

2024 Annual Implementation Plan

for improving student outcomes

Gardenvale Primary School (3897)



Submitted for review by Janine Hall (School Principal) on 28 February, 2024 at 10:44 AM
Endorsed by Rachel George (Senior Education Improvement Leader) on 28 February, 2024 at 10:34 PM
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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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.	Embedding
	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	We are beginning a new SSP which will have student voice and agency as a target.
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
<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.
Maximise the learning growth for every student.	Yes	<p>By 2027, increase the percentage of students in the NAPLAN proficiency level 'Exceeding' in Year 3 Numeracy from 17% (2023) to 23%. By 2027, increase the percentage of students in the NAPLAN proficiency level 'Exceeding' in Year 5 Numeracy from 13% (2023) to 20%.</p>	x
		<p>By 2027, increase the positive endorsement for 'Time to share pedagogical knowledge' factor from 70% (2023) to 80% in the Teaching and Learning module of the School Staff Survey. By 2027, increase the positive endorsement for 'Leading change' from 78% in 2023 to 85% in the School Leadership module of the School Staff Survey. By 2027, increase the positive endorsement for 'Leader's support for change' from 68% in 2023 to 78% in the School Leadership module of the School Staff Survey.</p>	<p>An increase in the positive endorsement for 'Time to share pedagogical knowledge' factor from 70% (2023) to 75% in the Teaching and Learning module of the School Staff Survey. An increase in the positive endorsement for 'Leader's support for change' from 68% in 2023 to 75% in the School Leadership module of the School Staff Survey. An increase in the positive endorsement for 'Leading change' from 78% in 2023 to 83% in the School Leadership module of the School Staff Survey. An increase in the positive endorsement for the</p>

			'Student voice and agency' factor in the Attitudes to School Survey from 77% in 2023 to 80%.
		<p>Teacher Judgement – Victorian Curriculum</p> <p>By 2027, increase the percentage of students achieving above age expected level in Number and Algebra (Victorian Curriculum) in Year 5 from 31% in Semester 2, 2022 to 40%.</p> <p>By 2027, increase the percentage of students achieving above age expected level in Number and Algebra (Victorian Curriculum) in Year 6 from 31% in Semester 2, 2022 to 40%.</p>	x
Strengthen student engagement and wellbeing.	No	<p>By 2027, increase the positive endorsement for the 'Teacher communication' factor in the Parent Opinion Survey from 69% (2023) to 75%.</p> <p>By 2027, increase the positive endorsement for the 'Effective teaching' factor in the Parent Opinion Survey from 73% (2023) to 80%.</p> <p>By 2027, maintain the positive endorsement for the 'Respect for diversity' factor in the Parent Opinion Survey at 87% or above.</p>	
		<p>Attitude to School Survey</p> <p>By 2027, increase the positive endorsement for the 'Student voice and agency' factor in the Attitudes to School Survey from 77% (2023) to 85%.</p> <p>By 2027, maintain the positive endorsement for the 'Respect for diversity' factor in the Attitudes to School Survey at 89% (2023) or above.</p>	

Goal 2	Maximise the learning growth for every student.
12-month target 2.1-month target	x
12-month target 2.2-month target	An increase in the positive endorsement for 'Time to share pedagogical knowledge' factor from 70% (2023) to 75% in the Teaching and Learning module of the School Staff Survey.

