

2024 Annual Implementation Plan

Be Ready to Learn Be Respectful Be Safe Be Kind

FPS Mission and Vision



Mission

We will provide learning opportunities in supportive and collaborative learning environments.

Vision

Students will realise their full potential, contributing to our school, our community and our world.

Be Ready to Learn Be Respectful Be Safe Be Kind



Purpose of the Principal's Report

Learning Intention: To build an understanding of how 2024 goals in the Annual Implementation Plan will support improvement at FPS.

Success Criteria:

- I am familiar with the goals of School Strategic Plan.
- I can identify the goals and some of the Key Improvement Strategies of the 2024 AIP.
- I am familiar with the rationale of why the goals were developed and how the 2022 School Review informed these goals.
- I have had an opportunity to discuss the schools' goals and ask questions.

Be Ready to Learn Be Respectful Be Safe Be Kind

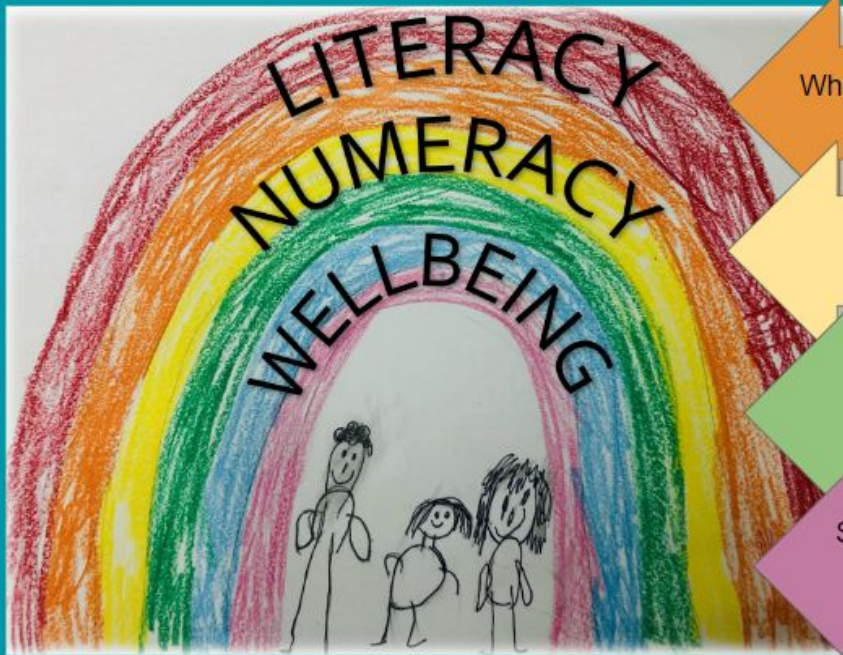
Framework for Improving Student Outcomes-FISO 2



Be Ready to Learn Be Respectful Be Safe Be Kind

In a snap shot

2024 Flemington PS AIP



Whole school approach to **spelling/word** work to support Literacy and Numeracy

Number Talks and Reflective Journals
NEW Mathematics curriculum for 2025

SWPB systems and Berry Street
Mental Health in Primary Schools and
Disability Inclusion initiatives

Strengthen agency through **goal setting and reflection**
Improving **Attendance & late arrival**

Be Ready to Learn **Be Respectful** **Be Safe** **Be Kind**

Targets

Every goal has targets. These are gained from:

- NAPLAN
- Teacher judgement
- Staff School Survey
- Attitude To School Survey- students Yrs 4-6
- Parent Opinion Survey
- Student attendance data

Target outcomes are presented throughout the year to School Council as a part of the Principal Report.



Be Ready to Learn **Be Respectful** **Be Safe** **Be Kind**

Goal 1

Rationale:

Panel discussion identified teachers' understanding of the **instructional model** and use of **formative assessments to evaluate and inform next steps**, could be strengthened. Strengthening consistency of **evidence-based practices** against a continuum of learning aimed at **teaching to each student's point of need** was also identified as an area of focus.

Deepening the work of Professional Learning Teams (PLTs) and the school's intent to transition to the DET Professional Learning Community (PLC) model were also suggested as vehicles to **strengthen the way teachers used data in a cycle of inquiry and reflected on their practice** in order to build their practice and improve student learning outcomes.

To improve student learning outcomes and maximise learning growth for every student in literacy and numeracy.



Be Ready to Learn Be Respectful Be Safe Be Kind

To improve student learning outcomes and maximise learning growth for every student in literacy and numeracy

Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice (to improve student learning outcomes)

To implement and embed number talks and reflective journals

To support the implementation of the new Mathematics curriculum in preparation for 2025

To implement and embed a whole school approach to spelling/word work to support literacy and numeracy

1

Response to Intervention using Sounds
Write scope and sequence

2

PL for all staff on Sounds Write
-ES having PL
-1 x day for Sounds Write with SW Team-
observation of a Sounds Write lesson in
another school and planning- Term 1
-Review and monitor day T3

3

Participation in Maths CoP
-Year 5-6 teachers visiting MAC - number
talks and reflection journals x2
-AP & Numeracy Lead to attend CoP

To improve student learning outcomes and maximise learning growth for every student in literacy and numeracy

Actions continued

Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice (to improve student learning outcomes)

To implement and embed number talks and reflective journals

To support the implementation of the new Mathematics curriculum in preparation for 2025

To implement and embed a whole school approach to spelling/word work to support literacy and numeracy

4

Opportunity to unpack NEW maths Curriculum

-PLCs in Term 3 & 4

-Maths GVC team- Michael Y & F-2 teacher- 2 days

5

Observation and feedback of Number Talks- Laura
-observation hour built into timetable

6

Literacy support for F-2 with Guided Reading & Writing
-set up guided reading with F-1/2 and starting with 1/2s in Term 1 starting at 9.30am. See each twice in a term- 40hrs over 6 mths
-Term 3 Foundation writing coaching

Goal 2

Rationale:

An analysis of the school's structures and processes to enable students to be confident and motivated learners, identified the **use of feedback and reflection strategies** by teachers to support students, could be strengthened. Additionally, students were not always skilled in asking for or giving effective feedback. The Panel agreed there were opportunities to strengthen partnerships in learning between students, staff and parents in order to **build capacity to use strategies for giving and receiving feedback** providing opportunities for **greater student voice and learner agency**. The Panel considered this as an area of future focus.

