

2024 Annual Implementation Plan

for improving student outcomes

McKinnon Primary School (4366)



Submitted for review by Suzanne Khatib (School Principal) on 19 December, 2023 at 05:52 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 22 December, 2023 at 11:21 AM
Endorsed by Louise Schirmer (School Council President) on 25 October, 2024 at 10:42 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	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	
	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	

	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.	
	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	
	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	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
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.
To maximise the learning growth of every student.	Yes	<p>By 2026, the percentage of Year 5 students achieving above benchmark growth in NAPLAN will increase in:</p> <ul style="list-style-type: none"> • Writing from 29% (2021) to 33% 	To improve the number of students from 30% (2023) exceeding to 32% exceeding in writing in Year 5.
		<p>By 2026, the percentage of Year 5 students achieving below benchmark growth in NAPLAN will decrease in:</p> <ul style="list-style-type: none"> • Reading from 21% (2021) to 15% • Writing from 17% (2021) to 10% • Spelling from 25% (2021) to 15% 	To decrease the number of students in developing and needs attention from 11% (2023).
		<p>By 2026, the percentage of Year 1 to 6 students making above expected growth against the Victorian Curriculum (Semester 2 2021 to Semester 2 2022) will increase in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 15% to 19% • Writing from 12% to 20% • Number and Algebra from 26% to 30% 	To improve number of students in exceeding for Number and Algebra by 2%. To improve number of students in exceeding for Reading by 2%.

		<p>By 2026, the percentage of staff reporting positive endorsement on the School Staff Survey (SSS) will increase in the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis (School climate) from 66% (2022) to 72% • Understand how to analyse data (Teaching and Learning: Evaluation) from 64% (2022) to 72% 	To improve 'Understand how to use and analyse data' on SSS from 65%(2023) by 3% to 69%.
To improve student voice and agency in learning.	Yes	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 54% (2022) to 65% • Motivation and interest from 71% (2022) to 80% • Self-regulation and goal setting from 76% (2022) to 84%. 	Student voice and agency from 64% (2023) by 2% to 66%.
		<p>By 2026, the percentage of staff reporting positive endorsement on the SSS teaching and learning module (evaluation) will increase in the following factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 73% in (2022) to 85% 	To improve 'Use student feedback to improve practice' from SSS from 57% (2023) to 73%.
To improve the health and wellbeing of all students.	Yes	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the AtoSS will increase in the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 63% (2022) to 70% • Sense of confidence from 70% (2022) to 78% 	Teacher concern from 65% (2023) to 67%.

Goal 2	To maximise the learning growth of every student.
12-month target 2.1-month target	To improve the number of students from 30% (2023) exceeding to 32% exceeding in writing in Year 5.
12-month target 2.2-month target	To decrease the number of students in developing and needs attention from 11% (2023).

12-month target 2.3-month target	To improve number of students in exceeding for Number and Algebra by 2%.	
	To improve number of students in exceeding for Reading by 2%.	
12-month target 2.4-month target	To improve 'Understand how to use and analyse data' on SSS from 65%(2023) by 3% to 69%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Enhance the capability of all teachers to consistently deliver the school's instructional model	Yes
KIS 2.b Teaching and learning	Further develop teacher capability to inform differentiated teaching and learning practices	Yes
KIS 2.c Leadership	Embed the Professional Learning Communities (PLC) initiative across the 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.	The instructional model and teacher capability to inform differentiated teaching and learning are highly interlinked. The SIT want to build on the successes in these areas in 2023.	
Goal 3	To improve student voice and agency in learning.	
12-month target 3.1-month target	Student voice and agency from 64% (2023) by 2% to 66%.	
12-month target 3.2-month target	To improve 'Use student feedback to improve practice' from SSS from 57% (2023) to 73%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Leadership	Define and develop an agreed whole school approach to support student voice and agency in learning.	Yes
KIS 3.b Teaching and learning	Develop teacher capability to support voice and agency.	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.	We have identified a need to develop a whole school definition, approach and model to explicitly address how student agency will be fostered at McKinnon PS. Existing and newly emerging practices will form part of this model with the ability to hone in on a specific strategy at a time. Existing IB PYP structures will be embedded in this model and be further enhanced with PYP PL.	
Goal 4	To improve the health and wellbeing of all students.	
12-month target 4.1-month target	Teacher concern from 65% (2023) to 67%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Teaching and learning	Strengthen staff capability to understand and support student health and wellbeing needs	No
KIS 4.b Support and resources	Further develop and enhance response to intervention approaches, curriculum and supports.	Yes
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.	We recognise a need to review the wellbeing model and practices as well as refine our approach to Response to Intervention. Attention will be paid to universal strategies Tier 1 and Tier 3 processes to improve practice.	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise the learning growth of every student.
12-month target 2.1 target	To improve the number of students from 30% (2023) exceeding to 32% exceeding in writing in Year 5.
12-month target 2.2 target	To decrease the number of students in developing and needs attention from 11% (2023).
12-month target 2.3 target	To improve number of students in exceeding for Number and Algebra by 2%. To improve number of students in exceeding for Reading by 2%.
12-month target 2.4 target	To improve 'Understand how to use and analyse data' on SSS from 65%(2023) by 3% to 69%.
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	Enhance the capability of all teachers to consistently deliver the school's instructional model
Actions	Revisit and refine coaching processes, structures and expectations.
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> * Develop whole school vision to set expectations and and promoting value that different forms of coaching and observation experiences afford. * More leaders involved in coaching, learning walks, observations. * Leaders have greater knowledge of needs of specific cohorts of students and teaching teams allowing them to scaffold next steps in teacher practice. <p>Teachers:</p> <ul style="list-style-type: none"> * Understanding of expectations and value that different forms of coaching and observation experiences afford. * Consistency of the instructional model implemented across the school. * Teachers have more clarity and confidence using the instructional model to plan and deliver learning experiences across curriculum

