**Annual Implementation Plan - 2025**

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

Wandin North Primary School (3892)



Submitted for review by Paul Bailey (School Principal) on 19 December, 2024 at 10:44 AM  
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**Define actions, outcomes, success indicators and activities**

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| Goal 1 | Improve student learning | | | | |
| 12-month target 1.1 | \* By 2026, maintain the percentage number of NAS students in year 3 reading at 0%. \* By 2026, reduce the percentage number of NAS students in year 3 numeracy from 5% to 3%. \* By 2026, reduce the percentage number of NAS students in year 5 reading from 4% to 2%. \* By 2026, maintain the percentage number of NAS students in year 5 numeracy at 0%.   \* 15% of Year 3 students to achieve Exceeding in Writing. \* 15% of Year 3 students to achieve Exceeding in Numeracy.  \* 24% of Year 5 students to achieve Exceeding in Reading. \* 19% of Year 5 students to achieve Exceeding in Writing. \* 15% of Year 5 students to achieve Exceeding in Numeracy. | | | | |
| 12-month target 1.2 | 91% Year 1 - 6 achieving at or above Writing growth. | | | | |
| 12-month target 1.3 | 80% Year 4 - 6 positive responses to student voice and agency in the AtoSS | | | | |
| 12-month target 1.4 | 73% positive response to using student feedback to inform practice in the Staff Survey. | | | | |
| KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop team based instructional practice that minimises variability and maximises teaching and learning performance | | | | |
| **Actions** | Implement documented whole school approaches to strengthen instructional practice and consistency to embed teaching practice. | | | | |
| **Outcomes** | Principal Class \* Curriculum leaders utilising the FISO 2.0 Improvement cycle to engage in staged and continuous inquiry processes during the implementation of whole school documentation. \* Model and then observe improvement cycle, providing curriculum leaders targeted feedback on teacher curriculum planning utilising whole school documentation. \* Team leaders have increased capacity of leading teaching teams and their leadership style. \* Teaching staff have a great understanding of the Victorian Teaching and Learning Model 2.0. \* Teachers present and discuss multiple sources of student learning data to; support or challenge teaching impact, identify the strengths and improvement areas of their level and track individual student growth. \* Completion of Victorian Academy Teaching and Learning Coaching Accreditation.  \* Implementation of 25 minutes explicit systematic sythetic phonics approach in Grades F-2   Mental Health Wellbeing Leader/ Learning Specialist \* Facilitating systematic observation, feedback and coaching cycles with teachers within and across year levels to analyse and improve teacher practice to ensure differentiation is occurring. \* Staff progression in High Impact Teaching and Wellbeing Strategies continuums. \* Completion of Victorian Academy Teaching and Learning Coaching Accreditation.   Curriculum Leaders \* Evidence at SIT meetings of PLC inquiry thinking and using current research and evidence to evaluate whole school practices. \* Evidence at SIT meetings of whole school data analysis using the improvement cycle to evaluate teacher practice aligning with school documentation and propose actions for continuous improvement. \* Evidence of coaching cycles with Principal and their improvement in practice. \* Literacy Leader - Evidence of reviewing the effectiveness of the implementation of InitiaLit Phonics in F-2.  Team Leaders \* Evidence at team leader meetings of Teams using whole school documentation, documenting targets and implementing strategies to improve student learning outcomes. \* Presenting evidence of how they are modelling an improvement cycle and monitoring teachers at a team level during team planning sessions. \* Evidence of coaching cycles with Assistant Principal and their improvement in practice.  Teachers \*Articulating and presenting evidence how a range of assessment evidence has been used to plan, differentiate, identify student learning goals and track growth, and inform practice. \* Demonstrating how feedback has been used from Learning Specialist, peers, students to inform teaching and track student learning. \* Evidence of observation and feedback of peers and their improvement in practice. \* Evidence of whole school documentation expectations present in planning and teaching practices  TLI Tutor \* Analysing student outcome data and working with teaching teams. \* Identify student learning goals and track growth. \* Evidence of intervention documentation (MiniLit) \* Evidence of collaboration with Junior School teachers  Speech Pathologist \* Assisting school identified students with Tier 2 and 3 interventions, speech assessments and therapy. \* Observation and feedback to teachers on how the recommended Tier 2 and 3 interventions are/can be implemented at the classroom level.  Educational Support Staff \* Evidence of observation and feedback of peers and teacher staff and their changes in practice. \* Assisting to identify student goals, assessment outcomes and discuss the impact of intervention strategies.  Students \* Are setting personal learning goals and describing how they monitor and self assess the progress of their learning using evidence.  \* Are set learning tasks which are at point of need. | | | | |
