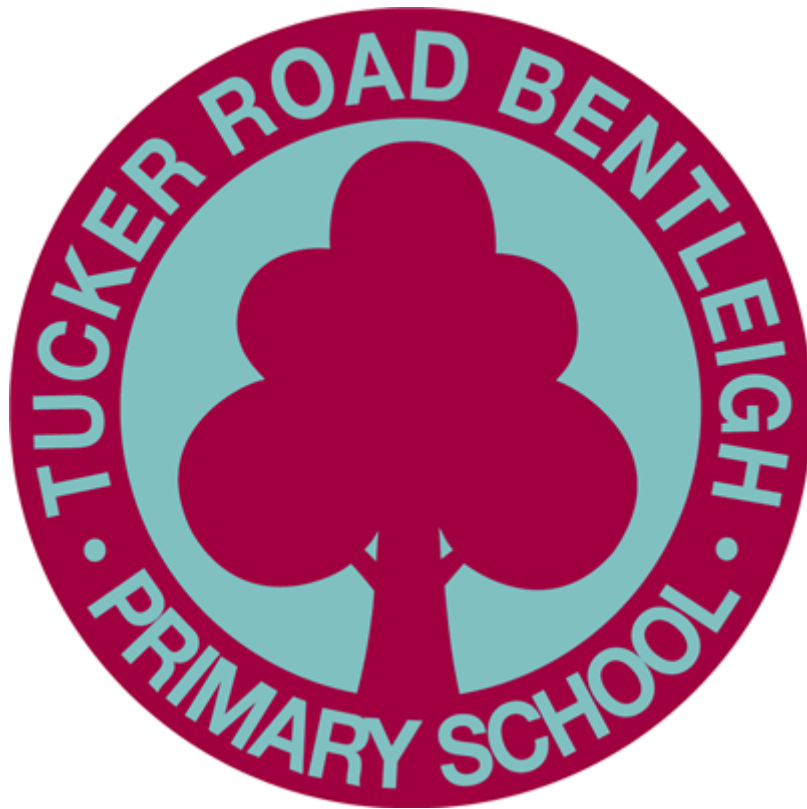# 2024 Annual Implementation Plan

for improving student outcomes

Tucker Road Bentleigh Primary School (4687)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	
	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	
	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.	
	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	
	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	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
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 in the exceeding proficiency from 12% in year 3 number and algebra.Increase the number of students in the exceeding proficiency from 26% in year 5 number and algebra.
Maximise learning growth of every student.	Yes	By 2026, increase the percentage of Year 5 students assessed as above NAPLAN Benchmark Growth: • Reading from 46% in 2021 to 50% • Writing from 28% in 2021 to 38% • Numeracy from 37% in 2021 to 41%	Unable to assess NAPLAN benchmark growth - due to changes in NAPLAN assessment
		By 2026, increase the percentage of students in the top two NAPLAN bands: Year 3: • Reading from 67% in 2021 to 75% • Writing from 70% in 2021 to 75% • Numeracy from 49% in 2021 to 60% Year 5: • Reading from 71% in 2021 to 75% • Writing from 31% in 2021 to 35% • Numeracy from 49% in 2021 to 55%	Increase the number of students in the exceeding proficiency from 32% in year 3 writing.Increase the number of students in the exceeding proficiency from 18% in year 5 writing.

		By 2026, increase the percentage of Prep–Year 6 students working above expected level against the Victorian Curriculum in: • Reading and Viewing from 37% in 2021 to 41% • Writing from 29% in 2021 to 35% • Number and Algebra from 35% in 2021 to 40%	By 2026, increase the percentage of Prep–Year 6 students working above expected level against the Victorian Curriculum in:Writing from 29% in 2021 to 32% by end of 2024
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Guaranteed and viable curriculum from 64% in 2021 to 71% • Teacher collaboration from 46% in 2021 to 65% • Instructional leadership from 61% in 2021 to 68%	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: Guaranteed and viable curriculum from 64% in 2021 to 68% by end of 2024Teacher collaboration from 46% in 2021 to 48% by the end of 2024
Enhance students social and emotional wellbeing.	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Teacher concern from 77% in 2021 to 80% • Emotional awareness and regulation from 72% in 2021 to 80% • Sense of connectedness from 78% in 2021 to 85%	
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student connectedness from 84% in 2021 to 89% • School pride and confidence from 63% in 2021 to 78% • Confidence and resiliency skills from 69% in 2021 to 81%	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Trust in students and parents from 76% in 2021 to 82% • Parent and community involvement from 68% in 2021 to 78%	

Strengthen student voice and agency.	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Student voice and agency from 69% in 2021 to 76% • Sense of confidence from 79% in 2021 to 85% • Motivation and interest from 77% in 2021 to 83%	
		By 2026, improve then percentage positive endorsement in the School Staff Survey for the following measures: • Use student feedback to improve practice from 64% in 2021 to 68% • Promote student ownership of learning goals from 72% in 2021 to 78%	
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student agency and voice from 68% in 2021 to 79% in 2025 • Stimulating learning environment from 60% in 2021 to 74% • Student motivation and support from 70% in 2021 to 78%	

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 in the exceeding proficiency from 12% in year 3 number and algebra. Increase the number of students in the exceeding proficiency from 26% in year 5 number and algebra.
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	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.		

