) to 88%.	
To improve student outcomes in writing	Yes	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth for NAPLAN Writing from 23% (2021) to 30% (calculated on 2024-2026 three year moving average). By 2026, decrease the percentage of Year 5 students assessed as below benchmark growth for NAPLAN Writing from 31% (2021) to 18% (calculated on 2024-2026 three year moving average).	Increase the overall percentage of students at or above level against the Victorian Curriculum in writing from 77% (sem 1, 2023) to 85% in 2024.
		By 2026, increase the percentage of students in the top two NAPLAN bands: • Year 3 Writing from 19% (2021) to 30% (calculated on 2024-2026 three year moving average) • Year 5 Writing from 14% (2021) to 30% (calculated on 2024-2026 three year moving average)	Increase the percentage of students in the exceeding proficiency for writing:- Year 3 from 0% to 10%-Year 5 from 5% to 12%
		By 2026, decrease the percentage of Year 3 students in the bottom two NAPLAN bands for Writing from 13% (2021) to 7% (calculated on 2024-2026 three year moving average).	Decrease the percentage of students in the Needs Additional Support band of NAPLAN Year 5 from 20% to 15% in 2024.
		By 2026, increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing from 85% (Sem 2 2020 - Sem 2 2021) to 88%.	Increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in writing from 87% (Sem 2 2021 - Sem 2 2022) to 88%.

To improve student mental health and wellbeing outcomes.	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: • attitudes to attendance from 83% (2021) to 90% (2026) • perseverance from 75% (2021) to 86% (2026)	
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • parent participation and involvement will increase from 86% (2021) to 92% (2026) • teacher communication will increase from 79% (2021) to 90% (2026)	
		By 2026, increase the percent positive responses score on AtoSS for *emotional awareness and regulation* from 74% (2021) to 86% (2026).	

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-month target	Increase the number of students achieving exceeding proficiency level in NAPLAN mathematics Year 5 from 0% in 2023 to 20% in 2024 and maintain the Year 3 exceeding students at 27%. Increase the number of students achieving exceeding proficiency level in NAPLAN Reading and Viewing Year 5 from 5% in 2023 to 12% in 2024 and maintain the Year 3 exceeding students at 27%. Increase the school wide positive endorsement of the AtoSS factor 'Attitude to attendance' from 75% in 2023 to 85% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.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.		
Goal 3	**To improve student outcomes in writing**	
12-month target 3.1-month target	Increase the overall percentage of students at or above level against the Victorian Curriculum in writing from 77% (sem 1, 2023) to 85% in 2024.	
12-month target 3.2-month target	Increase the percentage of students in the exceeding proficiency for writing: - Year 3 from 0% to 10% -Year 5 from 5% to 12%	
12-month target 3.3-month target	Decrease the percentage of students in the Needs Additional Support band of NAPLAN Year 5 from 20% to 15% in 2024.	
12-month target 3.4-month target	Increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in writing from 87% (Sem 2 2021 - Sem 2 2022) to 88%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Assessment	Build teacher capability to utilise a range of assessment strategies to accurately determine and provide adjustments, support strategies and interventions to successfully meet the learning needs of all students	No
KIS 3.b	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning	Yes

Teaching and learning		
KIS 3.c Engagement	Embed opportunities for student choice, voice, and agency across curriculum areas and learning tasks	No
KIS 3.d Support and resources	Develop a whole-school approach to involving parents and carers 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.	We are intending to develop our Professional learning around writing and to ensure student voice is used to engage learners. We would like to embed our assessment practices and moderation PLCs.	

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	Increase the number of students achieving exceeding proficiency level in NAPLAN mathematics Year 5 from 0% in 2023 to 20% in 2024 and maintain the Year 3 exceeding students at 27%. Increase the number of students achieving exceeding proficiency level in NAPLAN Reading and Viewing Year 5 from 5% in 2023 to 12% in 2024 and maintain the Year 3 exceeding students at 27%. Increase the school wide positive endorsement of the AtoSS factor 'Attitude to attendance' from 75% in 2023 to 85% 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	Whole School: Plan whole school professional learning in evidence based approaches to supporting students with additional needs and/or disability in the classroom. Classroom Level: Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disability. Individual and small group level: Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disability.
Outcomes	Whole School level: Students will be supported to learn at point of need. PLCs will meet to engage in reflective practices, evaluate and plan curriculum,

assessments and lessons.

Classroom level:
Teachers will provide students with the opportunity to work at their level using differentiated resources with regular monitoring and feedback to students.
Education support staff provide high quality support to teachers and students in the classroom.

Individual and small group level:
Students in need of targeted academic support will be identified and supported. Students will know what their next steps are to progress their learning.

Success Indicators	Whole school level: Classroom observations and learning walks demonstrating the use of differentiation for student learning. Classroom level: Differentiated curriculum documents and evidence of students learning at different levels. Evidence of teachers inputting data and moderating assessments. Individual and small group level: Progress against individual education plans for students. Late Indicators: Students, staff and parent perception survey results.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Intervention & Extension for Numeracy Literacy TLI	☑ Administration team	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
Little Learners Love Literacy implement Professional Development, resources and develop our synthetic phonics approach F-2.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$5,000.00

				to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Michael Ymer Professional Development day focusing on differentiation in Numeracy.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
Professional Learning in and around supporting students with additional needs and/or disability in Literacy and Numeracy	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 3	$300.00 ☑ Disability Inclusion Tier 2 Funding will be used
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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	Whole School Level: Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year. Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health. Classroom level: Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development. Implement the Resilience, Rights and Respectful Relationships curriculum. Individual and small group level:				

	Students with emerging or acute wellbeing needs participate in developing a range of supports and adjustments via an SSG. Students with emerging or acute wellbeing needs identifies and referred appropriately.
Outcomes	Whole school Level: Teachers will implement and model consistent routines. Teachers will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs. Classroom level: Students will feel supported and engaged in classroom learning and contribute to a strong classroom culture. Individual Level: Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers.
Success Indicators	Whole school level: Documentation of referrals and communication processes with families and other agencies. Classroom and peer observation Classroom level: Student engagement in wellbeing programs Teacher reports of student wellbeing concerns. Individual or small group level: Documentation of strategies students will use in classes and at school Late Indicators: Attendance data Students, staff and parent perception survey results.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
One Red Tree - Tier 3 support students	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$24,000.00 ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Learning showcase for parents once a term. Purchase of folders for showcasing work samples.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Professional Development around positive mental health promotion & strategies	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student outcomes in writing
12-month target 3.1 target	Increase the overall percentage of students at or above level against the Victorian Curriculum in writing from 77% (sem 1, 2023) to 85% in 2024.
12-month target 3.2 target	Increase the percentage of students in the exceeding proficiency for writing: - Year 3 from 0% to 10% -Year 5 from 5% to 12%
12-month target 3.3 target	Decrease the percentage of students in the Needs Additional Support band of NAPLAN Year 5 from 20% to 15% in 2024.
12-month target 3.4 target	Increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in writing from 87% (Sem 2 2021 - Sem 2 2022) to 88%.
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning

secondary pathways, incorporating extra-curricula programs	
Actions	Whole school level: Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs. Classroom level: Embed a consistent approaches to formative assessment. Provide targeted training to Education Support Staff to build capability to provide support to teachers and students. Individual or small group Level: Priortise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disability.
Outcomes	Whole school level: Students will know how lessons are structured and how this supports their learning. Classroom Level: Students experience success and celebrate the acquisition of knowledge. Teachers will consistently implement the agreed assesment schedule. Individual or small group level: Students will know what their next steps are to progress their learning.
Success Indicators	Whole school level: Teachers' formative assessment data and summative judgements against the curriculum. Classroom Level: Documentation and data from formative assessments Individual and small group level: Data and progress on IEPs.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Seven Steps writing professional development & resources	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used
Formative Assessment plans and Moderation activities.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$103,619.94	$103,620.00	-$0.06
Disability Inclusion Tier 2 Funding	$101,553.26	$101,548.00	$5.26
Schools Mental Health Fund and Menu	$30,753.25	$30,760.00	-$6.75
Total	**$235,926.45**	**$235,928.00**	**-$1.55**

Activities and milestones – Total Budget

Activities and milestones	Budget
Intervention & Extension for Numeracy Literacy TLI	$15,000.00
Little Learners Love Literacy implement Professional Development, resources and develop our synthetic phonics approach F-2.	$5,000.00
Michael Ymer Professional Development day focusing on differentiation in Numeracy.	$4,000.00
Professional Learning in and around supporting students with additional needs and/or disability in Literacy and Numeracy	$300.00
One Red Tree - Tier 3 support students	$24,000.00
Learning showcase for parents once a term. Purchase of folders for showcasing work samples.	$1,000.00
Professional Development around positive mental health promotion & strategies	$3,000.00

Seven Steps writing professional development & resources	$8,000.00
Formative Assessment plans and Moderation activities.	$500.00
Totals	$60,800.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Intervention & Extension for Numeracy Literacy TLI	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Michael Ymer Professional Development day focusing on differentiation in Numeracy.	from: Term 1 to: Term 4	$4,000.00	☑ Professional development (excluding CRT costs and new FTE)
Learning showcase for parents once a term. Purchase of folders for showcasing work samples.	from: Term 1 to: Term 4	$1,000.00	☑ Other Purchase folders for showcase
Seven Steps writing professional development & resources	from: Term 1 to: Term 4	$8,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Formative Assessment plans and Moderation activities.	from: Term 1 to: Term 4	$500.00	☑ Teaching and learning programs and resources

Totals		$28,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Little Learners Love Literacy implement Professional Development, resources and develop our synthetic phonics approach F-2.	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources • Other Syntetic phonics books for reading for studetnts.
Professional Learning in and around supporting students with additional needs and/or disability in Literacy and Numeracy	from: Term 1 to: Term 3	$300.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Subscription to online resources • Sensory resources
Totals		$5,300.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
One Red Tree - Tier 3 support students	from: Term 1 to: Term 4	$24,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** o Program delivered in school by external service provider

Professional Development around positive mental health promotion & strategies	from: Term 1 to: Term 4	$3,000.00	☑ Aboriginal Community Controlled Organisations **This activity will use Mental Health Menu programs** ○ Program delivered in school by external service provider
Totals		$27,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Annual Membership for Dogs Connect and Summer to visit Avoca PS	$2,960.00
Aboriginal & Torres Strait Islander Childrens Day - promtoing positive connections with Dja Dja Wurrung members	$2,000.00
Employing Speech and Language assistance to support students in early years 4 days a week.	$45,848.00
Money to have external support agencies visit Avoca PS including an OT, play therapist etc and then purchase resources as recommended.	$10,400.00
Purchase of addition Education support staff to support student learning.	$40,000.00
Numeracy Extension program for students, as well as numeracy intervention.	$49,920.00
Purchasing new science resources and a technology incursion focusing on virtual reality for students.	$9,000.00
Literacy intervention and support for students of additional needs - reading recovery program working 1-1 and in small groups in classroom setting.	$15,000.00

Totals		$175,128.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Annual Membership for Dogs Connect and Summer to visit Avoca PS	from: Term 1 to: Term 4		
Aboriginal & Torres Strait Islander Childrens Day - promtoing positive connections with Dja Dja Wurrung members	from: Term 3 to: Term 3	$1,200.00	☑ Teaching and learning programs and resources
Employing Speech and Language assistance to support students in early years 4 days a week.	from: Term 1 to: Term 4		
Money to have external support agencies visit Avoca PS including an OT, play therapist etc and then purchase resources as recommended.	from: Term 1 to: Term 4		
Purchase of addition Education support staff to support student learning.	from: Term 1 to: Term 4		
Numeracy Extension program for students, as well as numeracy intervention.	from: Term 1 to: Term 4	$49,920.00	☑ School-based staffing

Purchasing new science resources and a technology incursion focusing on virtual reality for students.	from: Term 1 to: Term 4	$9,000.00	☑ Teaching and learning programs and resources
Literacy intervention and support for students of additional needs - reading recovery program working 1-1 and in small groups in classroom setting.	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing
Totals		$75,120.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Annual Membership for Dogs Connect and Summer to visit Avoca PS	from: Term 1 to: Term 4		
Aboriginal & Torres Strait Islander Childrens Day - promtoing positive connections with Dja Dja Wurrung members	from: Term 3 to: Term 3		
Employing Speech and Language assistance to support students in early years 4 days a week.	from: Term 1 to: Term 4	$45,848.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Money to have external support agencies visit Avoca PS including an OT, play therapist etc and then purchase resources as recommended.	from: Term 1 to: Term 4	$10,400.00	☑ Other workforces to support students with disability • Occupational therapy • Professional services (inclusive education related services)

			☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources • Inclusive recreation equipment and resources ☑ Teaching and learning programs and resources •
Purchase of addition Education support staff to support student learning.	from: Term 1 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Numeracy Extension program for students, as well as numeracy intervention.	from: Term 1 to: Term 4		
Purchasing new science resources and a technology incursion focusing on virtual reality for students.	from: Term 1 to: Term 4		
Literacy intervention and support for students of additional needs - reading recovery program working 1-1 and in small groups in classroom setting.	from: Term 1 to: Term 4		
Totals		$96,248.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Annual Membership for Dogs Connect and Summer to visit Avoca PS	from: Term 1 to: Term 4	$2,960.00	☑ Animal Therapists
Aboriginal & Torres Strait Islander Childrens Day - promtoing positive connections with Dja Dja Wurrung members	from: Term 3 to: Term 3	$800.00	☑ Aboriginal Community Controlled Organisations
Employing Speech and Language assistance to support students in early years 4 days a week.	from: Term 1 to: Term 4		
Money to have external support agencies visit Avoca PS including an OT, play therapist etc and then purchase resources as recommended.	from: Term 1 to: Term 4		
Purchase of addition Education support staff to support student learning.	from: Term 1 to: Term 4		
Numeracy Extension program for students, as well as numeracy intervention.	from: Term 1 to: Term 4		
Purchasing new science resources and a technology incursion focusing on virtual reality for students.	from: Term 1 to: Term 4		

Literacy intervention and support for students of additional needs - reading recovery program working 1-1 and in small groups in classroom setting.	from: Term 1 to: Term 4		
Totals		$3,760.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Little Learners Love Literacy implement Professional Development, resources and develop our synthetic phonics approach F-2.	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise	☑ On-site
Seven Steps writing professional development & resources	☑ All staff	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise	☑ On-site