**Annual Implementation Plan - 2024**

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

Dorset Primary School (5132)



Submitted for review by Palma Coppa (School Principal) on 19 July, 2024 at 09:12 AM  
Endorsed by Mary Azer (Senior Education Improvement Leader) on 22 July, 2024 at 01:06 PM  
Endorsed by Mary Miller (School Council President) on 23 July, 2024 at 03:05 PM

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

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| Goal 2 | Maximise student learning growth and achievement in literacy and numeracy. | | | | |
| 12-month target 2.1 target | By the end of 2025, students achieving in the exceeding NAPLAN proficiency scales will reach:  • Year 3 reading from 17% to 19% • Year 3 numeracy from 18% to 20% • Year 5 reading from 26% to 28% • Year 5 numeracy from 8% to 10%.  Given this data will not be available to use in the year 2024, the following data will be used to measure improvement.  • School-wide percentage of students scoring above the expected level in running records and probe will increase from 53% to 56%.  • School-wide percentage of students scoring above the expected level in Essential Assessment will increase from 45% to 47%. | | | | |
| 12-month target 2.2 target | By 2024, increase the percentage of Foundation to Year 6 students achieving above expected level according to Teacher Judgement Age Expected Level.Target baseline is 2023.  • Reading and viewing from 50% to 52% • Number and algebra from 45% to 48%. | | | | |
| 12-month target 2.3 target | By the end of 2024, maintain or increase the percentage of positive endorsements on the Attitudes to School Survey for the following factors. Target baseline is 2023.  • Student voice and agency to increase from 69% to 71% • Motivation and interest to increase from 79% to 81% • Teacher concern to increase from 70% to 72%. | | | | |
| KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen a consistent whole school approach to high quality instructional practice. | | | | |
| **Actions** | Reading - Build and develop teacher knowledge and capacity to triangulate reading data, including Running Records, Probe, PAT and anecdotal notes for consistent and accurate teacher judgements. - Build and develop teacher capacity to administer Probe and Running Records.  - Build and develop teacher capacity to analyse Reading data and how to effectively use the data for future student learning.  - Create opportunities to enhance staff capabilities using the High Impact Teaching Strategies (1. Goal Setting, 7. Questioning, 8. Feedback, 9. Metacognitive strategies). - Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model. - Develop an action plan to integrate the new English 2.0 Curriculum. - Monitor progress through the use of multiple data sources.  Maths - Embed the use of Rich Assessment Tasks, and the staff’s ability to use data gathered to inform point of need teaching.  - Promote LFHC (low-floor-high-ceiling) tasks as a way to promote engagement, challenge and agency within learning.  - Analyse school-wide data to target coaching and mentoring needs.  - Analyse school-wide data to support teachers to identify trends and patterns in student outcomes. - Continue school-wide Maths days to promote a passion for maths.  - Analyse planning documents to ensure high-quality of learning is maintained. Pay close attention to the challenge level of student tasks. | | | | |
| **Outcomes** | Students will: - Show academic growth according to the goals outlined in the AIP. - Be able to articulate their goals and how they’ll achieve them in an age-appropriate way.  - Report high levels of challenge in their learning in all subjects when interviewed in a focu group setting.   Teachers will: - Plan highly effective lessons that reflect our whole school focus on Reading, Writing and Maths.  - Demonstrate greater confidence in their ability to challenge students in their learning. - Use data to inform point of need teaching.  - Promote agency by setting goals collaboratively with students.  - Engage in regular, informal team teaching.   Leaders will: - Construct high-quality PD according to point of need.  - Support staff by assigning coaches/mentors as needed.  - Analyse planning documents and conduct walkthroughs.   Parents will: - Receive accurate reporting on student academic outcomes.  - Support teachers by encouraging healthy homework habits.  - Report high levels of satisfaction in the robustness of our curriculum and engagement levels in ther children. | | | | |
| **Success Indicators** | - Assessment data indicates strong growth.  - Planning documentation reflects school foci.  - Increase in percentage of the targets for June and December reporting. - Walkthroughs find evidence of increasing student challenge and engagement. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Provide staffing and opportunities for professional learning to occur around key concepts including High Impact Teaching Strategies, the four proficiencies, data analysis and LFHC (LOW FLOOR HIGH CEILING) rich tasks.   Allocate equity funding on a needs basis to support students with additional literacy needs including those with a Koorie background.  Allocate Learning Specialists and KLA’s as coaching/support for targeted point of need to further develop instructional consistency and pedagogical approach school-wide. This will include regular student shadowing in classrooms to monitor student growth.   