Goal 2	Maximise learning growth of every student.
12-month target 2.1-month target	Unable to assess NAPLAN benchmark growth - due to changes in NAPLAN assessment
12-month target 2.2-month target	Increase the number of students in the exceeding proficiency from 32% in year 3 writing. Increase the number of students in the exceeding proficiency from 18% in year 5 writing.
12-month target 2.3-month target	By 2026, increase the percentage of Prep–Year 6 students working above expected level against the Victorian Curriculum in: Writing from 29% in 2021 to 32% by end of 2024
12-month target 2.4-month target	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: Guaranteed and viable curriculum from 64% in 2021 to 68% by end of 2024 Teacher collaboration from 46% in 2021 to 48% by the end of 2024

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Leadership	Embed a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback.	Yes
KIS 2.b Teaching and learning	Further develop, document, and embed whole school collaborative approaches to curriculum planning, assessment, and shared instructional approaches.	Yes
KIS 2.c Teaching and learning	Apply assessment strategies and measurement practices to obtain and provide feedback on student learning growth and attainment.	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 school has selcted to focus on these areas in order to further embed consistency of teaching practice across the school. Strengthening the understanding of the way PLC teams engage with the inquiry cycle will ensure the way teachers are using data to forward plan is the same across the school. The documentation process also plays an important role in building consistency as having a uniformed approach will make teachers more accountable for the teaching programs they are delivering in each subject area.	

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 in the exceeding proficiency from 12% in year 3 number and algebra. Increase the number of students in the exceeding proficiency from 26% in year 5 number and algebra.
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	Strengthen our knowledge of Mathematics 2.0 and develop and design a scope and sequence of learning throughout the school Strengthen staff capabilities to design formative and summative assessments to collect student data Strengthen staff capabilities to plan for differentiation bases on student data
Outcomes	Students in need of targeted intervention and extension will be identified and supported. Students will report a greater capacity to identify their next steps for learning, in particular in the area of numeracy. Teachers will use the new Maths 2.0 curriculum for planning and assessment Teachers use diagnostic, summative and formative assessment Teachers design their own assessment materials including rubrics and Guttman charts Teachers collaborate on the development and use of assessment materials Teachers use agreed processes to record student learning data Leaders will work with staff to develop a school wide scope and sequence relating to the new curriculum, to refer to during planning. Leaders will continue to support staff to build their knowledge of analysing data from formative and summative assessments.. Leaders will engage in Victorian Curriculum Maths 2.0 Workshops run by DET and share information about the new curriculum with whole staff.

Success Indicators	Early Indicators: *References to the Maths 2.0 in planning documents and planning minutes *Visible curriculum during planning blocks *Increase in shared mathematical terminology when discussing and planning *Assessment schedules show a variety of formative, summative and diagnostic assessment Late Indicators: *Whole school tracking sheet is updated regularly by all staff to show student assessment results *Staff opinion survey shows an increase in guaranteed and viable curriculum *End of year staff survey indicates a higher level of understanding of the use and implementation of Maths 2.0 curriculum *Atoss survey indicates a growth in students feeling towards stimulated learning *Increased consistency of teacher judgements in comparison to NAPLAN results *Classroom records/Guttman charts show collection of formative and summative student data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning about Mathematics 2.0 curriculum	☑ Leadership team ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Research a variety of diagnostic, formative and summative assessments that are appropriate for the needs of our school such as DAL (digital assessment library)	☑ Data leader ☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Audit staff proficiency with data and differentiation (for example through self reflection/survey)	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00

Use data from the staff audit to develop a tier approach to proficiencies and tailored support staff professional development.	☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Review the Instructional Model to embed assessment and differentiation in every class.	☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
Organise learning walks to observe staff practice and collect data on student experiences on assessment and differentiation	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide a Tutor Learning Initiative support program for students in need of targeted intervention and extension.	☑ Literacy improvement teacher ☑ Numeracy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$19,006.40 ☑ Equity funding will be used ☑ Other funding will be used

Goal 2	Maximise learning growth of every student.
12-month target 2.1 target	Unable to assess NAPLAN benchmark growth - due to changes in NAPLAN assessment
12-month target 2.2 target	Increase the number of students in the exceeding proficiency from 32% in year 3 writing. Increase the number of students in the exceeding proficiency from 18% in year 5 writing.
12-month target 2.3 target	By 2026, increase the percentage of Prep–Year 6 students working above expected level against the Victorian Curriculum in: Writing from 29% in 2021 to 32% by end of 2024

| 12-month target 2.4 target | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:

