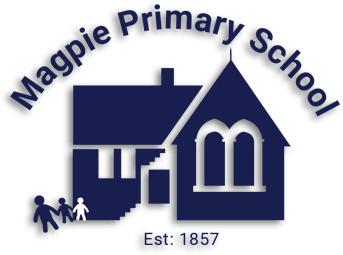
**2024 Annual Implementation Plan**

Submitted for review by Carly Middleton (School Principal) on 18 December, 2023 at 02:12 PM  
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 19 December, 2023 at 03:36 PM  
Endorsed by Rose Ward (School Council President) on 23 February, 2024 at 03:09 PM

**for improving student outcomes**

Magpie Primary School (2271)



**Self-evaluation summary - 2024**

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

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| **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 |

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| **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 |

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| **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 |

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| **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 |

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| **Future planning** | We have not met areas of our SP - review is next year in Term 2, therefore there will not be much more data available by then to make any further improvements. Many changes in leadership in the 4 year period have possibly hindered some of the improvement, as each leader brings different approaches and supports to the community. Another change in leadership for 2024 - the future planning should be around establishing relationships and clear understanding of the needs of students and the community to then help shape the focus of the review and future SP. Continue working on the inclusion of all students and adjustments for students to reach full potential - further strengthen staff capacity in IEPs and DI knowledge. Develop a strong culture of participation with staff (e.g. SoS - more results gives a better data set and reflection of the staff opinions) |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 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. | No | Support for the priorities |  |
| Improve learning outcomes for all students | Yes | NAPLAN increase the per cent in the top two bands in Year 5:   * reading from 8 per cent in 2019 to 25 per cent by 2023 * writing from 0 per cent in 2019 to 25 per cent by 2023 * numeracy from 0 per cent in 2019 to 25 per cent by 2023. | NAPLAN: Increase the proportion of students in the exceeding proficiency levels in Year 5:- Reading from 0% (2023) to 14% in 2024- Writing from to 0% (2023) to 14% by 2024- Numeracy from 17% (2023) to 20% by 2024 |
| NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in:   * reading from 42 per cent in 2019 to 25 per cent by 2023 * writing from 58 per cent in 2019 to 25 per cent by 2023 * numeracy from 33 per cent in 2019 to 25 per cent by 2023. | NAPLAN: Increase the proportion of students in the strong and exceeding proficiency level in Year 5:- Reading from 25% (2023) to 50% in 2024- Writing maintain at 63% in 2024- Numeracy from 43% (2023) to 50% by 2024 |
| NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in:   * reading from 30 per cent in 2019 to 75 per cent by 2023 * writing from 0 per cent in 2019 to 75 per cent by 2023 * numeracy from 50 per cent in 2019 to 75 per cent by 2023. | No growth target in 2024 |
| Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:   * reading and viewing from 85 per cent in 2019 to 90 per cent by 2023 * writing from 84 per cent in 2019 to 90 per cent by 2023 * number and algebra from 85 per cent in 2019 to 90 per cent by 2023. | Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:- Reading and viewing from 76% (2023) to 90% by 2024- Writing from 67% (2023) to 90% by 2024- Number and algebra from 80% (2023) to 90% by 2024 |
| Staff Opinion Survey increase the per cent of positive endorsement in:   * Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023 * Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023 * Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023. | Staff Opinion Survey: Increase the per cent of positive endorsement in:- Academic emphasis from 34% (2023) to 75% by 2024- Collective efficacy from 51% (2023) to 75% by 2024- Guaranteed and viable curriculum from 31% (2023) to 75% by 2024 |
| Improve student engagement in learning | Yes | Attendance –  Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023  Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023 | Attendance:Reduce the per cent of students with 20+ days absent from 27% to 20% by 2024Reduce average days absent per FTE from 20.1 (2023) to 16 by 2024 |
| Staff Opinion Survey increase the per cent of positive endorsement in:   * Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023 * Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023. | Staff Opinion Survey: Increase the per cent of positive endorsement in:- Parent and community involvement from 45% (2023) to 75% by 2024- Trust in students and parents from 21% (2023) to 75% by 2024 |
| Students Attitudes to School survey increase the per cent of positive endorsement in:   * Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023 * Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023 * Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023 * Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023. | Students Attitudes to School survey increase the per cent of positive endorsement in:- Stimulated learning maintain 84% in 2024- Sense of confidence from 63% (2023) to 80% by 2024- Student voice and agency from 48% to 80% by 2024- Differentiated learning challenge from 71% to 80% by 2024 |
| Parent Opinion Survey increase the per cent of positive endorsement in:   * Student motivation from 75 per cent in 2019 to 85 per cent by 2023 * Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023. | Parent Opinion Survey increase the per cent of positive endorsement in:- Student motivation from 52% (2023) to 85% by 2024- Parent participation and involvement from 33% (2023) to 85% by 2024 |

