Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Bass Valley Primary School (5195)

Submitted for review by Sharon King (School Principal) on 19 December, 2024 at 01:31 PM
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Define actions, outcomes, success indicators and activities

Goal 2	Improve student outcomes in Numeracy.
12-month target 2.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 2024 READING benchmark data: Year 3 NAS = 29% (reduce 10% 2025) Year 5 NAS = 42% (reduce 10% 2025) 2024 NUMERACY benchmark data: Year 3 NAS = 6% (maintain) Year 5 NAS = 14% (reduce 5% 2025)
12-month target 2.2	2025 School Staff Survey increase: - Instructional leadership from 70% in 2024 to 80% positive responses. - Academic emphasis from 67% in 2024 to 77% positive responses. - Collective efficacy from 81% in 2024 to 90% positive responses.
12-month target 2.3	NAPLAN Numeracy: - Increase the percentage of students in the exceeding and strong band in year 3 from 62% in 2024 to 65% in 2025. - Increase the percentage of students in the exceeding and strong band in year 5 from 44% in 2024 to 54% in 2025.
12-month target 2.4	TEACHER JUDGEMENT Numeracy: - Increase the percentage of students achieving at or above expected level in P-6 in Number and Algebra from 59% in 2024 to 65% in 2025.
KIS 2.c Building practice excellence	Develop and embed an agreed instructional model.
Actions	PEOPLE 1.Appointment of a Numeracy Learning Specialist and establishment of a learning team to lead the work across the

	school. PROFESSIONAL DEVELOPMENT (PD) 2.Enhance all teachers' ability to consistently deliver high-quality maths lessons by implementing the High Impact Teaching Strategies (HITS) and the Victorian Teaching and Learning Model (VTLM 2.0) within the instructional model. DOCUMENTATION 3.Implement consistent whole school planning and assessment documents that build teacher capacity to deliver effective maths lessons. MONITORING 4. Implement a coaching model that includes observation and feedback sessions to support the consolidation of the maths daily review, the VTLM and HITS into regular practice.
Outcomes	LEADERS will: -Have a greater understanding of the VTLM 2.0 and Rosenshines Principles in Action in order to implement the work. -Deliver targeted professional development to staff, focusing on the Victorian Teaching and Learning Model 2.0 and Rosenshine's Principles in Action within the school's instructional model. -Demonstrate the ability to coach and provide feedback to staff to enhance their practice. -Monitor and evaluate the effectiveness of the Daily Review in maths, offering targeted support and adjustments as needed. TEACHERS will: -Plan and deliver effective maths lessons using the principles outlined in 'Rosenshine's Principles in Action' and the High Impact Teaching Strategies predominantly Setting goals, structuring lessons and Explicit teaching . -Consistently apply the school's established math instructional model (I Do, We Do, You Do), and integrate the designated high-impact teaching strategies along with the VTLM to enhance student learning. -Conduct "Daily Reviews" in maths to consolidate student understanding. -Collaboratively reflect on their teaching practice regularly, incorporating feedback from coaching and peer observations to improve their instructional techniques in reference to explicit teaching. STUDENTS will: -Consistently experience structured maths lessons that build on their prior knowledge and promote deeper understanding.

	-Benefit from targeted instruction through the "Daily Review" process, which helps reinforce key mathematical concepts and address the forgetting curve. -Be able to articulate how they learn in a maths class. 'My teacher shows me, we practice together, then when I'm confident I can practice independently'. -Demonstrate improved numeracy skills and learning growth as a result of effective teaching practices and ongoing lesson refinement.
Success Indicators	Creation of: - Planning documents that have a consistent format and actively highlight the use of the instructional model. -Classroom observations and learning walks demonstrate the use of agreed instructional strategies. Survey outcomes: - Staff Opinion Survey element: 2025 School Staff Survey increase: - Instructional leadership from 70% in 2024 to 75% positive responses. - Academic emphasis from 67% in 2024 to 72% positive responses. - Collective efficacy from 81% in 2024 to 85% positive responses. - Student Opinion Survey ATTITUDE TO SCHOOL SURVEY: Increase positive endorsement for: - Sense of confidence from 66% in 2024 to 80% in 2025. - Effort from 73% in 2024 to 80% in 2025. Student achievement outcomes: - The 2025 assessment schedule (that promotes triangulation of data) will show improved alignment between teacher judgement and NAPLAN data and promote accurate reporting of student progress; thus assuring reliability and consistency. - Monitoring schedule set by SIT each term to align with the collection, analysis and evaluation of data sets. -Students reaching grade level milestones