Guaranteed and viable curriculum from 64% in 2021 to 68% by end of 2024

Teacher collaboration from 46% in 2021 to 48% by the end of 2024 |
|---|---|
| **KIS 2.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 | Embed a PLC approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback. |
| **Actions** | Continue to strengthen PLC structures already in place by deepening teachers understanding of the Inquiry Cycle.
Build staff capacity in providing and receiving targeted feedback and to use this effectively to improve student outcomes.
Develop a whole school approach to learning walks and teacher observation in order to strengthen consistency of teacher practice across the school. |
| **Outcomes** | Students will make meaningful contributions to their learning, in particularly in the area of numeracy through student to teacher feedback.
Students will understand and articulate their next step for learning and where they are placed on the learning continuum.
Students will provide regular written and verbal feedback to teachers about the effectiveness of their practice.
Teachers will continue to work in PLC teams to plan for differentiation with the use of data to ensure student learning needs are met.
Teachers will actively seek feedback from students and consistently provide opportunities for this to occur.
Teachers will build their understanding of HITS, with particular focus on feedback to improve their practice.
Teachers will continue to consistently document PLC meeting minutes and actions.
Teachers will actively participate in learning walks.
Leaders will continue to work with teachers to build their understanding of analysing data and differentiating their teaching.
Leaders will continue to work with teachers to ensure there is consistency across the school with the delivery of the Instructional Model.
Leaders will support staff to continue to build their understanding of providing and receiving effective feedback through the delivery of professional learning. |

Success Indicators	Early Indicators: * Learning walks will be scheduled with a focus on student to teacher feedback and the delivery of the Instructional Model. * Pre and post test results will be analysed and documented on Guttman Charts to plan for future learning. * Curriculum planning documentation will show the way teachers have differentiated for students. * IEP's will detail adjustments to meet the needs of students and outline future goals. Later Indicators: * Planning documentation will indicate the impact of learning walks on feedback and the way teachers use this to improve their practice. * Semester 2 teacher judgement data will reflect growth of students. * NAPLAN results * Student Opinion Survey results indicate a high percentage endorsement for differentiated learning challenge.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on the High Impact Teaching strategy of feedback	☑ Assistant principal ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
Weekly PLC meetings will be scheduled and focus on student data to improve learning growth across the school.	☑ All staff ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a whole school agreed protocol and schedule for learning walks	☑ All staff ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
KIS 2.b Documented teaching and learning program based on the	Further develop, document, and embed whole school collaborative approaches to curriculum planning, assessment, and shared instructional approaches.			

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	* Review and refine planning documentation, including whole school scope and sequences for literacy and numeracy. * Strengthen the assessment schedule to ensure consistency in assessment practices across the school. * Continue to ensure planning documentation is aligned with the TRBPS Instructional Model.
Outcomes	Students will experience consistency in the way they are taught literacy and numeracy across the school. Students will articulate their next steps for learning. Teachers will continue to embed the TRBPS Instructional Model when teaching literacy and numeracy. Teachers will observe consistency of practice during learning walk observations. Teachers will continue to document learning activities for students based on data and will also ensure they align with TRBPS Instructional Model. Leaders will work with all teaching staff to refine the documentation of scope and sequences for literacy and numeracy. Leaders will support teaching staff to ensure planning documentation is consistent across the school. Leaders will provide opportunity for staff to work in vertical teams for the purpose of sharing and discussing planning documentation
Success Indicators	Early Indicators * Learning walk observation. * Consistency of teacher planning documentation. * PLC meeting minutes Late Indicators: * An increase in the Guaranteed and Viable Curriculum component of the School Staff Survey. * Refinement of the whole school literacy and numeracy scope and sequence.

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

Whole school professional learning schedule. Provide professional learning for all staff on best practice in literacy and numeracy and how this links with the TRBPS Instructional Model.	☑ All staff ☑ Literacy leader ☑ Numeracy leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
A whole school audit of literacy and numeracy planning documentation, working in vertical teams to establish consistency across the school.	☑ All staff ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning about Mathematics 2.0 curriculum	☑ Leadership team ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Research a variety of diagnostic, formative and summative assessments that are appropriate for the needs of our school such as DAL (digital assessment library)	☑ Data leader ☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Audit staff proficiency with data and differentiation (for example through self reflection/survey)	☑ All staff ☑ Leadership team	from: Term 1 to: Term 2	☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Use data from the staff audit to develop a tier approach to proficiencies and tailored support staff professional development.	☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Review the Instructional Model to embed assessment and differentiation in every class.	☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Organise learning walks to observe staff practice and collect data on student experiences on assessment and differentiation	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide a Tutor Learning Initiative support program for students in need of targeted intervention and extension.	☑ Literacy improvement teacher ☑ Numeracy improvement teacher	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule and organise professional learning on the High Impact Teaching strategy of feedback	☑ Assistant principal ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Whole school professional learning schedule. Provide professional learning for all staff on best practice in literacy and numeracy and how this links with the TRBPS Instructional Model.	☑ All staff ☑ Literacy leader ☑ Numeracy leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site