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| **Goal 2** | **Improve learning outcomes for all students** | |
| 12-month target 2.1-month target | NAPLAN: Increase the proportion of students in the exceeding proficiency levels in Year 5: - Reading from 0% (2023) to 14% in 2024 - Writing from to 0% (2023) to 14% by 2024 - Numeracy from 17% (2023) to 20% by 2024 | |
| 12-month target 2.2-month target | NAPLAN: Increase the proportion of students in the strong and exceeding proficiency level in Year 5: - Reading from 25% (2023) to 50% in 2024 - Writing maintain at 63% in 2024 - Numeracy from 43% (2023) to 50% by 2024 | |
| 12-month target 2.3-month target | No growth target in 2024 | |
| 12-month target 2.4-month target | Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:  - Reading and viewing from 76% (2023) to 90% by 2024 - Writing from 67% (2023) to 90% by 2024 - Number and algebra from 80% (2023) to 90% by 2024 | |
| 12-month target 2.5-month target | Staff Opinion Survey: Increase the per cent of positive endorsement in:  - Academic emphasis from 34% (2023) to 75% by 2024 - Collective efficacy from 51% (2023) to 75% by 2024 - Guaranteed and viable curriculum from 31% (2023) to 75% by 2024 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Excellence in teaching and learning | Embed curriculum planning and implementation practices to engage and challenge all students | No |
| **KIS 2.b**  Excellence in teaching and learning | Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model | No |
| **KIS 2.c**  Excellence in teaching and learning | Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning | No |
| **KIS 2.d**  Excellence in teaching and learning | Enhance teacher practice through the implementation of Professional Learning Communities | Yes |
| **KIS 2.e**  Professional leadership | Develop the instructional leadership capacity within the school | No |
| **KIS 2.f**  Excellence in teaching and learning | Embed curriculum planning and implementation practices to engage and challenge all students | 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. | Magpie PS will continue to focus on bringing staff together working in teams to use data to increase student outcomes. Improving the PLC focus and processes will support student learning and engagement across the school. | |
| **Goal 3** | **Improve student engagement in learning** | |
| 12-month target 3.1-month target | Attendance:  Reduce the per cent of students with 20+ days absent from 27% to 20% by 2024  Reduce average days absent per FTE from 20.1 (2023) to 16 by 2024 | |
| 12-month target 3.2-month target | Staff Opinion Survey: Increase the per cent of positive endorsement in:  - Parent and community involvement from 45% (2023) to 75% by 2024 - Trust in students and parents from 21% (2023) to 75% by 2024 | |
| 12-month target 3.3-month target | Students Attitudes to School survey increase the per cent of positive endorsement in:  - Stimulated learning maintain 84% in 2024 - Sense of confidence from 63% (2023) to 80% by 2024 - Student voice and agency from 48% to 80% by 2024 - Differentiated learning challenge from 71% to 80% by 2024 | |
| 12-month target 3.4-month target | Parent Opinion Survey increase the per cent of positive endorsement in:  - Student motivation from 52% (2023) to 85% by 2024 - Parent participation and involvement from 33% (2023) to 85% by 2024 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Positive climate for learning | Improve student voice, agency and leadership | No |
| **KIS 3.b**  Professional leadership | Embed a culture of high expectations of learning effort and engagement for all students | No |
| **KIS 3.c**  Excellence in teaching and learning | Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals | Yes |
| **KIS 3.d**  Community engagement in learning | Embed a culture of partnership with parents and carers to enhance student 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. | Magpie PS has a very diverse range of student learning needs. Improving the strategies for inclusion and wellbeing for all staff will support students to engage with school and succeed. | |

**Define actions, outcomes, success indicators and activities**

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| **Goal 2** | Improve learning outcomes for all students | | | | |
| 12-month target 2.1 target | NAPLAN: Increase the proportion of students in the exceeding proficiency levels in Year 5: - Reading from 0% (2023) to 14% in 2024 - Writing from to 0% (2023) to 14% by 2024 - Numeracy from 17% (2023) to 20% by 2024 | | | | |
| 12-month target 2.2 target | NAPLAN: Increase the proportion of students in the strong and exceeding proficiency level in Year 5: - Reading from 25% (2023) to 50% in 2024 - Writing maintain at 63% in 2024 - Numeracy from 43% (2023) to 50% by 2024 | | | | |
| 12-month target 2.3 target | No growth target in 2024 | | | | |
| 12-month target 2.4 target | Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:  - Reading and viewing from 76% (2023) to 90% by 2024 - Writing from 67% (2023) to 90% by 2024 - Number and algebra from 80% (2023) to 90% by 2024 | | | | |
| 12-month target 2.5 target | Staff Opinion Survey: Increase the per cent of positive endorsement in:  - Academic emphasis from 34% (2023) to 75% by 2024 - Collective efficacy from 51% (2023) to 75% by 2024 - Guaranteed and viable curriculum from 31% (2023) to 75% by 2024 | | | | |
| KIS 2.d Building practice excellence | Enhance teacher practice through the implementation of Professional Learning Communities | | | | |
| **Actions** | Establish PLC structures to support teacher collaboration and strengthen teaching practice. | | | | |
| **Outcomes** | Students will be supported to learn at point of need. Teachers will confidently and accurately identify student learning needs of all of their students. PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Teachers will work collaboratively to plan and provide engaging programs at the students' point of learning. Teachers will unpack data together to inform planning. | | | | |
| **Success Indicators** | Early indicators: Classroom observations and learning walks demonstrating use of strategies from professional learning  PLC / staff meeting minutes Documentation and data from formative assessments Teacher planning documentation showing differentiation  Late indicators: Teacher judgements that show more students at and above level NAPLAN showing more students achieving in the strong and exceeding proficiencies Staff Survey | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Develop and implement an agreed best practice instructional model for Literacy. | | 🗹 All staff  🗹 Literacy leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| PLCs to meet regularly with a focus on student learning | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Refine and implement literacy intervention programs (Multi Lit, LLI, STAP) | | 🗹 Education support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $49,352.00  🗹 Equity funding will be used |
| Continue to embed tutor learning initiative program to support students in numeracy (extension and intervention) | | 🗹 Numeracy support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $45,532.00  🗹 Other funding will be used |
| Continue to run small class sizes, with ES in each class to support student learning needs | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $141,862.00  🗹 Equity funding will be used |
| All staff to engage in professional learning (Writing focus - Emina McLean) | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $5,292.20  🗹 Equity funding will be used |
| **Goal 3** | Improve student engagement in learning | | | | |
| 12-month target 3.1 target | Attendance:  Reduce the per cent of students with 20+ days absent from 27% to 20% by 2024  Reduce average days absent per FTE from 20.1 (2023) to 16 by 2024 | | | | |
| 12-month target 3.2 target | Staff Opinion Survey: Increase the per cent of positive endorsement in:  - Parent and community involvement from 45% (2023) to 75% by 2024 - Trust in students and parents from 21% (2023) to 75% by 2024 | | | | |
| 12-month target 3.3 target | Students Attitudes to School survey increase the per cent of positive endorsement in:  - Stimulated learning maintain 84% in 2024 - Sense of confidence from 63% (2023) to 80% by 2024 - Student voice and agency from 48% to 80% by 2024 - Differentiated learning challenge from 71% to 80% by 2024 | | | | |
| 12-month target 3.4 target | Parent Opinion Survey increase the per cent of positive endorsement in:  - Student motivation from 52% (2023) to 85% by 2024 - Parent participation and involvement from 33% (2023) to 85% by 2024 | | | | |
| KIS 3.c Curriculum planning and assessment | Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals | | | | |
| **Actions** | Establish a multi-tiered systems of support for inclusion, social regulation and engagement. | | | | |
| **Outcomes** | Students will be supported with a tiered approach. Students know and understand the school values and positive behaviour matrix. At-risk students will be identified and receive targeted support in a timely manner. Teachers will utilise documented referral practices for identifying and referring students for further support. Teachers will utilise the values and positive behaviour matrix to support students. Teachers will engage with the Inclusion Outreach Coach and implement strategies Leadership and teachers to refine and implement the behaviour flowchart in alignment with MTSS | | | | |
| **Success Indicators** | Early indicators: Referral documentation Compass wellbeing and behaviour chronicles Staff meeting discussions regarding student wellbeing Documented behaviour flowchart Documented MTSS  Late indicators: Increased attendance Increase in positive / desired behaviours Attitudes to School Survey Staff Opinion Survey Parent / Guardian Opinion Survey | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Refine and implement the behaviour flowchart | | 🗹 All staff  🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Develop and document whole school MTSS approach | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Continue to implement social-emotional programs to support MTSS approach (Drumbeat, CAST, SAKG, Bulldogs Read, DASH) | | 🗹 All staff  🗹 Education support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $87,131.46  🗹 Disability Inclusion Tier 2 Funding will be used |
| Continued engagement with the Chaplaincy program (student social/emotional intervention, wellbeing focus support groups, support for friendship / social engagement, student referrals and working alongside CAFS) | | 🗹 Education support  🗹 Mental health and wellbeing leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,753.25  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Re-engagement with Inclusion Outreach Coach to continue work on developing documented strategies and responses to support students with inclusion and engagement. | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $196,506.20 | $196,506.20 | $0.00 |
| Disability Inclusion Tier 2 Funding | $87,131.46 | $87,131.46 | $0.00 |
| Schools Mental Health Fund and Menu | $30,753.25 | $30,753.25 | $0.00 |
| **Total** | $314,390.91 | $314,390.91 | $0.00 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Refine and implement literacy intervention programs (Multi Lit, LLI, STAP) | $49,352.00 |
| Continue to run small class sizes, with ES in each class to support student learning needs | $141,862.00 |
| All staff to engage in professional learning (Writing focus - Emina McLean) | $5,292.20 |
| Continue to implement social-emotional programs to support MTSS approach (Drumbeat, CAST, SAKG, Bulldogs Read, DASH) | $87,131.46 |
| Continued engagement with the Chaplaincy program (student social/emotional intervention, wellbeing focus support groups, support for friendship / social engagement, student referrals and working alongside CAFS) | $30,753.25 |
| **Totals** | $314,390.91 |