	<p>areas.</p> <p>Students:</p> <ul style="list-style-type: none"> * Students will be scaffolded to achieve success in lessons. * Will have greater opportunities to learn agentically being familiar and understand instrutional routines. * Recieve greater consistency of classroom practice within and across year levels. 			
Success Indicators	<ul style="list-style-type: none"> * Evidence of coaching sessions * Feedback from selected cohorts and specific teaching teams about confidence in using instructional model. * Reflections in PDP andPLC processes as evidence of coaching * Results of student shadowing experiences. * Instructional model visable in team planners. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school PL to revisit the instructional model.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Revisit and referesh staff understanding of the observation and coaching menu with clear expectations for implementation in all areas of the school.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Review, evaluate and adjust the early years (F-2) literacy instruction approaches to ensure evidence-based practices are embedded.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
KIS 2.b Documented teaching and learning program based on the	Further develop teacher capability to inform differentiated teaching and learning practices			

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	Refine expectations for documenting differentiation in planning as informed by cohort data.			
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> * will have a clear understanding of roles and responsibilities being undertaken in team planning * have clear expectations of planning and differentiation and consistently communicate and monitor this to staff. <p>Teachers:</p> <ul style="list-style-type: none"> * confidently participate in regular data discussions across a range of curriculum areas * use data to plan student differentiation particularly for the middle and high cohort of students. * will be more knowledgeable in how to plan and record differentiation <p>Students:</p> <ul style="list-style-type: none"> * provided with learning targeted to their individual point of need * be engaged and motivated within their learning * will be able to identify their next step in learning 			
Success Indicators	<p>Expectations are clear within planning agenda</p> <p>Differentiation is represented in curriculum planners.</p> <p>SIT and Team leader reflections in PL sessions.</p> <p>SIT observation notes from planning sessions</p> <p>Evidence of data discussions, linked in planners, across all curriculum areas</p> <p>Evidence of numeracy differentiation within problem solving maths tasks found in maths planners</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Engage with Michael Minus to embed problem solving tasks into maths planning, with a focus on differentiation.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Conduct teacher numeracy workshops to improve teacher knowledge, confidence and capacity in maths across the staff.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00
Goal 3	To improve student voice and agency in learning.			
12-month target 3.1 target	Student voice and agency from 64% (2023) by 2% to 66%.			
12-month target 3.2 target	To improve 'Use student feedback to improve practice' from SSS from 57% (2023) to 73%.			
KIS 3.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	Define and develop an agreed whole school approach to support student voice and agency in learning.			
Actions	Define and develop an agreed whole school approach to support student voice and agency in learning.			
Outcomes	<p>Leadership:</p> <ul style="list-style-type: none"> * Define and begin to document how we will support knowledge and understanding of student voice and agency in learning. * Shared and consistent understanding and communication of student agency at McKinnon Primary. <p>Teachers:</p> <ul style="list-style-type: none"> * Improved knowledge and understanding of student voice and agency in learning. * Teachers identifying opportunities to implement student voice and agency in learning. 			

