Annual Implementation Plan - 2025
Define actions, outcomes, success indicators and activities

Springhurst Primary School (1583)

Submitted for review by Jacqui Cirovic (School Principal) on 29 January, 2025 at 09:32 AM
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Awaiting endorsement by School Council President

Department of Education

Define actions, outcomes, success indicators and activities

Goal 1	To improve outcomes in literacy and numeracy.
12-month target 1.1	By 2025, increase the proportion of students making above expected growth as assessed by teacher judgements in: • Reading from 0% in 2024 to 25% in 2025 • Writing from 20% in 2024 to 25% in 2025
12-month target 1.2	Maintain the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing at 100% by 2026.
12-month target 1.3	Maintain the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Numeracy at 100% by 2026.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and document teaching and learning programmes based on the Victorian Curriculum.
Actions	- Develop a viable curriculum that is inclusive of all learners. - Build staff capacity in pedagogical practices (Phonics). - Strengthen our collective understanding of the content knowledge and learning sequencing of Victorian Curriculum 2.0 - Literacy.
Outcomes	Students will: - Engage in learning tasks at their point of need. - Engage in constructing goals for their learning. Teachers will: - Develop unit planners that reflect priorities of Literacy instruction and cover the English Curriculum 2.0 - Reflect on and communicate their reflections on the unit planners to revise and improve teaching planning and practices. Leaders will:

	- Facilitate the ability for all staff to create unit plans that reflect Literacy priorities - Provide opportunities (collaborative planning / staff meeting / classroom observations) for reflection on teaching and learning to revise and improve practices. Students will: - Understand how to articulate their current learning goal. - Articulate what the next steps are to progress their learning. Teachers will: - Develop a shared understanding of teaching synthetic phonics. - Develop and share lessons that help students identify what they know, don't know yet and how to develop independent learning behaviours. - Develop opportunities for students to engage in sequenced learning aligned with the curriculum that supports and challenges all learners. Leaders will: - Provide resources and feedback to improve teacher confidence and capability to support students learning at point of need and identify next steps. - Provide opportunities for staff to investigate and develop lessons that are sequenced and aligned to the curriculum. Students will: - Students will be able to identify the clear transitions between each step in the lesson. - Engage purposefully in their learning to reflect constructively on their goals and progress of learning. Teachers will: - Support learners through predictable, purposeful routines with clear transitions between learning steps. - Revise and document the teaching practices in their planning using the Victorian Curriculum 2.0 – Literacy. - Reflect and refine their own teaching practices (strengths based and strength buidlilng). - Engage in discussions around the efficacy of assessment that has been implemented and continue to refine on assessment schedule. Leaders will: - Support teachers to complete Individual Education Plans for students needing targeted support. - Support the continuous development, documentation and revision of Victorian Curriculum 2.0 – Literacy. - Provide opportunities for staff to observe English lessons at cluster schools. - Provide opportunities for development of and reflection on assessments and assessment schedule.
Success Indicators	NAPLAN Data PAT - Reading Data

	Learning Walks Student Work Samples Victorian Curriculum judgements Curriculum documentation (units of work / weekly planners) Individual Education Plans - student success of goals Teacher documentation - evidence of implementation of professional learning including enhancement of content knowledge Peer Observation (anecdotal notes)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop an agreed process and objectives for planning, implementation and reflection for Literacy curriculum.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200.00 ☑ Other funding will be used
Utilise Professional Development opportunities for all staff to enhance their teaching skills and knowledge within the area of Literacy.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used
Develop agreement around lesson components that support student wellbeing and learning, such as modes of differentiation and modes of feedback.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Investigate the English Curriculum 2.0 and incorporate achievement standards within our planning.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1	$200.00