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Purchase teacher resources for all teaching staff eg: Playbook / kit of resources per homeroom. Including	☑ Assistant principal	☑ PLP Priority	from: Term 1	$20,000.00

Rosenshines Principles, Booker, Explicit Instruction assorted resources and access to video / assessment resources.	☑ Numeracy improvement teacher		to: Term 4	☑ Equity funding will be used
Appointment of Instructional Leader to lead and co-construct the work of the A Team (0.2)	☑ Numeracy improvement teacher ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$24,800.51 ☑ Equity funding will be used
Implementation of a coaching model where Numeracy Improvement Teacher undertakes observation and feedback sessions - PD for staff regularly per term CRT coverage and video evidence plus feedback session time.	☑ Numeracy improvement teacher ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Purchase of assessment materials and purchase time to implement assessments and provide additional time release for analysis / evaluation and feedback to staff.	☑ Leadership team ☑ Numeracy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Appointment of a NAPLAN support coordinator to analyse results and plan for data discussions with staff and SIT and support tier 2 interventions at need for identified students. eg: tutoring	☑ Literacy leader ☑ Numeracy improvement teacher ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Participation in Community of Practice with schools and school leaders in our local network. Working on and sharing best practice strategies for documentation and teaching and learning.	☑ Leadership team ☑ Numeracy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
Goal 3	Improve student wellbeing and engagement.			

12-month target 3.1	ATTENDANCE: - Reduce the percentage of students with 20 or more days absence from 40% in 2024 to 25% in 2025.
12-month target 3.2	ATTITUDE TO SCHOOL SURVEY: Increase positive endorsement for: - Stimulated learning from 73% in 2024 to 80% in 2025. - Sense of confidence from 66% in 2024 to 80% in 2025. - Managing bullying from 69% in 2024 to 80% in 2025. - Effort from 73% in 2024 to 80% in 2025.
12-month target 3.3	SCHOOL STAFF SURVEY Increase positive endorsement for: - Guaranteed and viable curriculum from 78% in 2024 to 90% in 2025. - Collective focus on student learning from 87% in 2024 to 90% in 2025.
KIS 3.c Health and wellbeing	Develop a tiered approach to respond to student wellbeing needs.
Actions	PEOPLE 1.Appointment of a Mental Health Wellbeing Leader (MHWL) and establishment of a wellbeing team to lead the work across the school. PROFESSIONAL DEVELOPMENT (PD) 2.Develop the capacity of all staff to consistently deliver positive wellbeing practices by updating knowledge and skills to incorporate the Positive Classrooms Management Strategies (PCMS) and High Impact Wellbeing Strategies (HIWS) into daily practice (tier 1). DOCUMENTATION 3.Document and implement a whole school Wellbeing Practice Framework that identifies and supports students with additional needs (tier 2 and tier 3). MONITORING 4.Implement a coaching model that includes observation and feedback sessions to support implementation of the PCMS and HIWS across the school.