Monitoring of planning documentation for consistency and differentiation of students.  Lead the development of the action plan and how staff will be deployed.  Provide funding for external presenters to provide professional development to staff.   Facilitate leaders undertaking a leadership skill analysis each term. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $110,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| Providing professional development in accordance with an agreed upon PD plan and modelling best practice around topics including High Impact Teaching Strategies, the four proficiencies, data analysis and LFHC (LOW FLOOR HIGH CEILING) tasks.  Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach, and support teachers with the implementation of the above actions.   Review student outcome data relating to specific targets and also focus in on annual survey data points including AtoSS and Parent Opinion.  Provide regular feedback to teachers (re: data, coaching and planning)  Analyse planning to ensure challenge level is high for all students. | | 🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide feedback around planning documentation.  Audit weekly programs periodically to ensure planning is of a high quality.   Monitor the progress of PLC teams through the improvement cycle.   Monitor progress by using key data sources. | | 🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Engage in Professional Practice days.  Developing capacity around high quality teaching practice.   Montior student progress using our assessment schedule and classroom learning tasks.   Create a culture where all students love learning and are active participants in the learning process. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,034.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher capability to utilise data to teach to a student’s point of learning need. | | | | |
| **Actions** | Reading - Build and develop teacher knowledge and capacity to triangulate reading data, including Running Records, Probe, PAT and anecdotal notes for consistent and accurate teacher judgements. - Build and develop teacher capacity to administer Probe and Running Records.  - Build and develop teacher capacity to analyse Reading data and how to effectively use the data for future student learning.  - Take opportunities to enhance staff capabilities using the High Impact Teaching Strategies (1. Goal Setting, 7. Questioning, 8. Feedback, 9. Metacognitive strategies). - Follow the action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of the instructional model. - Develop an action plan to integrate the new English 2.0 Curriculum. - Monitor progress through the use of multiple data sources.  Maths - Embed the use of Rich Assessment Tasks, and the staff’s ability to use data gathered to inform point of need teaching.  - Use LFHC (low-floor-high-ceiling) tasks as a way to promote engagement, challenge and agency within learning.  - Analyse school-wide data to identify trends and patterns in student outcomes. - Continue school-wide Maths days to promote a passion for maths.  - Produce planning documents to ensure high-quality of learning is maintained. Pay close attention to the challenge level of student tasks. | | | | |
| **Outcomes** | Students will: - Show academic growth according to the goals outlined in the AIP. - Be able to articulate their goals and how they’ll achieve them in an age-appropriate way.  - Report high levels of challenge in their learning in all subjects when interviewed in a focu group setting.   Teachers will: - Plan highly effective lessons that reflect our whole school focus on Reading, Writing and Maths.  - Demonstrate greater confidence in their ability to challenge students in their learning. - Use data to inform point of need teaching.  - Promote agency by setting goals collaboratively with students.  - Engage in regular, informal team teaching.   Leaders will: - Construct high-quality PD according to point of need.  - Support staff by assigning coaches/mentors as needed.  - Analyse planning documents and conduct walkthroughs.   Parents will: - Receive accurate reporting on student academic outcomes.  - Support teachers by encouraging healthy homework habits.  - Report high levels of satisfaction in the robustness of our curriculum and engagement levels in ther children. | | | | |
| **Success Indicators** | - Assessment data indicates strong growth.  - Planning documentation reflects school foci.  - Increase in percentage of the targets for June and December reporting. - Walkthroughs find evidence of increasing student challenge and engagement. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Provide staffing and opportunities for professional learning to occur around key concepts including High Impact Teaching Strategies, the four proficiencies, data analysis and LFHC (LOW FLOOR HIGH CEILING) rich tasks.   Allocate equity funding on a needs basis to support students with additional literacy needs including those with a Koorie background.  Allocate Learning Specialists and KLA’s as coaching/support for targeted point of need to further develop instructional consistency and pedagogical approach school-wide. This will include regular student shadowing in classrooms to monitor student growth.   Monitoring of planning documentation for consistency and differentiation of students.  Lead the development of the action plan and how staff will be deployed.  Provide funding for external presenters to provide professional development to staff.   Facilitate leaders undertaking a leadership skill analysis each term. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $110,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used |
