**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.bDocumented 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 practicesTLI 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 teachersSpeech 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 1to:Term 4 | $0.00 |
| Victorian Academy Teachers and Learning Academy - Coaching Accreditation | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Curriculum Day Term 2 - Tiered Wellbeing and Learning approaches | 🗹 All staff | 🗹 PLP Priority | from:Term 2to:Term 2 | $2,000.00🗹 Other funding will be used |
| Curriculum Day Term 3 - English Curriculum 2.0 | 🗹 All staff | 🗹 PLP Priority | from:Term 3to:Term 3 | $2,000.00🗹 Other funding will be used |
| MiniLit Intervention | 🗹 Literacy leader🗹 Principal | 🞎 PLP Priority | from:Term 1to: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 1to: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 1to:Term 4 | $0.00 |
| Coaching Cycles and Learning Walks completed with Principal, Assistant Principal and Learning Specialist | 🗹 All staff | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Additional Days ES Employment | 🗹 Assistant principal🗹 Principal | 🞎 PLP Priority | from:Term 1to: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.aActivation 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 1to: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 1to: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 1to: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 2to: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 1to: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 1to: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 1to: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 1to: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 1to:Term 4 | $18,000.00🗹 Equity funding will be used |
| Mental Health and Wellbeing Leader additional day | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $22,178.05🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |