

2024 Annual Implementation Plan

for improving student outcomes

Belmont Primary School (0026)



Submitted for review by Craig Smith (School Principal) on 10 December, 2023 at 08:04 PM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 19 January, 2024 at 08:35 AM
Endorsed by Alison Lornie (School Council President) on 14 May, 2024 at 04:01 PM

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.	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	The 2023 School Review and the development of a new School Strategic Plan has given the school a sharp and narrow focus for school improvement over the next few years.
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.
<p>Maximise the achievement and learning growth of every student.</p>	Yes	<p>By 2027, increase the percentage of students from P-6 performing above the age expected level according to the Victorian Curriculum teacher judgement data in:</p> <ul style="list-style-type: none"> • Reading and viewing from 35% in 2022 to 45% • Writing from 20% in 2022 to 35% • Number and algebra from 29% in 2022 to 35% 	<p>By the end of 2024, increase the percentage of students from P-6 performing above the age expected level according to the Victorian Curriculum teacher judgement data in: Reading and viewing from 35% in 2022 to 38% Writing from 20% in 2022 to 25% Number and algebra from 29% in 2022 to 32%</p>
		<p>By 2027, increase the percentage of students in Years 3 and 5 as achieving exceeding or strong in NAPLAN proficiency levels in:</p> <ul style="list-style-type: none"> • Reading • Writing • Numeracy <p>(NAPLAN target to be determined)</p>	<p>By the end of 2024, increase the percentage of students in Years 3 and 5 as achieving exceeding or strong in NAPLAN proficiency levels in: Reading from 84% in 2023 to 86% (Year 3) Reading, maintain 92% from 2023 (Year 5) Writing, maintain 98% from 2023 (Year 3) Writing, maintain 92% from 2023 (Year 5) Numeracy from 78% in 2023 to 80% (Year 3) Numeracy from 82% in 2023 to 82% (Year 5)</p>

		<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 13% 2022 to 50% • Time to share pedagogical knowledge and content from 73% 2022 to 85% • Skills to measure impact from 80% 2022 to 90% 	<p>By the end of 2024, increase the percentage of positive endorsement in the School Staff Survey for the following factors: Professional learning through peer observation from 13% 2022 to 18% Time to share pedagogical knowledge and content from 73% 2022 to 76% Skills to measure impact from 80% 2022 to 85%</p>
		<p>By 2027, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 85% 2022 to 90% • Stimulated learning from 84% 2022 to 90% 	<p>By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: Differentiated learning challenge from 85% 2022 to 88% Stimulated learning from 84% 2022 to 87%</p>
Strengthen student agency and engagement to support learning and wellbeing.	Yes	<p>By 2027, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% 2022 to 78% • Sense of connectedness from 79% 2022 to 85% • Resilience (normal and high) from 71% 2022 to 75% 	<p>By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: Student voice and agency from 71% 2022 to 74% Sense of connectedness from 79% 2022 to 82% Resilience (normal and high) from 71% 2022 to 74%</p>
		<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% 2022 to 85% • Stimulating learning environment from 76% 2022 to 80% 	<p>By the end of 2024, increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors: Student agency and voice from 79% 2022 to 82% Stimulating learning environment from 76% 2022 to 79%</p>

Goal 2	Maximise the achievement and learning growth of every student.
12-month target 2.1-month target	By the end of 2024, increase the percentage of students from P-6 performing above the age expected level according to the Victorian Curriculum teacher judgement data in:

	<p>Reading and viewing from 35% in 2022 to 38%</p> <p>Writing from 20% in 2022 to 25%</p> <p>Number and algebra from 29% in 2022 to 32%</p>
12-month target 2.2-month target	<p>By the end of 2024, increase the percentage of students in Years 3 and 5 as achieving exceeding or strong in NAPLAN proficiency levels in:</p> <p>Reading from 84% in 2023 to 86% (Year 3)</p> <p>Reading, maintain 92% from 2023 (Year 5)</p> <p>Writing, maintain 98% from 2023 (Year 3)</p> <p>Writing, maintain 92% from 2023 (Year 5)</p> <p>Numeracy from 78% in 2023 to 80% (Year 3)</p> <p>Numeracy from 82% in 2023 to 82% (Year 5)</p>
12-month target 2.3-month target	<p>By the end of 2024, increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <p>Professional learning through peer observation from 13% 2022 to 18%</p> <p>Time to share pedagogical knowledge and content from 73% 2022 to 76%</p> <p>Skills to measure impact from 80% 2022 to 85%</p>
12-month target 2.4-month target	<p>By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <p>Differentiated learning challenge from 85% 2022 to 88%</p> <p>Stimulated learning from 84% 2022 to 87%</p>
Key Improvement Strategies	<p>Is this KIS selected for focus this year?</p>
KIS 2.a Teaching and learning	<p>Develop a consistent whole school approach to teaching and learning to deliver excellence in teaching practice.</p> <p>Yes</p>
KIS 2.b Assessment	<p>Strengthen staff capability to utilise data and evidence to teach a differentiated curriculum.</p> <p>No</p>

