

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Albany Rise Primary School (5427)



Define actions, outcomes, suc

Submitted for review by Judith Drew (School Principal) on 12 December, 2024 at 01:07 PM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 12 December, 2024 at 02:17 PM
Awaiting endorsement by School Council President

cess indicators and activities

Goal 2	Improve student learning outcomes in literacy and numeracy.
12-month target 2.1 target	<p>By 2025, increase the number of students in the top two NAPLAN proficiencies (Strong & Exceeding) in numeracy, reading and writing:</p> <p>Year 3: numeracy from 59% (2024) to 60% reading from 65% (2024) to 66% writing from 79% (2024) to 80%</p> <p>Year 5: numeracy from 78% (2023) to 79% reading from 72% (2023) to 73% writing from 82% (2023) to 83%</p> <p>By 2025, 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.</p>
12-month target 2.2 target	<p>By 2025, increase the percentage of students above NAPLAN benchmark growth in writing and spelling at:</p> <p>Year 5 writing from 19% (2021) to 25% Year 5 spelling from 20% (2021) to 25%</p>

12-month target 2.3 target	<p>By 2025, increase the percentage of students who achieve at or above the expected level in teacher judgements (Victorian Curriculum):</p> <p>number and algebra from 82% (2020) to 85% reading and viewing from 83% to (2020) 86% writing from 75% to (2020) 80%</p>
12-month target 2.4 target	<p>By 2025, increase positive endorsement as measured by the School Staff Survey (SSS) for:</p> <p>Academic emphasis from 67% (2020) to 71% Collective efficacy from 64% (2020) to 68%</p>
12-month target 2.5 target	<p>By 2025, increase positive endorsement as measured by the Attitude to School Survey (AtoSS) for:</p> <p>Self-regulation and goal setting from 86% (2019) to 90% Differentiated learning challenge from 85% (2019) to 89% Student voice and agency from 62% (2019) to 70% Stimulated learning from 80% (2019) to 85%</p>
KIS 2.a Building practice excellence	Enhance and consolidate a consistent whole-school approach to high-quality instructional practice.
Actions	<p>Strengthen team practices in implementing and applying the new Victorian English curriculum (version 2.0) to teaching and learning.</p> <p>Enhance teacher capacity to develop, teach and assess high quality Mathematics curriculum using the new Victorian Curriculum 2.0.</p>
Outcomes	<p>LITERACY OUTCOMES</p> <p>Leaders will:</p> <p>Develop and provide PL on a new English scope and sequence aligned to the new Victorian Curriculum (Version 2.0). Collect data on consistent use of student Reading goals and provide staff with feedback (LWT) Provide PL about new whole school Reading assessment tool (PROBE) Continue to embed writing (Steps Steps) and spelling (Soundwaves) whole school practices</p>

Teachers will:

Apply the new English scope and sequence when planning and teaching.

Administer and analyse student data using Reading assessment tool (PROBE).

Provide regular feedback to students on their progress towards their Reading goals and next steps linked to the curriculum.

Train new staff to use Seven Steps Writing program and Soundwaves Spelling Program.

Students will:

Collaborate with their teacher and choose differentiated Reading goals aligned with the new curriculum and assessment checklists.

Know their goals and next steps to achieve them.

Parents/Carers will:

Support their child to build consistent home reading habits.

MATHS OUTCOMES:

Leaders will:

Develop and provide PL on the new Maths Scope and Sequence aligned to the Victorian Curriculum (Version 2.0).

Collect data on consistent implementation of Maths Classroom Environments and bookwork expectations and provide staff with feedback (LWT).

Provide PL about new Victorian Curriculum 2.0 in Maths and enhance teacher capacity and understanding of the curriculum.

Teachers will:

Apply the new Maths scope and sequence when planning and teaching.

Administer and analyse student data using PAT, Essential Assessment, Mathematics, MOI.

Provide regular feedback to students on their progress towards their Maths learning goals and next steps linked to the curriculum.

Plan and implement high quality Maths lessons based on Victorian Curriculum 2.0

Create a calm and orderly Maths learning environment in their classrooms (eg, everything has a place, labelled, appropriate Maths resources, consistent bookwork expectations, class Anchor charts etc)

Students will:

Collaborate with their teacher and choose differentiated maths goals aligned with the new curriculum and assessment

