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

Bayswater Primary School (2163)

Submitted for review by Brooke Cross (School Principal) on 20 December, 2024 at 10:31 AM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 11 February, 2025 at 11:38 AM

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of all students.
12-month target 1.1	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.
12-month target 1.2	To increase the number of students at and above expected growth in one year in: Reading & Viewing from 87% in 2024 to 88% in 2025 Writing from 87% in 2024 to 88% in 2025
12-month target 1.3	Use student feeback to improve practice - maintain at 83% or above Professional learning through Peer Observations - maintain at 67% or above Teacher collaboration - maintain at 92% or above
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher data literacy capacity to inform differentiated teaching practice that supports, challenges and extends every student.
Actions	Build teacher capacity in data literacy in relation to universal screening within an MTSS framework to identify system and/or student risk Investigate and action schoolwide data tracker for DIBELS assessment Audit current tiered systems of support and related data to inform future school direction in literacy and numeracy
Outcomes	Increased teacher understanding of universal screeners Systems will be established to ensure whole school consistency in implementing the assessment schedule. Decision making will be informed by consistent and relevant data Multi-tiered systems of support for student learning will be highlighted and this information will be used to inform future

	school improvement strategies and direction Consistent instruction across the school is supported in response to schoolwide data
Success Indicators	Staff will administer the assessment schedule within the given timeframe with results recorded centrally Schoolwide data tracker will be completed at set times of the year Schoolwide data will inform universal, targeted and tertiary systems and interventions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit of current evidence-based tiered supports across data, instructional and intervention practices	☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Provide professional learning in MTSS, including universal screening practices (ie. DIBELS administration and analysis)	☑ Curriculum co-ordinator (s) ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	☑ Equity funding will be used
Audit of documentation and monitoring systems for tiered supports	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Provide multi-tiered support for students with academic needs, including speech therapy	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	☑ Equity funding will be used
KIS 1.c	Strengthen whole school approach to high quality instructional practice in Literacy and Numeracy.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Professional learning in the new VTLM 2.0 instructional model Induct new staff in professional learning aligned with current practices in spelling and writing Audit current tier one instructional and behaviour support practices and related data to inform future school direction in literacy and numeracy Build teacher capacity in data literacy in relation to universal screening within an MTSS framework to identify system and/or student risk Investigate and action schoolwide data tracker for DIBELS assessment
Outcomes	All classroom teachers will be trained in W2R, our school spelling program. Staff will report feeling confident in their knowledge of the program and in their ability to implement the program with their students. Staff will be able to build upon existing understandings and learn ways to progress students in their writing. Students will show greater knowledge of the phonograms as a result of all staff being trained in the program. Increased reading and spelling outcomes.
Success Indicators	DIBELS data should show growth, particularly in the area of Nonsense Word Fluency as this directly correlates to knowledge of the phonogram codes. DIBELS will be done at the start, middle and end of the year allowing for data tracking throughout the year. Staff will provide anecdotal evidence of feeling more confident and knowledgable about running our chosen spelling program. Teacher judgement data should show that students have improved in their literacy skills as a result of our professional learning. Phonogram reviews conducted each term by staff should show an increase in phonogram knowledge by the students

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Write2Read training for all untrained staff	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	☑ Equity funding will be used
Writing Masterclass for all untrained staff	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	☑ Equity funding will be used
Provide professional learning in the VTLM 2.0, 'Elements of Learning', including cognitive load theory and the instructional hierarchy as it relates to effective evidence-based tier one instructional and behavioural practices	☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	To improve the engagement and wellbeing of all students.
12-month target 2.1	Sense of conectedness from 68% to 69% Voice and agency from 62% to 63%
12-month target 2.2	Collective efficacy - maintain at 96% or above Parent & Community involvement - maintain at 77% or above
12-month target 2.3	Teacher communication - maintain at 93% or above
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' wellbeing and learning needs.

Actions	Appoint a Mental Health and Well Being Leader. Continue to support staff in the implementation of Wellbeing programs, including Berry Street Education Model Build staff capacity in implementing tier one positive behaviour supports
Outcomes	Students will have a clear understanding of school expectations and demonstration of positive behaviours Students will feel supported and engaged,and contribute to a strong classroom culture. At-risk students will be identified and receive targeted support in a timely manner. Teachers will have a deeper understanding of mental health/trauma informed approaches and practices Teachers will implement and reinforce consistent routines Leaders and teachers will implement tiered and educative behavioural practices and responses
Success Indicators	Wellbeing data is collected and analysed at regular intervals (area meetings, PLC meetings, Wellbeing PL) and follow up staff meetings. Schoolwide routines will be documented and visible in classrooms Expected behaviour matrix displayed throughout the school Minor and major behaviours flowchart

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appoint a MHWL	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
MHWL engagement and PL for best practice	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Berry Street Training	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish and document consistent schoolwide routines	☑ All staff ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Consult with staff to establish consistent minor and major behaviour definitions	☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Consult staff and students to create an expected behaviour matrix	☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Provide individualised counselling supports for identified students	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET

	funded or free items

KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen engagement and collaboration between the school and wider community by building awareness of the school's learning and wellbeing practices.
Actions	Engage families in school programs and support mechanisms
Outcomes	Parents will be aware of the resources available to support student engagement and wellbeing The school community will share a common understanding of the whole school approach to supporting wellbeing Constructive home/school partnerships will be visible through attendance at SSG meetings, information nights, school events, etc. Updated website enews letter is accessed by parent community
Success Indicators	Increased Parent Opinion Survey results Regular school newsletter and COMPASS updates include wellbeing resource information Provide relevant and timely parent information through the school newsletter Parents access website enews letter

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide regular updates via newsletter regarding wellbeing resources and support	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Audit current communication strategy/platforms to streamline correspondence	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00