<p>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.</p>	<p>The recent school review panel observations and focus group discussions found that the school had begun implementation of evidence-based approaches in literacy and that consistency was developing across teams but not yet embedded as a whole school. An agreed and consistent school wide approach to numeracy was not yet embedded. The school had yet to fully develop and embed its pedagogical approach to the teaching and learning of numeracy.</p> <p>The review panel found that the school had a strong commitment to a collaborative approach to learning. There was some evidence of differentiation, although the extent that all teachers plan, deliver and access high quality differentiated tasks that meets the needs of all students was not consistently embedded and variable in quality. Utilisation of the high impact teaching strategies for differentiation would support teachers' ability to incorporate adjustments, in order for students to be challenged, extended and for those falling behind.</p>	
<p>Goal 3</p>	<p>Strengthen student agency and engagement to support learning and wellbeing.</p>	
<p>12-month target 3.1-month target</p>	<p>By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <p>Student voice and agency from 71% 2022 to 74% Sense of connectedness from 79% 2022 to 82% Resilience (normal and high) from 71% 2022 to 74%</p>	
<p>12-month target 3.2-month target</p>	<p>By the end of 2024, increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors:</p> <p>Student agency and voice from 79% 2022 to 82% Stimulating learning environment from 76% 2022 to 79%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Engagement</p>	<p>Develop processes and build staff capability to support student agency in learning.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Embed a school wide approach to support student wellbeing.</p>	<p>No</p>

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 review process found that the school made significant progress during the last strategic planning cycle to support the wellbeing of students and families. Panel observations found that the school had a range of leadership opportunities for students and that student voice in learning was evident. However, the panel agreed that student agency in learning was not yet fully understood or embedded across the school. The school had yet to agree and formalise systems, structures and processes to maximise student agency in learning and wellbeing. The panel agreed that this be a focus for the next school strategic planning period.

The review panel found that the school had established a culture of learning and wellbeing for students. Students were happy and safe and the school had a focus on students as leaders. Opportunities for students to have voice in learning choices were evident, although the activation of student agency was not yet fully understood or embedded across the school. The chance for teachers to unpack student voice and agency would provide a greater understanding on how to provide opportunities for students to engage and collaborate on what and how they learn.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the achievement and learning growth of every student.
12-month target 2.1 target	By the end of 2024, increase the percentage of students from P-6 performing above the age expected level according to the Victorian Curriculum teacher judgement data in: Reading and viewing from 35% in 2022 to 38% Writing from 20% in 2022 to 25% Number and algebra from 29% in 2022 to 32%
12-month target 2.2 target	By the end of 2024, increase the percentage of students in Years 3 and 5 as achieving exceeding or strong in NAPLAN proficiency levels in: Reading from 84% in 2023 to 86% (Year 3) Reading, maintain 92% from 2023 (Year 5) Writing, maintain 98% from 2023 (Year 3) Writing, maintain 92% from 2023 (Year 5) Numeracy from 78% in 2023 to 80% (Year 3) Numeracy from 82% in 2023 to 82% (Year 5)
12-month target 2.3 target	By the end of 2024, increase the percentage of positive endorsement in the School Staff Survey for the following factors: Professional learning through peer observation from 13% 2022 to 18% Time to share pedagogical knowledge and content from 73% 2022 to 76% Skills to measure impact from 80% 2022 to 85%
12-month target 2.4 target	By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: Differentiated learning challenge from 85% 2022 to 88% Stimulated learning from 84% 2022 to 87%
KIS 2.a Documented teaching and learning program based on the	Develop a consistent whole school approach to teaching and learning to deliver excellence in teaching practice.