	<p>checklists.</p> <p>Parents/Carers will: Support their children to participate in real life maths experiences at home such as cooking, shopping etc</p>			
Success Indicators	<p>Improved outcomes against AIP targets for : NAPLAN, AtoSS, SSS, Parent Opinion Survey LWT data (Reading and Mathematics) with feedback to teaching staff Digital data tracking (Reading Essential Assessment and PROBE) and follow up discussion (twice per year, May and November) PLC cycle data (twice per term, presented in leadership meetings and PLC teams, and follow up actions derived)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning and opportunities for staff to implement the assessment schedule	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop, implement and embed the new English scope and sequence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Provide professional learning to implement the Mathematics scope and sequence of curriculum version 2.0.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Staff PL on Reading assessment (PROBE) and data tracking tool.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Establish and reinforce consistent whole school expectations for English and Maths physical learning environments.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Collaborate with staff and families to develop a consistent approach and format for reporting	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Provide targeted group and individualised learning support for students with EAL or NAS learning needs.	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,876.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Provide PL to teachers in the development and implementation of IEPs and BSPs aligned with Disability and Inclusion practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,850.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Provide on-site speech pathology services for students requiring adjustments based on recommendations through D&I	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,200.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Instructional and shared leadership	Refine and embed an instructional leadership approach.			
Actions	Develop and enhance staff collective efficacy through building instructional leadership capacity. Build and review induction, role clarity, targeted mentoring and peer observation practices for all staff.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> *know and articulate their roles and the actions they are taking to achieve their personal goals *actively support the learning needs of themselves and colleagues through feedback and collaboration *use PLC team practices to effectively monitor student learning growth and set student learning goals *collaborate in PLC teams through planning to build teacher knowledge in key assessment and learning programs: 7 steps, Soundwaves, Mathletics, Literacy Planet, Essential assessment, English Online, Maths Online *Engage in targeted professional learning based on individual staff needs and available resources <p>Leaders will:</p> <ul style="list-style-type: none"> *Collaborate with staff to develop scheduled opportunities for staff to learn from and with colleagues. *schedule and implement effective Performance and Development discussions with all staff, using data and anecdotal evidence *provide time and resources for staff to undertake focussed peer observations with useful and targeted feedback based on known criteria (eg. HITS, HIWS, VTLM, English & Maths Curriculum, Inclusive Classrooms) *collaborate to develop and implement a revised, effective instructional model 			

	Parents/carers will *provide feedback to the school regarding the consistency of practice across the school				
Success Indicators	<ul style="list-style-type: none">- documented instructional model used in curriculum planning and peer observations- Performance and Development meetings effectively documented with follow up actions visible- staff role clarity evident through documentation and action plans- meeting and events schedule has mentoring and leadership PL opportunities which are effectively undertaken- Staff survey outcomes for collective efficacy and academic emphasis improve				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Collaborate in teams to refine and embed the VTLM aligned with ARPS instructional model	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00	
Develop document with input from all staff to define roles and responsibilities	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00	
Undertake planned, targeted, effective Performance and Development meetings with all staff with a focus on role clarity, student learning growth in reading and maths, and student engagement	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	
Goal 3	Improve student wellbeing and engagement.				

12-month target 3.1 target	<p>By 2025, improve positive endorsement as measured by the Attitude to School Survey (AtoSS) for:</p> <p>Effective teaching time from 86% (2019) to 90%</p> <p>Effective classroom behaviour from 80% (2019) to 85%</p> <p>Teacher concern from 77% (2019) to 80%</p> <p>Positive endorsement in</p> <p>Emotional awareness and regulation from 79% (2024) to 80%</p> <p>Sense of connectedness from 81% (2024) to 82%</p> <p>Managing bullying from 77% (2024) to 78%</p>
12-month target 3.2 target	<p>By 2025, improve positive endorsement in the School Staff Survey (SSS) factors of:</p> <p>Trust in students and parents from 59% (2020) to 70%</p> <p>Parent and community involvement from 87% (2020) to 90%</p>
12-month target 3.3 target	<p>By 2025, improve positive endorsement in the Parent Opinion Survey (POS) factors of:</p> <p>Parent partnership and involvement from 86% (2020) to 90%</p> <p>Teacher communication from 82% (2020) to 85%</p>
12-month target 3.4 target	By 2025, decrease the percentage of students with more than 20 days absence from 29% (2019) to 21%.
KIS 3.a Health and wellbeing	Embed a whole-school approach to student wellbeing.
Actions	Streamline, prioritise and focus on key SWPBS practices, values, behaviours and strategies to be embedded across the school
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Induct new staff using processes, role statements and documentation - Update Matrix

	<ul style="list-style-type: none"> - Refine and communicate whole school rewards process - Staff utilise wellbeing components of the Victorian Teaching and Learning Cycle - Process for BSP to be effectively shared and implemented <p>Teachers will:</p> <ul style="list-style-type: none"> - Begin to track student data on Attendance - Explicit teaching of matrix expectations - Track HIWS through PLC Continuum of Practice - Conduct whole school survey to work out “Whole School Rewards” for SWPBS - Staff feedback on implementation is garnered and responded to through PLC teams and Curriculum Team. - Staff confidently and efficiently use whole school agreed practices <p>Students will:</p> <ul style="list-style-type: none"> - Create their own attendance goal - Name staff who can advocate for them - Create an ECO Map - Student leaders regularly collect and share data on positive school culture <p>Parents/Carers will:</p> <ul style="list-style-type: none"> - communicate with school about student absences - Support matrix expectation conversations at home - support positive school culture through recognition of three R's - communicate with class teachers about individual student success 			
Success Indicators	<p>Updates to documentation and processes - New Matrix</p> <p>Documented, simplified and implemented whole school positive behaviour approach</p> <p>Data collection through PLC using SWPBS Continuum of Practice</p> <p>Attendance goals developed for each student</p> <p>Student can name trusted adults at school</p> <p>Student leaders share positive behaviour data at assembly and through the newsletter twice a term</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review and refine whole school acknowledgement of positive behaviour	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Update and communicate new matrix expectations	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Induct new staff in SWPBS using processes, role statements and documentation	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide ongoing PL, regional collaboration and leadership support for the implementation of SWPBS priorities and implementation of action plan	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Resource Primary Welfare role to oversee SWPBS implementation	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,612.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 3.b Building practice excellence	Strengthen staff capability to support the wellbeing and participation of all students.			
Actions	Develop staff and student capacity and accountability practices through establishing positive consistent classroom environment expectations utilising High Impact Wellbeing Strategies, SWPBS Classroom Systems, Behaviour Matrix			

