

2025 Annual Improvement Plan

GOAL 1 (SSP) Learning: Maximise learning growth of all students.	
12-MONTH TARGETS 3-4 (Refer to SSP, but set Targets that are relevant to your ACTION)	<p>Statewide Target: Reduce the number of 'needs additional support' students in each of reading and numeracy in years 3 and 5.</p> <ul style="list-style-type: none"> • Year 3 reading from 17% (2024) to 15% • Year 5 reading from 4% (2024) to 2% • Year 3 numeracy from 6% (2024) to 4% • Year 5 numeracy from 9% (2024) to 7% <p>SSP Target 1.1: NAPLAN</p> <p>Increase the percentage of students achieving at the exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> • Year 3 reading from 38% (2024) to 39% • Year 5 reading from 31% (2024) to 32% • Year 3 writing from 15% (2024) to 16% • Year 5 writing from 16% (2024) to 17% <p>SSP Target 1.2: Teacher Judgement</p> <p>The percentage of students achieving at or above age expected level to increase for:</p> <ul style="list-style-type: none"> • Years F to 6 Reading & Viewing from 85% (2023) to 86% • Years F to 6 Writing from 81% (2023) to 82% <p>SSP Target 1.3: School Staff Survey</p> <p>To maintain the percentage positive endorsement of the SSS factors:</p> <ul style="list-style-type: none"> • Collaborate to plan curriculum 92% (2024) • Time to share pedagogical content knowledge 92% (2024) • Skills to measure impact 96% (2024)
KIS (SSP) Strengthen the school's curriculum content and design.	
ACTIONS (Learning Intention around teacher growth)	Build the capability of teachers to effectively plan and implement evidence-informed, Tier 1 reading instruction.
OUTCOMES (Success Criteria)	<ul style="list-style-type: none"> • Leaders will have developed an agreed instructional model in reading • Leaders will facilitate and support effective collaborative planning (informed by Vic 2.0) • Teachers will collaboratively plan for reading instruction adhering to the instructional model and informed by VIC 2.0 • Teachers will collaboratively plan for and implement opportunities to respond in order to check for understanding • Students will be actively engaged during reading instruction (I do, We do) through evidence-based opportunities to respond
SUCCESS INDICATORS (formative assessment) How will we check for understanding and provide timely feedback?	<ul style="list-style-type: none"> • SIT and PLCs audit planners against the instructional model and opportunities to respond • PLCs and LS to review collaborative planning at the end of Term 1, 2 and 3 against non-negotiable collaborative planning checklist • Learning Walks Term 1, 2 and 3 (change focus each term, including instructional model implemented and opportunities to respond)

ACTIVITIES	PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN	ACTIVITY COST FUNDING STREAM
1. Curriculum leaders and junior PLC leaders to attend 'Strengthening F-2 approaches in Reading Instruction' with Dr Nathaniel Swain	Leadership team & PLC Leaders P-2	Yes	From Term 1 To Term 1	\$0.00 CRT costs out of PL budget
2. Develop Instructional model in Reading	Leadership team	Yes	From Term 1 To Term 2	\$0
3. Establish and embed routines and norms around collaborative planning.	Learning Specialists	Yes	From Term 1 To Term 4	\$0
4. Plan and deliver Professional Learning for teaching and implementing the Reading Rope and the Big Ideas of Reading.	Leadership team	Yes	From Term 1 To Term 3	\$0
5. Model, observe and coach specific features related to the instructional model and reading professional learning.	Leadership team	Yes	From Term 1 To Term 4	\$0
6. Foster teachers' understanding of the VTLM 2.0, focusing on 'attention, focus, and regulation,' along with 'planning' and 'explicit teaching,' while emphasising the importance of 'checking for understanding' as a key component of responsive teaching.	Leadership team	Yes	From Term 2 To Term 3	\$0
7. Develop timeline, protocols and clarity of focus for Learning Walks - instructional model including checking for understanding	SIT	Yes	From Term 2 To Term 3	\$0
8. Develop Reading Priority Standards under the Big Ideas of Reading.	Leadership team	Yes	From Term 1 To Term 3	\$0

GOAL 2 (SSP) Wellbeing: Maximise the wellbeing and engagement of all students.	
12-MONTH TARGETS (Refer to SSP, but set Targets that are relevant to your ACTION)	<p>Target 2.1: Attitudes to School Survey</p> <p>Increase the percentage positive endorsement of the AtoSS factor:</p> <ul style="list-style-type: none"> ● Effective classroom behaviour from 72% (2024) to 73% ● Effective teaching time from 79% (2024) to 80% ● Sense of Connectedness 76% (2024) to 77% <p>Target 2.2: SWPBS Self-Assessment Survey</p> <p>Set SWPBS implementation fidelity baseline data, as measured by the SWPBS staff Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI):</p> <p>Target 2.3: School Staff Survey</p> <p>Increase School Climate: Collective Efficacy as measured by the SSS</p> <ul style="list-style-type: none"> ● Collective Efficacy from 81% (2024) to 82% <ul style="list-style-type: none"> ○ Staff in my school are able to educate the most challenging students from 68% (2024) to 69% ○ Staff in my school do not have the skills to deal with student disciplinary problems from 63% (2024) to 64%

KIS Embed SWPBS framework to maximise student engagement and learning.				
ACTIONS (Learning Intention)	Develop teacher capability to implement consistent teaching and learning practices that enable learning.			
OUTCOMES (Success Criteria)	<ul style="list-style-type: none"> ● Leaders will have developed and documented an agreed understanding of: <ul style="list-style-type: none"> ○ Classroom procedures and routines ○ Opportunities to respond ● Leaders will explicitly teach and model: <ul style="list-style-type: none"> ○ Classroom procedures and routines ○ Opportunities to Respond ● Teachers will explicitly teach and reinforce Tier 1: <ul style="list-style-type: none"> ○ Classroom procedures and routines ○ Opportunities to Respond ● Students will: <ul style="list-style-type: none"> ○ adhere to classroom procedures and routines and ○ demonstrate engagement through Opportunities to Respond 			
SUCCESS INDICATORS (formative assessment) How will we check for understanding and provide timely feedback?	<ul style="list-style-type: none"> ● Learning Walk evidence (terms 1, 2, 3) - different focus each term ● Baseline SWPBS data for: <ul style="list-style-type: none"> ○ Self-Assessment Survey (SAS) (May/June Term 2) ○ Tiered Fidelity Inventory (TFI) (Term 3) 			
ACTIVITIES	PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN	ACTIVITY COST FUNDING STREAM
1. Establish an SWPBS team.	Leadership Team		From Term 4 2024 To Term 1 2025	\$0
2. SWPBS coach support of SWPBS coordinator	Assistant Principal	Yes	From Term 1 To Term 4	\$0
3. SWPBS team complete SWPBS PL modules	SWPBS Team	Yes	From Term 1 To Term 4	\$0 CRT replacement costs through PL budget
4. Collaboratively develop new values with all stakeholders	Leadership and SWPBS team		From Term 1 To Term 2	\$0
5. Design and deliver SWPBS PL to staff	SWPBS Team	Yes	From Term 1 To Term 4	\$0
6. Develop teacher understanding of the VTLM 2.0, with a particular focus on 'attention, focus and regulation', 'enabling learning' and 'explicit teaching', emphasising the importance of providing 'opportunities to respond'.	Leadership and SWPBS team	Yes	From Term 1 To Term 4	\$0 CRT replacement costs through PL budget if required for feedback cycles
7. Follow each PL with modelling, observations, feedback and coaching of 'opportunities to respond'	SWPBS team and SIT	Yes	From Term 1 To Term 3	\$0
8. Develop timeline, protocols and clarity of focus for Learning Walks aligned with SWPBS priorities (explicit teaching of routines and behaviours)	Leadership Team SWPBS team	Yes	From Term 1 To Term 3	\$0