| Providing professional development in accordance with an agreed upon PD plan and modelling best practice around topics including High Impact Teaching Strategies, the four proficiencies, data analysis and LFHC (LOW FLOOR HIGH CEILING) tasks.  Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach, and support teachers with the implementation of the above actions.   Review student outcome data relating to specific targets and also focus in on annual survey data points including AtoSS and Parent Opinion.  Provide regular feedback to teachers (re: data, coaching and planning)  Analyse planning to ensure challenge level is high for all students. | | 🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide feedback around planning documentation.  Audit weekly programs periodically to ensure planning is of a high quality.   Monitor the progress of PLC teams through the improvement cycle.   Monitor progress by using key data sources. | | 🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Engage in Professional Practice days.  Developing capacity around high quality teaching practice.   Montior student progress using our assessment schedule and classroom learning tasks.   Create a culture where all students love learning and are active participants in the learning process. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,031.01  🗹 Disability Inclusion Tier 2 Funding will be used |
| Goal 3 | Empower students in their learning and wellbeing. | | | | |
| 12-month target 3.1 target | By the end of 2024, maintain or increase the percentage of positive endorsements on the Attitudes to School Survey for the following factors. Target baseline is 2023.  • Student voice and agency to increase from 69% to 71% • Motivation and interest to increase from 79% to 81% • Teacher concern to increase from 70% to 72%. | | | | |
| 12-month target 3.2 target | Not a focus as part of the 2024 cycle. | | | | |
| 12-month target 3.3 target | Not a focus as part of the 2024 cycle. | | | | |
| KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop staff capabilities to activate agency in learning and wellbeing. | | | | |
| **Actions** | - Follow a school-wide wellbeing scope and sequence.  - Engage in ongoing PD program aimed at developing staff capabilities in activating agency in learning and wellbeing.  - Facilitate and review ongoing surveys to monitor student and staff progress in the above areas. | | | | |
| **Outcomes** | Students will: - Be more engaged in their learning. - Report higher percentages of motivation, voice and agency.   Teachers will: - Report higher levels of understanding of voice and agency, and how to provide opportunities to students to demonstrate voice and agency. - Provide evidence of opportunities for voice and agency in their planning documentation.  - Demonstrate a greater understanding of how to teach the personal and social, and critical and creative thinking capabilities. required for strong student voice and agency.   Leaders will: - provide coaching at point of need to support the above initiative.  - provide evidence informed PD.  - Build wellbeing data literacy amongst staff.   Parents/carers will:  - report higher levels of learning and engagement in the 2025 school parent feedback survey. | | | | |
| **Success Indicators** | - Assessment data indicates strong academic growth.  - Planning documentation reflects tasks that incorporate voice and agency.  - Staff survey reflects a greater understanding in voice and agency.  - Student survey reflects positive responses to voice and agency.  - Student survey reflects improved understanding of voice and agency. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Provide staffing and opportunities for professional learning to occur around key concepts including High Impact Teaching Strategies, voice and agency.   Allocate equity funding on a needs basis to support students with additional wellbeing needs including those with a Koorie background.  Allocate Learning Specialists and KLA leaders as coaching/support for targeted point of need to further develop instructional consistency and pedagogical approach school-wide. This will include regular student shadowing in classrooms to monitor student growth.   Monitoring of planning documentation for evidence of voice and agency.   Lead the development of the action plan and how staff will be deployed.  Allocate funding for external presenters to provide professional development to staff. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Providing professional development in accordance with an agreed upon PD plan and modelling best practice around enhancing voice and agency.   Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of voice and agency strategies.   Provide regular feedback to teachers (re: data, coaching and planning) | | 🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide feedback around planning documentation.  Providing professional development in accordance with an agreed upon PD plan and modelling best practice around topics including High Impact Wellbeing Strategies, promoting student voice and agency, and data analysis.   Audit fortnightly programs periodically to ensure planning is of a high quality.   Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of voice and agency strategies.   Facilitate professional discussion around teaching approaches that enhance voice and agency in an age-appropriate way.   Review student wellbeing survey data to monitor student wellbeing and program impact, making adjustments as necessary. | | 🗹 KLA leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $4,400.87  🗹 Disability Inclusion Tier 2 Funding will be used |
