

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Yea Primary School (0699)



Submitted for review by Craig Irvine (School Principal) on 24 December, 2024 at 11:40 AM

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Define actions, outcomes, success indicators and activities

Goal 1	Improve student achievement and growth in literacy and numeracy.
12-month target 1.1	Maintain or increase at least 78% of students in strong or exceeding for Y3 reading (78% 2024, 78% 2023) Maintain or increase at least 78% of students in strong or exceeding for Y3 writing (78% 2024, 96% 2023) Maintain or increase at least 78% of students in strong or exceeding for Y3 numeracy (78% 2024, 79%2023) Maintain or increase at least 65% of students in strong or exceeding for Y5 reading (64% 2024, 71% 2023) Maintain or increase at least 65% of students in strong or exceeding for Y5 writing (64% 2024, 57% 2023) Maintain or increase at least 65% of students in strong or exceeding for Y5 numeracy (64% 2024, 71% 2023) Improve the number of students in strong or exceeding in Y3 spelling to 70% (67% 2024, 39% 2023) Improve the number of students in strong or exceeding in Y5 spelling to 65% (36% 2024, 58% 2023)
12-month target 1.2	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, 11%, 1 student Yr 3 Reading and Numeracy) (2024 7%, 1 student, Y5 Numeracy 0 in reading) By 2026 reduce the number of NAS students in spelling in Year 3 and 5 compared to the number of NAS students in 2024. (2024 11% Yr 3 1 student) (2024 21% Y5 3 students) Yea Primary School will increase the school's mean score in PAT-R from 116.7 in 2024 to 117 in 2025. (2024 116.7, 2023 109.2, 2022 107.6)

	Yea Primary School will increase the school's mean score in PAT-M from 117.2 in 2024 to 117.5 in 2025. (2024 117.2, 2023 113.3)
12-month target 1.3	85% of students to be at or above age expected level by teacher judgement against Victorian Curriculum for reading, writing and numeracy.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to consistently implement the agreed instructional models in literacy and numeracy.
Actions	Embed the school wide approaches to numeracy and literacy aligning with VTLM 2.0 and Victorian Curriculum 2.0.
Outcomes	Leaders will; *Provide access to the curriculum resources required for literacy and numeracy. *Model and demonstrate the school wide approaches to literacy and numeracy. *Provide visual supports of the schools instructional model aligned against VTLM 2.0. *Ensure that all annual planners are prepared for the class structure in the school. *Design an observation, LWT and coaching model that supports the embedding of instructional approaches and curriculum across the school. *Document instructional practices in our school playbook. Staff will; *Know where to access the curriculum materials and resources for literacy and numeracy. *Demonstrate consistency in planning and documentation in literacy, numeracy, specialists and humanities. *Confidently and accurately identify student learning needs of all of their students *Provide students with the opportunity to work at their level using differentiated resources within our instructional models. *Education Support staff provide high quality support to teachers and students in the classroom in line with plans. *Confidently and accurately identify student learning needs of all of their students *Show increased confidence in selecting and implementing the schools documented instructional strategies.

	Students will; *Know how lessons are structured and how this supports their learning. *Show greater engagement in stimulated learning. *Engage with the curriculum provided and access supports as required. *Know what their next steps are to progress their learning *Students in need of targeted academic support or intervention will be identified and supported *Students and Community will know where additional support can be accessed if required. *Students and community will be aware of the adjustments and supports available.			
Success Indicators	Early Indicators -Visual documentation of our literacy and numeracy approaches. -Updated Scope and Sequence for Numeracy and Literacy on the Google drive. -Whole school Planning Template (literacy, numeracy and humanities) in PLT folders. -All students screened for literacy and numeracy intervention -Students given quick and responsive access to supports -PAT-M and PAT-R mid cycle assessment growth Late Indicator -Embedded practices across school in literacy and numeracy. -Staff Handbook updated with Curriculum framework and literacy and numeracy approach. -Greater variation in achievement in humanities and specialist subjects according to teacher judgements -School based AIP targets achieved. -Consistent documentation across all classes including adjustments. -All students making at least 12 months growth in a year according to PAT-M and PAT-R (Teacher judgements)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document schools instructional models for literacy and numeracy aligned with VTLM 2.0.	☒ Literacy leader ☒ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop and implement the whole school professional learning plan for 2025.	☒ School improvement team	☒ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Purchase and resource literacy texts and class sets for curriculum units.	☒ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Other funding will be used
Document and implement the School wide approach to Spelling to improve school outcomes.	☒ Literacy leader	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Appoint a Student Excellence Program Co-ordinator to support high ability students.	☒ Principal	☒ PLP Priority	from: Term 1 to: Term 1	\$3,000.00 ☒ Other funding will be used
Document schoolwide approach to number fluency including numeracy intervention.	☒ Numeracy leader	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used
*Design an observation, LWT and coaching model that supports the embedding of instructional approaches and curriculum across the school.	☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed the schoolwide approach to documenting adjustments and differentiation aligned with inclusion practices.	☒ PLT leaders	☒ PLP Priority	from: Term 1	\$10,000.00

				to: Term 4	☒ Disability Inclusion Tier 2 Funding will be used
Goal 2	Enhance student engagement and wellbeing outcomes.				
12-month target 2.1	ATOS data will increase for Stimulated learning from 77% to 80%. (2024 77%, 2023 79%) ATOS data will increase for Sense of connectedness from 78% to 80% (2024 78%, 2023 73%) ATOS data will increase for Managing Bullying maintain or improve 80% (2024 84%, 2023 78%) ATOS data will increase for Effective Classroom Behaviour maintain or improve 80% (2024 84%, 2023 81%)				
12-month target 2.2	School Staff Survey data for Collective Efficacy to maintain 80% or greater (2024 96%, 2023 89%) School Staff Survey data for Teacher Collaboration to maintain 80% or greater (2024 93%, 2023 77%) School Staff Survey data for Instructional Leadership to maintain 80% or greater (2024 94%, 2023 91%)				
12-month target 2.3	Parent Opinion Not experiencing bullying from 71% in 2024 to 72% or higher in 2025.				
12-month target 2.4	Attendance Data Average days absence will decrease from 19.7 in 2024 to 15 days in 2025. Percentage of students with more than 20 days absence will decrease from 25% in 2024 to 20% in 2025.				
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop inclusive practices to support engagement.				

participation and engagement in school	
Actions	Embed and document school wide inclusive practices to promote student engagement and wellbeing.
Outcomes	Leaders will; *Provide access to the curriculum resources required for Social and Emotional Learning including Friendology and Respectful Relationships. *Model and demonstrate the school wide approaches for SWPBS. *Provide visual supports of the schools Tiered Wellbeing Framework. *Ensure that all annual planners are prepared for the class structure in the school. *Design an observation, LWT and coaching model that supports the embedding of wellbeing approaches and curriculum across the school. *Deliver PL around key wellbeing initiatives and communicate to staff. *Support the DIPS application process and lead documentation of adjustments across the school. *Facilitate Education Support Meetings with a focus on PL for ES staff. *Provide access to referral pathways to allied health staff including screening all students. Staff will; *Feel confident to meet and deliver all areas of the Social and Emotional Learning curriculum. *Demonstrate consistency in planning and documentation in the Social and Emotional Learning Term Planners. *Confidently and accurately identify student wellbeing needs of all of their students. *Complete the SWPBS Classroom Systems PL and put into action in classrooms. *Contribute to and document students adjustments including documenting Student IEPs and preparing for SSG meetings. *Education Support staff and Teachers to develop and document timetable and adjustments for ES. *Follow and understand the available referral pathways available at Yea PS. *All teaching and classroom support staff to participate in at least one DIP meeting in 2025. Students will; *Be able to explain and answer questions around Yea PS SWPBS practices. *Show improved wellbeing outcomes against ATOS, Friendology and screening assessments. *Demonstrate the language of Friendology and SWPBS. *Know why their IEP goals are important to them and how to contribute to their own success. *Students will be able to identify at least three adults at school that they can talk to.

	*Students and Community will know where additional support can be accessed if required. *Students and community will be aware of the adjustments and supports available.			
Success Indicators	Early indicators: * Curriculum documentation will show plans for social and emotional learning * Notes from wellbeing walks and peer observation will show how staff are embedding social and emotional learning * Student support resources displayed around the school will show how students can seek support * Students on attendance tracker and identified as requiring absence plans. Late indicators: * SSS factors: instructional leadership, collective efficacy, trust in colleagues, teacher collaboration * AtoSS factors: sense of connectedness, stimulated learning, managing bullying, effective classroom behaviour * Achieve Silver Award status as part of SAS and TFI * Attendance data targets % of attendance and students number of days average attendance.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff to participate in further SWPBS Training - Classroom Systems.	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 2	\$0.00
School to complete SWPBS tasks to align with silver accreditation.	☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
School will embed tiered support approaches across wellbeing including SWPBS, MHiPS, Intervention.	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$7,000.00 ☒ Equity funding will be used

Design a WWT, observation and coaching schedule to embed Tier 1 Wellbeing Strategies.	☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 1	\$30,000.00 ☒ Equity funding will be used
Maintain a focus on student attendance including attendance tracker, awards and whole school attendance strategies towards attendance targets.	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint Wellbeing Leader and include participation in Wellbeing COP and Mental Health in Primary Schools COP to continue to develop our strategies. Time release to complete leadership tasks.	☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$20,421.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ additional Education Support Staff to support Disability inclusion and adjustments.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$97,000.00 ☒ Disability Inclusion Tier 2 Funding will be used