	Expectations and roles and responsibilities.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide PL on HIWS and Classroom Systems SWPBS with clear links to Matrix - Update Scope and Sequence for explicit teaching of Matrix expectations - Refine and communicate whole school rewards process - Develop Attendance Wall - PL on Attendance whole school expectations and consistent practices - Provide guidance and resources to establish student leadership programs and practices <p>Teachers will:</p> <ul style="list-style-type: none"> - Explicitly teach matrix expectations - Track HIWS through PLC Continuum of Practice - Conduct whole school survey to work out “Whole School Rewards” for SWPBS - positive classroom management strategies implemented in all classes - know students and how they learn (documented) - confidently implement checklist actions and universal supports in classrooms - professional learning undertaken by all staff in relation to engaging classroom environment practices (checklist) - track student attendance effectively and follow up through home/school communications in line with consistent school practices - Collaborate with students to refine and set clear leadership role expectations <p>Students will:</p> <ul style="list-style-type: none"> - know and communicate classroom routines and expectations - know where to find help in the classroom and beyond if needed - state the school values and what they mean - respond positively to surveys and questions about their school experiences - understand their role in maintaining regular attendance at school - Demonstrate and reflect on leadership roles and responsibilities - Collaborate with teachers to refine and set clear leadership role expectations

Success Indicators	Tracking of HIWS through PLC with continuum of practice LWT data to show growth in adoption of HIWS and SWPBS Classroom Systems Student Survey data with positive outcomes in targeted areas (eg teacher concern, sense of connectedness) Increased student attendance Staff data wall for attendance effectively implemented			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop Attendance Wall and provide PL on Attendance to all staff	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Provide PL on High Impact Wellbeing Strategies: HIWS 1:Build relationships with students HIWS 3: Establish and Maintain Clear classroom expectations	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide PL on SWPBS Classroom Systems - Placemat 1:Classroom Expectations Placemat 2:Classroom Procedures and Routines	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Resource and initiate a Disability and Inclusion leadership group to oversee the whole school approach and provide professional learning and supports for all staff in implementing Tier 2 and 3 classroom adjustments for students	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$91,500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> Principal			
Collaborate with School Focused Youth Services through Monash Council to access Professional Learning, resources and expertise to increase student engagement, connectedness and attendance	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop student roles and responsibilities through explicit teaching of leadership expectations.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.c Building communities	Enhance parent/families/carers and community partnerships to maximise wellbeing and engagement.			
Actions	Proactively plan and implement opportunities for positive family engagement with whole school community			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Establish a plan for home/school communication and engagement with students at the centre - support the establishment of targeted parenting programs (eg. Fathering project) - Clinically review parent feedback data to establish areas of priority - Set and monitor expectations for staff to regularly and positively communicate with all parents and carers (in person/face to face/phone) <p>Teachers will:</p> <ul style="list-style-type: none"> - confidently communicate with parents in a range of forums - track the regular, personalised communication with parents over time on Compass - ensure regular positive communication regarding each child's social and academic progress is more frequent than any negative feedback 			

	<p>Students will:</p> <ul style="list-style-type: none"> - Name staff who can advocate for them - Know and share classroom success with family <p>Parents/Carers/families will:</p> <ul style="list-style-type: none"> - engage positively with whole school events - increase size of Parent's Association - Attend meet and greet - High engagement with surveys - communicate with school about student absence - engage in larger numbers with reporting and teacher/parent interviews (compared to previous years) - engage in greater numbers in PA, events, afterschool activities, - complete surveys with high levels of meaningful responses - parents attending 'dads' group 			
Success Indicators	<ul style="list-style-type: none"> - family engagement opportunities are evident in the calendar each term and staff roles for engagement are clear and implemented - improved attendance tracked on whole school data wall - all students can identify an advocate staff member at the school - Fathering project successfully implemented 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Develop regular interaction program with parents/carers eg 'Coffee and Chat'.</p> <p>2 per term with a focus on supporting parent education</p>	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create a 'dad' group- the fathering project	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop and implement an action plan and events calendar to more effectively engage parents/carers in a range of forums	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00