| Engage in professional learning opportunities.   Explore new teaching approaches and philosophies as a result of PD.   Montior student progress using assessment data and student surveys.   Monitor the progress of PLC teams through the improvement cycle.   Teach ‘soft’ skills required to enhance voice and agency. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| KIS 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop and facilitate opportunities for students to influence and co-design their learning. | | | | |
| **Actions** | - Implementing a school-wide wellbeing scope and sequence.  - Provide ongoing PD program aimed at developing staff capabilities in activating agency in learning and wellbeing.  - Conduct ongoing surveys to monitor student and staff progress in the above areas. | | | | |
| **Outcomes** | Students will: - Be more engaged in their learning. - Report higher percentages of motivation, voice and agency.   Teachers will: - Report higher levels of understanding of voice and agency, and how to provide opportunities to students to demonstrate voice and agency. - Provide evidence of opportunities for voice and agency in their planning documentation.  - Demonstrate a greater understanding of how to teach the personal and social, and critical and creative thinking capabilities. required for strong student voice and agency.   Leaders will: - provide coaching at point of need to support the above initiative.  - provide evidence informed PD.  - Build wellbeing data literacy amongst staff.   Parents/carers will:  - report higher levels of learning and engagement in the 2025 school parent feedback survey. | | | | |
| **Success Indicators** | - Assessment data indicates strong academic growth.  - Planning documentation reflects tasks that incorporate voice and agency.  - Staff survey reflects a greater understanding in voice and agency.  - Student survey reflects positive responses to voice and agency.  - Student survey reflects improved understanding of voice and agency. | | | | |
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| Provide staffing and opportunities for professional learning to occur around key concepts including High Impact Teaching Strategies, voice and agency.   Allocate equity funding on a needs basis to support students with additional wellbeing needs including those with a Koorie background.  Allocate Learning Specialists and KLA leaders as coaching/support for targeted point of need to further develop instructional consistency and pedagogical approach school-wide. This will include regular student shadowing in classrooms to monitor student growth.   Monitoring of planning documentation for evidence of voice and agency.   Lead the development of the action plan and how staff will be deployed.  Allocate funding for external presenters to provide professional development to staff. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Providing professional development in accordance with an agreed upon PD plan and modelling best practice around enhancing voice and agency.   Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of voice and agency strategies.   Provide regular feedback to teachers (re: data, coaching and planning) | | 🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide feedback around planning documentation.  Providing professional development in accordance with an agreed upon PD plan and modelling best practice around topics including High Impact Wellbeing Strategies, promoting student voice and agency, and data analysis.   Audit fortnightly programs periodically to ensure planning is of a high quality.   Develop an action plan on how the expertise within the school will be deployed to monitor, model, coach and support teachers with the implementation of voice and agency strategies.   Facilitate professional discussion around teaching approaches that enhance voice and agency in an age-appropriate way.   Review student wellbeing survey data to monitor student wellbeing and program impact, making adjustments as necessary. | | 🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,400.87  🗹 Disability Inclusion Tier 2 Funding will be used |
| Engage in professional learning opportunities.   Explore new teaching approaches and philosophies as a result of PD.   Montior student progress using assessment data and student surveys.   Monitor the progress of PLC teams through the improvement cycle.   Teach ‘soft’ skills required to enhance voice and agency. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,500.00  🗹 Disability Inclusion Tier 2 Funding will be used |