				to: Term 4	☑ Other funding will be used
Provide the opportunity to further support teachers knowledge and understanding of the teaching and learning of phonics for all students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used
Provide opportunities for staff to investigate and understand pedagogical practices which is reflective of Victorian Curriculum 2.0 – Literacy.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish teaching and learning practices that incorporate the VTLM 2.0 and the new F-2 Reading approach.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
Provide the opportunity to develop a professional learning plan (school based) that supports staff to identify and meet students' individual Literacy learning needs and develops pedagogical and content knowledge.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$200.00 ☑ Other funding will be used
Engage with other cluster schools to elicit coaching/observation opportunities to improve teaching and learning of Phonics / Literacy.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used
Utilise department resources to establish an assessment schedule that reflects and supports teaching and learning of phonics.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

	to: Term 4	

Goal 2	Improve wellbeing in engagement outcomes for all students.
12-month target 2.1	Maintain the proportion of students achieving Exceeding proficiency level in Year 5 NAPLAN Writing at 100% by 2026.
12-month target 2.2	By 2025, increase or maintain the proportion of positive responses on the School Staff Survey for the following factors: • Academic emphasis from 74% in 2024 to 75% in 2025. • Moderate assessment from 75% in 2024 to 80% in 2025. • Professional learning through peer observation from 100% in 2024 to 100% in 2025.
12-month target 2.3	Decrease the proportion of students with 10 or more days absent per year from 66% in 2024 to 54% in 2025.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to differentiate their pedagogy, lesson plans and assessment.
Actions	- Establish assessment process such as selection of assessments and moderation. - Develop practices of providing meaningful feedback for student learning and motivation. - Strengthen explicit teaching practices in Literacy and Numeracy.
Outcomes	Students will: - Engage with assessments to support their learning. - Engage with developed rubrics to support their efficacy in their learning. Teachers will: - Work collaboratively to construct an assessment schedule to support teaching and learning. - Work collaboratively to develop rubrics to support student learning and development of efficacy. - Meet in collaborative planning sessions to discuss student data for moderation. Leaders will:

	- Provide opportunities for staff to develop and reflect on chosen assessments and assessment schedules. - Provide opportunities for staff to develop rubrics within unit plans. - Facilitate moderation sessions for all staff, using student data. Students will: - Use given feedback in their work to support their next steps of learning and develop efficacy. - Share this given feedback and adjustments they made in their learning within forums in the classroom. - Contribute to student voice and student agency within their learning. Teachers will: - Use developed rubrics to communicate meaningful feedback to students on current learning and next steps leaning. - Develop formal and informal opportunities for students to share feedback and their implementation of this feedback into their learning and discuss what was learned. - Establish routines and expectations with students around student voice and student agency in their learning. Leaders will: - Facilitate opportunities for staff to develop student voice and student agency within teaching and learning. - Support teachers to develop understanding and protocols to provide meaningful feedback to students. - Support staff with developing agreed norms and eliciting student voice and agency. Students will: - Participate in the explicit teaching section of a lesson. - Articulate the learning intention of the lesson. Teachers will: - Build their understanding of how explicit teaching impacts student learning. - Participate in provided professional learning to support their knowledge of curriculum both internal and external. - Strengthen their teaching practices around establishing prior knowledge and linking to new content. Leaders will: - Facilitate opportunities for staff to develop their understanding of explicit teaching. - Provides teachers opportunity to participate in Professional Development (internal and external) to develop understanding to provide meaningful feedback to students and eliciting student voice and agency.
Success Indicators	Attendance Data NAPLAN Data Victorian Curriculum judgements Attitudes to School Survey School Stafff Survey

	Assessment rubrics Learning Walks Curriculum documentation (units of work / weekly planners) Peer Observation (anecdotal notes)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide the opportunity for teachers to construct an assessment schedule.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Utilise formative assessment data in unit planning.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop rubrics to support student learning and teacher assessment.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Schedule meetings for moderation.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Schedule opportunities within lessons to communicate meaningful feedback using developed Success Criteria and rubric.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Plan opportunities for students to share their feedback and how they have considered and implemented the feedback into the learning (align to the Success Criteria).	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop agreed opportunities and norms for student voice and student agency in learning.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and strengthen the explicit teaching within the instructional model.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Strengthening teacher knowledge of curriculum through PLCs and PD.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in peer observation opportunities focussed on explicit teaching to support professional development.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Schools Mental Health Menu items

				will be used which may include DET funded or free items