	<p>An increase in the positive endorsement for 'Leader's support for change' from 68% in 2023 to 75% in the School Leadership module of the School Staff Survey.</p> <p>An increase in the positive endorsement for 'Leading change' from 78% in 2023 to 83% in the School Leadership module of the School Staff Survey.</p> <p>An increase in the positive endorsement for the 'Student voice and agency' factor in the Attitudes to School Survey from 77% in 2023 to 80%.</p>	
12-month target 2.3-month target	x	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Leadership	Develop and embed a shared vision for learning at Gardenvale Primary School.	Yes
KIS 2.b Leadership	Develop and embed the essential understandings for Numeracy education at Gardenvale Primary School.	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.	An analysis of the school's current Strategic Plan targets, NAPLAN and School Staff Survey data identified Numeracy, leadership structures and consistent teaching and learning practices as areas for future focus. The instructional model, including learning intentions, success criteria and differentiation needed to be strengthened and further professional learning was required to enhance the capacity of middle level leaders and to build teacher capacity in the giving and receiving of feedback to maximise student learning.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth for every student.
12-month target 2.1 target	x
12-month target 2.2 target	<p>An increase in the positive endorsement for 'Time to share pedagogical knowledge' factor from 70% (2023) to 75% in the Teaching and Learning module of the School Staff Survey.</p> <p>An increase in the positive endorsement for 'Leader's support for change' from 68% in 2023 to 75% in the School Leadership module of the School Staff Survey.</p> <p>An increase in the positive endorsement for 'Leading change' from 78% in 2023 to 83% in the School Leadership module of the School Staff Survey.</p> <p>An increase in the positive endorsement for the 'Student voice and agency' factor in the Attitudes to School Survey from 77% in 2023 to 80%.</p>
12-month target 2.3 target	x
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	Develop and embed a shared vision for learning at Gardenvale Primary School.
Actions	Develop teachers shared understanding and practice of an evidence based lesson introduction/conclusion.
Outcomes	<p>Students will... be actively engaged rather than being passive in both the introduction and the conclusion of the lesson.</p> <p>Teachers will... include a review at the beginning of a lesson.</p>

	<p>include a reflection/share time at the conclusion of a lesson. will be informed by evidence-based theory about how to introduce and the conclude a lesson.</p> <p>Mid-level Leaders will... prioritise time in team planning for embedding this into planners. reflect on the lesson structure on an ongoing basis with the team. be honest with where the team is at on their journey and ask for support when needed.</p> <p>The Principal Team will... prioritise time and ensure the meeting & PL structure supports this work. provide professional reading and professional learning opportunities. be visible in classrooms to observe lesson structure.</p>			
Success Indicators	<p>Peer observations will provide evidence of consistent practice in our start and end of lessons. Learning walks will provide evidence that students are actively engaged in the introduction and conclusion of lessons. Planning documents will prioritise introduction and reflection in lessons. Planning documentation will indicate timing for the introduction and conclusion of the lesson. Performance targets will be met.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit of current lesson structure focusing on introduction.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00
Professional learning scheduled at staff meetings regularly and Curriculum Days.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Other funding will be used
Staff mind map of what is a good/bad lesson introduction.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$100.00

			to: Term 1	
Professional reading on science of learning on an ongoing basis.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00
Peer Observations focusing on lesson introduction/conclusion.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Evaluating lesson introduction/conclusion following Peer Observations on an ongoing basis.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00
Introducing reviews into classroom practice.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Evaluating how reviews are going.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00 <input checked="" type="checkbox"/> Other 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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$182,256.37	\$182,300.00	-\$43.63
Schools Mental Health Fund and Menu	\$72,331.64	\$45,000.00	\$27,331.64
Total	\$259,588.01	\$232,300.00	\$27,288.01

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Totals		\$0.00	
---------------	--	--------	--

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Feeling Safe Program	\$260,000.00
Staffing and resources	
Educational Psychologists	
Totals	\$260,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Feeling Safe Program	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Other
Staffing and resources	to: Term 4		External Provider - Feeling Safe
Educational Psychologists			
Totals		\$5,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Feeling Safe Program Staffing and resources Educational Psychologists	from: Term 1 to: Term 4	\$182,300.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Occupational therapy <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture
Totals		\$182,300.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Feeling Safe Program Staffing and resources	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students

Educational Psychologists			
Totals		\$45,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning scheduled at staff meetings regularly and Curriculum Days.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site