| **Success Indicators** | Principal Class \* SIT self assessment of Teaching and Learning improves from embedding to excelling against FISO 2.0. \* Whole school growth against the High Impact Teaching and Wellbeing strategies \* Above NAPLAN exceeding data targets are met and all areas meets or exceeds State. \* Whole school student learning growth data improves. \* Leaders using documented coaching, observation and feedback to improve leadership practice. \* Teaching and ES staff observation and feedback of exemplar practice to aid teacher practice improvement.  \* Implementation of Victorian Academy Coaching Accreditation material to improve teacher practice.  Mental Health and Wellbeing Leader/ Learning Specialist \* Implementation of Victorian Academy Coaching Accreditation material to improve teacher practice. \* Staff growth in High Impact Wellbeing Strategies continuum. \* Teachers using documented coaching and feedback to improve their practice. \* Teachers documenting their goals and action plans in their Coachee Handbooks.  Curriculum Leaders \* Above NAPLAN exceeding data targets are met and all areas meets or exceeds State. \* Teacher Judgement is aligned with NAPLAN outcomes. \* Scope and Sequences are being used by teams to plan differentiated teaching practices.  \* Instructional Playbook documents are being used by teams to plan differentiated teaching practices.  \* Using documented coaching goals from Principal to improve their practice.  Team Leaders \* Learning walk data, Data walls and cohort spreadsheets reflect expected growth. \* Teacher Judgement is aligned with NAPLAN outcomes. \* Planners are consistent and reflect guidance in playbooks and scope and sequences. \* Using documented coaching goals from Assistant Principal class to improve their practice.  Teachers \* Using documented coaching goals from Learning Specialist to improve their practice. \* Planning includes clear line of sight for ES staff. \* Teacher Judgement is aligned with NAPLAN outcomes. \* Planners are consistent and reflect guidance in playbooks and scope and sequences.  TLI Tutor \* Student learning growth meets or exceeds ILP goals. \* Targeted intervention students achieving a minimum of 12 months growth. \* Documented MiniLit data sets reflects growth.  Speech Pathologist \* Articulating intervention practices to teaching staff, students and parents for identified students.  \* Liasing with SSSO to complete disability inclusion profiles.  Educational Support Staff \* Student learning growth meets or exceeds ILP goals. \* External specialist recommendations are present in classroom practices. \* Consistency in documentation of formative assessment data and intervention strategies. \* Using documented coaching goals from Assistant Principal and Classroom teachers to improve their practice.  Students \* Student achieving 12 months growth. \* Students setting independent learning goals and self assessing their progress using rubrics and reflection journals. \* Students able to articulate where their voice and agency is in their learning. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| VTLM 2.0 - Ryan Dunn termly Professional Learning | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Victorian Academy Teachers and Learning Academy - Coaching Accreditation | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Curriculum Day Term 2 - Tiered Wellbeing and Learning approaches | | 🗹 All staff | 🗹 PLP Priority | from: Term 2  to: Term 2 | $2,000.00  🗹 Other funding will be used |
| Curriculum Day Term 3 - English Curriculum 2.0 | | 🗹 All staff | 🗹 PLP Priority | from: Term 3  to: Term 3 | $2,000.00  🗹 Other funding will be used |
| MiniLit Intervention | | 🗹 Literacy leader  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $75,420.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Intervention and Professional Development from Speech Pathologist to ES and teaching staff | | 🗹 All staff  🗹 Disability inclusion coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $63,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| ES meeting with Assistant Principal to build capacity in modifying tasks, ILP goal development and data literacy | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Education support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Coaching Cycles and Learning Walks completed with Principal, Assistant Principal and Learning Specialist | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Additional Days ES Employment | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $19,141.88  🗹 Equity funding will be used |
| Goal 2 | Improve student wellbeing | | | | |
| 12-month target 2.1 | \* 82% positive responses Year 4 - 6 in Resiliency \* 87% positive responses Year 4 - 6 in Sense of Confidence \* 82% positive responses Year 4 - 6 in Teacher Concern. | | | | |
| 12-month target 2.2 | 96% postive response to Confidence and Resilience in Parent Opinion Survey. | | | | |
| KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop and refine a documented whole school approach to student wellbeing. | | | | |
| **Actions** | Implement documented whole school tiered approaches to support student wellbeing and inclusion. | | | | |
| **Outcomes** | Principal Class \* Dedicated time and resources are allocated to achieve Respectful Relationships goals and action plan. \* Dedicated time and resources are allocated to implement The Resilience Project material. \* Staff to have increased understanding of our tiered wellbeing and inclusion approaches. \* Will directly support students/families mental health and/or provide referrals. \* AtoSS results articulated to staff and teaching practice evaluated. \* Parent Opinion Survey results articulated to staff and teaching practice evaluated. \* Monitor and track whole school attendance data.  Mental Health and Wellbeing Leader \* Will directly support students/families mental health and/or provide referrals. \* Provide staff with Department resources to support the wellbeing on their students. \* Will support the continuous development, documentation and revision of whole school wellbeing approaches \* Provide staff with Department resources to support the wellbeing on their students.  Student Voice, Agency and Leadership Leader \* Student Voice Agency and Leadership PLT will analyse student surveys and target areas of need. \* Provide staff with Department resources to support the wellbeing on their students.  