Outcomes	Leaders will: - Provide professional development opportunities focused on the PCMS Framework and in-school referral processes. - Implement and embed monitoring and feedback processes to support teacher reflection and school-wide consistency. - Monitor and evaluate the effectiveness of school structures and processes. Teachers will: - Deliver Social and Emotional Learning (SEL) lessons at the same time and for the same duration each morning. - Plan for and deliver lessons in all subject areas that include the PCMS practices: active supervision, opportunities to respond, activity sequence and choice and task difficulty. - Consistently follow documented processes for referring students for additional wellbeing support. - Provide time and space within each day for students to reflect on their emotions and address them if needed. Students will: - Experience consistent morning routines that generate a feeling of safety and predictability. - Benefit from opportunities to reflect on how they are feeling and to address this (with support) if needed. - Benefit from opportunities to make positive behavioural choices and corrections through their day. - Engage actively in SEL lessons each day and demonstrate an increase in their social and emotional skills and capacity.
Success Indicators	DOCUMENTATION - School 'Wellbeing Handbook' that includes clear referral pathways, wellbeing staff roles and school-wide routines. - Inclusion of school-specific SWPBS elements (e.g. matrix, values, recognition system) and PCMS elements (e.g. active supervision and task difficulty) within the Wellbeing Handbook. SWPBS MEASURES - Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI) will indicate that the seven essential features of SWPBS are ‘in place’ by the end of 2025. - PCMS Classroom Checklist (all items marked as 'in place' for each classroom by the end of 2025). SCHOOL DATA - Reduction in the percentage of students with 20 or more days absence from 40% in 2024 to 25% in 2025. STUDENT ATTITUDE TO SCHOOL SURVEY Increased positive endorsement of: - Stimulated learning from 73% in 2024 to 80% in 2025. - Sense of confidence from 66% in 2024 to 80% in 2025.

	- Managing bullying from 69% in 2024 to 80% in 2025. - Effort from 73% in 2024 to 80% in 2025. STAFF OPINION SURVEY Increased positive endorsement of: - Guaranteed and viable curriculum from 78% in 2024 to 90% in 2025. - Collective focus on student learning from 87% in 2024 to 90% in 2025.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
STAFFING: Appointment of Student Wellbeing Officer - with qualifications above funded level to implement Tier 2 + 3 practices. Additional funding of Wellbeing staff 0.2 beyond additional SRP funding to implement Tier 1 + 2 practices.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Provide professional development and meeting time to review school-wide practices and elements of SWPBS and PCMS. - First two days of school (staff development days) - Fortnightly Wellbeing Action Team meetings	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Implementation of a coaching model where SWPBS Leader / team undertakes observation, professional conversations and feedback of school-wide practices in classroom teaching and planning.	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Develop, implement and monitor a multi-tiered system of wellbeing supports, including the clear documentation of universal practices, targeted teaching and individualised support. This process will include: documentation of practices at each tier; video demonstrations and/or other professional resources to support the implementation of these practices; coaching of teachers and ES to support capacity building; provision of staff to implement Tier 2 and Tier 3 strategies.	☑ Principal ☑ Student wellbeing co-ordinator ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$32,012.05 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop, implement and monitor clear referral pathways for student support, including short-term intervention (Tier 2) and ongoing, personalised intervention (Tier 3). This process will include: documentation of clear referral pathways for staff; teacher referral questionnaires; Compass chronicles for referrals; Wellbeing Improvement Team meeting time to allocate students to staff or external services; provision of staff to support Tier 2 and 3 practices.	☑ Disability inclusion coordinator ☑ School leadership team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$49,488.50 ☑ Disability Inclusion Tier 2 Funding will be used
Purchase of resources to support student wellbeing, engagement and inclusion (e.g. alternative seating, noise-cancelling headphones, social/emotional curriculum resources, psychological risk screening tools). Time to implement screening tools; time to support staff to correctly and consistently implement wellbeing tools (e.g. alternative seating); time to prepare social and emotional resources Develop and document a procedure for student attendance: - Allocate staff to this role. - Outline clear actions for the allocated staff to take following 1 day, 3 days or chronic (10+ days) unexplained absence. - Utilise Compass to notify relevant staff of absences of 3+ days.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used

- Assign meeting time for allocated staff and students' family to meet to determine an Attendance Plan for chronic absenteeism. - Review universal practices that support student attendance.				