To improve student agency in learning.



Be Ready to Learn Be Respectful Be Safe Be Kind

To improve student agency in learning

Deepen and embed student capability to set goals, monitor and reflect on their learning progress

To strengthen agency through goal setting and reflection

1

Implement quality & rigorous Goal Setting into Vertical Team planning sessions

2

Moderation of Reflection Journals in Vertical teams

Goal 3

Rationale:

Panel discussion and data analysis identified whilst the school placed high importance on building partnerships with parents and carers to deepen and develop sustainable and respectful relationships, continuing to embed the whole school wellbeing approach should be included in the SSP. The Panel suggested **continuing to strengthen the partnerships with parents and carers around curriculum, student wellbeing and student progress** would assist the school in the continued development of **strong and resilient students**. The Panel agreed, the school's **participation in the Flemington Education Plan** would also augment this work.

For every child to experience opportunities and pathways that promote educational excellence, health and wellbeing and a sense of belonging and community.

Priorities:

- Health, wellbeing and engagement
- Cultural diversity and inclusion
- Seamless transitions
- School improvement initiatives
- Building excellence across the workforce



For every child to experience opportunities and pathways that promote educational excellence, health and wellbeing, a sense of belonging and community

Strengthen and embed processes for supporting students' resilience, health and wellbeing

Strengthen the schools SWPB systems and Berry Street approaches

Strengthen implementation of Mental Health in Primary Schools and Disability Inclusion initiatives

1

Berry St training x2

- Trial of strategies from Berry St T1&2
- Peer observation
- Instructional Rounds- HITS- Wellbeing and Feedback/Differentiation

2

Collect termly behaviour data to run effective data based decision making and analysis

- PL- Compass Chronicles & Dojo-Term 1 & 3

3

Professional learning, to use Wellbeing Tier 1 practices in PLCs

- PLCs T1

For every child, experience opportunities and pathways that promote educational excellence, health and wellbeing, a sense of belonging and community

Actions continued

Strengthen and embed processes for supporting students' resilience, health and wellbeing

Strengthen the schools SWPB systems and Berry Street approaches

Strengthen implementation of Mental Health in Primary Schools and Disability Inclusion initiatives

4

Sensory classroom resources and fittings ie fidgets etc

5

Lunchtime inclusion clubs

6

E Safety PL
Stand up to Bullying PL
I Can PL

7

Peer Support program

Targets from the Strategic Plan

-as results are delivered, they are presented to school council

Target 1.3 Teacher Judgment: By 2025 the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:

- Reading from 38% (2021) to 44%
- Speaking & Listening from 9%(2021) to 20%
- Writing from 20% (2021) to 28%
- Measurement & Geometry from 12% (2021) to 21%
- Number & Algebra from 27% (2021) to 32%
- Statistics & Probability from 10% (2021) to 22%

	2021	2022	2023	2024	2025
Reading	-	41%	42%	43%	44%
Actual	41%	42%	40%		
Speaking & Listening	-	14%	16%	18%	20%
Actual	9%	10%	20%		
Writing	20%	22%	24%	26%	28%
Actual	-	24%	31%		
Measurement & Geometry	12%	15%	17%	19%	21%
Actual	-	17%	22%		
Number & Algebra	27%	30%	31%	32%	
Actual		30%	36%		

Target 2.2 By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:

- Student agency and voice from 62% (2021) to 80%
- Confidence and resilience skills from 70% (2021) to 80%
- Student motivation and support from 61% (2021) to 80%
- Stimulating learning environment from 68% (2021) to 80%

	2021	2022	2023	2024	2025
Student agency and voice	-	66%	71%	76%	80%
Actual	62%	70%	69%		
Confidence and Resilience skills	-	72%	74%	77%	80%
Actual	70%	77%	78%		
Student motivation and support	-	66%	71%	76%	80%
Actual	61%	68%	68%		
Stimulating learning environment	-	71%	74%	77%	80%
Actual	68%	71%	76%		

S SP Data Sets & Targets 2022-2025

Goal 1

To improve student learning outcomes for every student in literacy and numeracy

Target 1.1 By 2025 increase the % of stds in Yrs 3 & 5 achieving in top 2 NAPLAN bands for the domains of:

Year 3

- Reading from 68% (2021) to 78%
- Writing from 65% (2021) to 75%
- Spelling from 66% (2021) to 83%
- Numeracy from 57% (2021) to 68%

Year 5 Targets

	2020	2021	2022	2023	2024	2025
Reading	72%	75%	68%	72%	73%	78%
Actual	-	77%	68%			
NEW NAPLAN						
Actual						
Writing	70%	75%	65%	68%	71%	75%
Actual		68%	52%			

Questions



Be Ready to Learn Be Respectful Be Safe Be Kind