Annual Implementation Plan - 2024
Define actions, outcomes, success indicators and activities

Kyneton Primary School (0343)

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Department
of Education

Define actions, outcomes, success indicators and activities

Goal 2	To maximise student learning outcomes for every student.
12-month target 2.1 target	Increase the percentage of Year 5 students in the Exceeding Proficiency levels in NAPLAN Writing from 23% in 2023 to 25% in 2024 . Decrease the percentage of Year 5 students in the Developing or Needs Support Proficiency levels in NAPLAN Writing from 19% in 2023 to 17% in 2024. Increase the percentage of Year 5 students in the Exceeding Proficiency levels in NAPLAN Numeracy from 13% in 2023 to 15% in 2024. Decrease the percentage of Year 5 students in the Developing or Needs Support Proficiency levels in NAPLAN Numeracy from 23% to 21% in 2024. Increase the percentage of Year 5 students in the Exceeding Proficiency levels in NAPLAN Reading from 38% in 2023 to 40% in 2024. Decrease the percentage of Year 3 students in the Developing or Needs Support Proficiency levels in NAPLAN Reading from 19% in 2023 to 17% in 2024. Increase the following above expected age Teacher Judgements. Measurement and Geometry above expected level from 33% in 2023 to 35% in 2024. Number and Algebra above expected level from 37% in 2023 to 39% in 2024. Statistics and Probability above expected level from 32% in 2023 to 34% in 2024. Reading and Viewing above expected level from 40% in 2023 to 42% in 2024. Writing above expected level from 22% in 2023 to 24% in 2024.

12-month target 2.2 target	To increase positive endorsement of the following School Opinion Staff Survey items: - Understand how to analyse data from 70% in 2022 to 72% in 2024. - Use student feedback to improve practice from 55% in 2022 to 60% in 2024. - Understand curriculum from 80% in 2022 to 82% in 2024. - Skills to measure impact from 70% in 2023 to 75% in 2024.
12-month target 2.3 target	To increase positive endorsement of the following Attitudes to School Survey items: - Effective teaching time from 83% in 2023 to 85% in 2024. - Differentiated learning challenge from 87% in 2023 to 89% in 2024.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the consistent use of data and assessment to inform differentiation at student point of need.
Actions	Build staff capacity to embed consistency collectively and individually in the use of data and assessment to inform and drive learning.
Outcomes	• Students will know what the next steps are to progress their learning • Teachers will understand their students' needs and develop and deliver appropriate learning experiences • Teachers will identify student learning needs based on diagnostic assessment data • Teachers will plan for differentiation based on student learning data • Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments • Leaders will support all teaching staff to build assessment, differentiation, and inclusive practices through consistent, clear processes and professional learning • Leaders will support teaching staff to revise specific units of learning identified through student outcomes data
Success Indicators	Early Indicators: • Curriculum documentation will show plans for differentiation • Formative and summative assessment data will show student learning growth • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning • Student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs

	• IEPs will meet Level 2 or 3 on DE quality indicator rubric Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth • Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented. • SSS factors how to analyse data and skills to measure impact will increase • AtoSS factors effective teaching time and differentiated learning challenge will increase

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage an educational consultant from EDUPOINT to help build staff capacity and guide the embedding of consistency in the use of data and assessment to inform and drive learning.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Conduct an Assessment Schedule Review on the current KPS schedule with EDUPOINT consultant and implement recommendations.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Schedule 3 staff meetings for our EDUPOINT consultant to engage with staff to develop a collective direction in the use of data and assessment to inform learning. Term 2, 3 & 4	☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 4	$1,237.50
Schedule 2 Planning Days in Term 2, 3 & 4, for the EDUPOINT consultant to work with our Learning Specialists, DI Leader and each PLC team (Prep, 1/2, 3/4 & 5/6) for 2 ½ hrs each to use data to drive planning and learning and finish with PLC Leaders to look at goals/actions for the year ahead for each team and individual.	☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 4	$15,840.00
Engage in 2 Leadership Days led by the EDUPOINT Consultant, over Weeks 2-6 of Term 1, to review data, develop collective directions and actions both individually and collectively to drive	☑ Leadership team	☑ PLP Priority	from: Term 1	$5,280.00

learning and embed consistency in the use of data and assessment to inform and drive learning.			to: Term 1	
EDUPOINT consultant to meet with the Leadership Team to evaluate impact of the years work and develop 2025 goals and objectives.	☑ Leadership team	☐ PLP Priority	from: Term 4 to: Term 4	$2,640.00
Conduct walkthroughs to review implementation, strategic opportunities, and evaluation of practice.	☑ Leadership team	☑ PLP Priority	from: Term 4 to: Term 4	$880.00

Goal 3	To maximise student connectedness, engagement, and wellbeing.
12-month target 3.1 target	To increase positive endorsement of the following Attitudes to School Survey: - School connectedness from 76% in 2023 to 78% in 2024. - Perseverance from 70% in 2023 to 72% in 2024.
12-month target 3.2 target	To increase positive endorsement of the following Parent Opinion Survey items: - Confidence and resiliency skills from 87% in 2022 to 89% in 2024. - School connectedness from 86% in 2022 to 88% in 2024.
12-month target 3.3 target	To decrease the percentage of students with 20 or more absence days from 44% in 2022 to 39% in 2024.
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the school approach to wellbeing and inclusive practices.

Actions	Enhance the Schools current practices within inclusive education and mental health and wellbeing.
Outcomes	• Students will report improved emotional awareness and resilience • Students will be able to explain what positive mental health means and where they can seek support at school • Teachers will plan for and implement social and emotional learning within their curriculum areas • Teachers will be able to recognise, respond to and refer students' mental health needs • Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches • Wellbeing team will directly support students' mental health and/or provide referrals • Leaders and teachers will identify students with additional needs in Foundation for early interventions • Classroom adjustments are documented
Success Indicators	Early Indicators: • Curriculum documentation will show plans for social and emotional learning • Notes from learning walks will show how staff are embedding social and emotional learning • Student support resources displayed around the school will show how students can seek support Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth for Personal and Social Capability • SSS factors: instructional leadership, collective efficacy, trust in colleagues • AtoSS factors: school connectedness and perseverance, • Parent Opinion Survey (POS): confidence and resiliency, school connectedness • Student Absence Data: Students who are absent for 20+ days

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health and update any of our practices.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☑ Equity funding will be used
Enhance the profile of RRRR and Berry Street Education Model (BSEM) to support students within Tier 1 and 2 and build staff capacity by providing updated training using the regional RRRR staff.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☑ Equity funding will be used

Schedule learning walks that focus on the delivery of the RRRR curriculum and BSEM which embeds the emotional elements of the Personal and Social General Capabilities.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$7,500.00 ☑ Equity funding will be used
Utilise rubrics to measure growth in Personal and Social Capabilities to accurately assess student understanding: ABLES Personal and Social Emotional (F-2).	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00
Utilise the Macquarie University National Mental Health Check tool to assist with early identification of Mental Health and Wellbeing concerns among students.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 3	$4,000.00
Ensure SEL displays are visible and accessible for all students throughout the campus.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used
Introduce the COMPASS Pulse module to track and view adjustments for students.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Disability Inclusion Tier 2 Funding will be used