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	Develop and document a school-wide literacy and numeracy strategy			
Outcomes	<p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will know how they contribute to and take responsibility for their own learning</p> <p>Teachers will plan and deliver high quality teaching and learning activities in a consistent manner across the school</p> <p>Teachers will maintain structures to support collaboration and strengthen teaching practice that aligns with the schools agreed approach</p> <p>Leaders will work with all staff to design and implement whole school, agreed approaches to teaching and learning in literacy and numeracy</p> <p>Leaders will monitor the delivery of consistent practice</p>			
Success Indicators	<p>Early indicators:</p> <p>A documented, school wide approach to the teaching of literacy and numeracy is in place</p> <p>Student provide feedback on their understanding of the agreed instructional models</p> <p>Classroom observations and learning walks demonstrating alignment with agreed approaches undertaken</p> <p>Late indicators:</p> <p>SSS factors 'Professional learning through peer observation' and 'Time to share pedagogical knowledge and content' will increase</p> <p>AtoSS factors 'Differentiated learning challenge' and 'Stimulated learning' will increase</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan opportunities for staff to collaborate and co-create documented whole school approaches to literacy and numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Review the meeting schedule and prioritise professional learning, with a focus on evidence-based best practice in literacy and	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

numeracy to build staff capacity and support alignment with the agreed whole school approaches	<input checked="" type="checkbox"/> PLC leaders		to: Term 4	
Develop and document agreed approaches to classroom observations and learning walks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Provide targeted support to enhance the learning outcomes of students identified in the priority cohorts	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,452.07 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 3	Strengthen student agency and engagement to support learning and wellbeing.			
12-month target 3.1 target	By the end of 2024, increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: Student voice and agency from 71% 2022 to 74% Sense of connectedness from 79% 2022 to 82% Resilience (normal and high) from 71% 2022 to 74%			
12-month target 3.2 target	By the end of 2024, increase the percentage of positive endorsement in the Parent Opinion Survey for the following factors: Student agency and voice from 79% 2022 to 82% Stimulating learning environment from 76% 2022 to 79%			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen	Develop processes and build staff capability to support student agency in learning.			

students' participation and engagement in school				
Actions	Build staff capacity to fully understand and embed agreed systems, structures and processes to maximise student agency in learning.			
Outcomes	Students will gain an understanding of how they take responsibility and actively contribute to their learning Students have a clear understanding of their learning goals and how to achieve success Teachers will support students to engage meaningfully in their learning Teachers will work with students in developing appropriate learning goals Leaders will support teachers to develop and implement an agreed process for conferencing with students			
Success Indicators	<p>Early indicators: Student learning goals are visible and displayed in classrooms Students can articulate their learning goals and how they can achieve them. Evidence of teachers documenting student conferences</p> <p>Late indicators: AtoSS factors 'Student voice and agency' and 'Sense of connectedness' will improve POS factors 'Student agency and voice' and 'Stimulating learning environment' will improve</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan opportunities for staff to collaborate and share current practices in student goal setting and conferencing	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop and document agreed approaches to conferencing and goal setting	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

<p>Prioritise staff professional learning, with a focus on evidence-based best practice in activating student voice and agency</p>	<p><input checked="" type="checkbox"/> Leadership team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p>
<p>Provide targeted interventions to support student health and wellbeing</p>	<p><input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,848.90	\$17,848.90	\$0.00
Disability Inclusion Tier 2 Funding	\$122,597.35	\$89,500.00	\$33,097.35
Schools Mental Health Fund and Menu	\$40,537.70	\$12,000.00	\$28,537.70
Total	\$180,983.95	\$119,348.90	\$61,635.05

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide targeted support to enhance the learning outcomes of students identified in the priority cohorts	\$30,452.07
Provide targeted interventions to support student health and wellbeing	\$20,000.00
Totals	\$50,452.07

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide targeted support to enhance the learning outcomes of students identified in the priority cohorts	from: Term 1 to: Term 4	\$17,848.90	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Totals		\$17,848.90	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide targeted support to enhance the learning outcomes of students identified in the priority cohorts	from: Term 1 to: Term 4	\$69,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend staff PL) CRT (to attend Profile meetings)
Provide targeted interventions to support student health and wellbeing	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff

	to: Term 4		<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education support
Totals		\$89,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide targeted interventions to support student health and wellbeing	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Canine Comprehension School Programs This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$12,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review the meeting schedule and prioritise professional learning, with a focus on evidence-based best practice in literacy and numeracy to build staff capacity and support alignment with the agreed whole school approaches	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Develop and document agreed approaches to classroom observations and learning walks	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Peer observation guide for principals and school leaders Peer observation guide for teachers</p>	<input checked="" type="checkbox"/> On-site
Prioritise staff professional learning, with a focus on evidence-based best practice in activating student voice and agency	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site