Activities and milestones - Equity Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refine and implement literacy intervention programs (Multi Lit, LLI, STAP) | from: Term 1  to: Term 4 | $49,352.00 | 🗹 School-based staffing |
| Continue to run small class sizes, with ES in each class to support student learning needs | from: Term 1  to: Term 4 | $141,862.00 | 🗹 School-based staffing |
| All staff to engage in professional learning (Writing focus - Emina McLean) | from: Term 2  to: Term 4 | $5,292.20 | 🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $196,506.20 |  |

Activities and milestones - Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Continue to implement social-emotional programs to support MTSS approach (Drumbeat, CAST, SAKG, Bulldogs Read, DASH) | from: Term 1  to: Term 4 | $87,131.46 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties  🗹 Teaching and learning programs and resources |
| **Totals** |  | $87,131.46 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Continued engagement with the Chaplaincy program (student social/emotional intervention, wellbeing focus support groups, support for friendship / social engagement, student referrals and working alongside CAFS) | from: Term 1  to: Term 4 | $30,753.25 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| **Totals** |  | $30,753.25 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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

**Professional learning plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Develop and implement an agreed best practice instructional model for Literacy. | 🗹 All staff  🗹 Literacy leader | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Literacy leaders | 🗹 On-site |
| All staff to engage in professional learning (Writing focus - Emina McLean) | 🗹 All staff | from: Term 2  to: Term 4 | 🗹 Curriculum development | 🗹 Whole school pupil free day | 🗹 External consultants  Emina McLean | 🗹 On-site |
| Re-engagement with Inclusion Outreach Coach to continue work on developing documented strategies and responses to support students with inclusion and engagement. | 🗹 All staff | from: Term 2  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Departmental resources  IOC | 🗹 On-site |