	<p>Students:</p> <ul style="list-style-type: none"> * Have improved knowledge and understanding how they use voice and agency in their learning. * Confidence to utilise opportunities developed within the school for student voice and agency. 			
Success Indicators	<ul style="list-style-type: none"> * McKinnon voice and agency definition created with agency menu clearly showing ways we increase agency at McKinnon PS. * ATOSS results improved for student voice and agency as well as goal setting. * Planning documentation and teacher reflections (e.g. UOI -Agency Week) * Student reflections and feedback within and at the completion of units of learning * Evidence from student focus groups. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a visual representation and menu of the McKinnon agency and voice model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Consultation and curriculum day with knowledgeable inquiry educator Sharon Bailey to further the connections between structured inquiry learning and agency.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00
Engagement of student community with established and emerging avenues of voice and agency. (eg Feedback groups to SIT, SRC proceedings, School Leadership opportunities)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 4	To improve the health and wellbeing of all students.			
12-month target 4.1 target	Teacher concern from 65% (2023) to 67%.			
KIS 4.b	Further develop and enhance response to intervention approaches, curriculum and supports.			

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	Review and refine the whole school wellbeing model.			
Outcomes	<p>Leadership * support teachers to understand and implement response to intervention processes across the curriculum</p> <p>Teachers * have a clear understanding of processes and responsibilities across the response to intervention model. * access the supports available when needed</p> <p>Students * will access supports to improve engagement in the curriculum</p>			
Success Indicators	<ul style="list-style-type: none"> * Improvement of Atoss data- Teacher Concern * Wellbeing prioritised and taught in consistent frequency across the school. * Information from wellbeing surveys. * Information gathered through Learning Walks and peer observation around wellbeing. * Wellbeing lessons planned to respond to needs of cohorts as seen from Wellbeing surveys * Teachers will report greater confidence in selecting response to intervention approaches to suit their classroom needs * Whole school consistent approach when responding to student needs at all tiers of intervention 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Reviewing the response to intervention and Tier 2 and 3 processes including SSG meetings, ILPs and to create document outlining clear expectations for all staff groups.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Continue to strengthen staff capacity to support and document accommodations and adjustments for students with additional learning needs through coaching from Disability Inclusion Teacher	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review whole school RRRR curriculum and build staff capacity by sending groups of staff to targeted professional learning and opportunities to engage with lead RRRR schools in this or nearby networks.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Recruit staffing for approximately two days per week to enable current McKinnon staff to train in and support the school in the following mental health fund areas: Bully Stoppers, RRRR and explore other options such as Growing with Gratitude.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,344.90	\$0.00	\$7,344.90
Disability Inclusion Tier 2 Funding	\$220,456.46	\$0.00	\$220,456.46
Schools Mental Health Fund and Menu	\$84,767.14	\$0.00	\$84,767.14
Total	\$312,568.50	\$0.00	\$312,568.50

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue to strengthen staff capacity to support and document accommodations and adjustments for students with additional learning needs through coaching from Disability Inclusion Teacher	\$100,000.00
Recruit staffing for approximately two days per week to enable current McKinnon staff to train in and support the school in the following mental health fund areas: Bully Stoppers, RRRR and explore other options such as Growing with Gratitude.	\$45,000.00
Totals	\$145,000.00

Activities and milestones - Equity Funding

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

Activities and milestones	When	Funding allocated (\$)	Category
Continue to strengthen staff capacity to support and document accommodations and adjustments for students with additional learning needs through coaching from Disability Inclusion Teacher	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Recruit staffing for approximately two days per week to enable current McKinnon staff to train in and support the school in the following mental health fund areas: Bully Stoppers, RRRR and explore other options such as Growing with Gratitude.	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

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, evaluate and adjust the early years (F-2) literacy instruction approaches to ensure evidence-based practices are embedded.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Engage with Michael Minus to embed problem solving tasks into maths planning, with a focus on differentiation.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants Michael Minus	<input checked="" type="checkbox"/> On-site
Consultation and curriculum day with knowledgeable inquiry educator Sharon Bailey to further the connections between structured inquiry learning and agency.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Sharon Bailey	<input checked="" type="checkbox"/> On-site