Respectful Relationships Leader \* Dedicated time and resources are allocated to achieve Respectful Relationships goals and action plan. \* Will be able to observe students and teachers confidently using the Respectful Relationships resources.  Team Leaders \* Will be able to identify students disengaging in school at a cohort level. \* Teams will plan for and implement social and emotional learning within curriculum areas. \* Teams will plan for differentiation to cater for Tier 1, Tier 2 and Tier 3 learners.  Teachers \* Will plan for differentiation to cater to Tier 1, Tier 2 and Tier 3 learners using whole school documentation.  \* Dedicated time to be allocated to plan and teach Respectful Relationships and The Resilience Project material.  TLI Tutor \* Will provide students appropriate scaffolds to develop targeted learning and wellbeing goals.  Speech Pathologist \* Will provide professional learning for staff to build capacity on Tier 2 and Tier 3 strategies to improve student learning outcomes. \* Provide Tier 2 and Tier 3 intervention to students. \* Will assess and provide therapy for identified students.  Educational Support Staff \* Will contribute to the development of individual learning plans of the students they are working with.  \* Will incorporate specialist recommendations into classroom practices.  Students \* Will be able to explain what positive mental health means and where they can seek support at school. \* Students will be able to seek supports to support individual learning goals. | | | | |
| **Success Indicators** | Principal Class \* Staff using documented tiered wellbeing and inclusion approach evident. \* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern. \* Reduction in students having 20+ days absent. \* SIT self assessment of Support and resources improves from embedding to excelling against FISO 2.0. \* SIT self assessment of Engagement improves from embedding to excelling against FISO 2.0.  Mental Health and Wellbeing Leader \* Documented tiered wellbeing and inclusion approaches evident in classrooms \* Department Positive Classroom Management Strategies to be evident and visible in classrooms. \* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.  Student Voice, Agency and Leadership Leader \* The Resilience Project professional learning is made available to staff, students and parents. \* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern.  Respectful Relationships Leader \* Respectful Relationship action plan goals achieved. \* Professional learning and Department updates made available to staff.  Team Leaders \* Cohort Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved. \* Planners are consistent and reflect tiered differentiation across teachers.  Teachers \* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved. \* Tier 2 and 3 intervention strategies are documented using school templates. \* High Impact Wellbeing strategies used and implemented in classrooms. \* Department Positive Classroom Management Strategies to be evident and visible in classrooms.  TLI Tutor \* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved.  Speech Pathologist \* Work in collaboration with teachers to ensure IEP's include specialist recommendations. \* Disability and Inclusion Profiles development with staff and parents. \* Professional learning and develop sessions delivered to staff and ES.  Educational Support Staff \* Individual Education Plans are monitored using outcome data and specialist strategies that promotes goals being achieved. \* Professional development from speech pathologist implemented in the classroom.  Students \* Increased percentage of positive responses in the AtoSS for Resiliency, sense of confidence and teacher concern. \* Students using The Resilience Project strategies to actively seek support from a trusted adult. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Mental Health and Wellbeing Leader training - Melbourne University | | 🗹 Mental health and wellbeing leader  🗹 Principal  🗹 Respectful relationships implementation team  🗹 Student leadership coordinator | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🗹 Other funding will be used |
| The Resilience Project resources and teaching materials | | 🗹 Mental health and wellbeing leader  🗹 Principal  🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,600.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| The Resilience Project professional learning staff and parents | | 🗹 Mental health and wellbeing leader  🗹 Principal  🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Curriculum Day - Tier 1, Tier 2 and Tier 3 Learning and Wellbeing approaches | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Mental health and wellbeing leader  🗹 Principal | 🗹 PLP Priority | from: Term 2  to: Term 2 | $2,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Disability Inclusion resources to help support therapy and intervention | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $16,539.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Kids Council student leadership incursion to promote leadership, agency and student voice | | 🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $399.00  🗹 Equity funding will be used |
| Respectful Relationships action plan reviewed and supportive resources | | 🗹 Respectful relationships implementation team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,200.00  🗹 Other funding will be used |
| Professional Learning from Speech Pathologist to support teaching and ES staff to deliver Tier 2 and Tier 3 approaches in classrooms | | 🗹 Assistant principal  🗹 Disability inclusion coordinator  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| MiniLit Intervention for Grades 1 and 2 | | 🗹 Assistant principal  🗹 Literacy leader  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $18,000.00  🗹 Equity funding will be used |
| Mental Health and Wellbeing Leader additional day | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $22,178.05  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |