2025 Annual Implementation Plan

for improving student outcomes

Whorouly Primary School (1373)

Submitted for review by Pauline McPherson (School Principal) on 25 February, 2025 at 02:48 PM
Endorsed by Paul Tozer (Senior Education Improvement Leader) on 01 March, 2025 at 02:56 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

| Support and resources | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
| | | |

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise student learning outcomes in literacy and numeracy	Yes	By 2028, increase the percentage of students achieving medium and high growth in NAPLAN Benchmark growth from xx% to xx% (to be confirmed in 2025)	By 2026, reduce the number of NAS students in reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2028, increase the percentage of students achieving the 'At expected level' and 'Above expected level' against the Victorian Curriculum, including mathematics 2.0, according to Teacher Judgement in: • reading from xx% (2025) to xx% (2026–28 average) - to be confirmed when further data is available • writing from xx% (2025) to xx% (2026–28 average) - to be confirmed when further data is available • mathematics 2.0 from xx% (2025) to xx% (2026-2028 average) - to be confirmed when further data is available	Improve the proportion of students achieving 'At expected level' and 'Above expected level' against the Victorian Curriculum according to Teacher Judgement in: • Reading from 68% to 75%• Writing from 45% to 55%• Mathematics from 50% to 65%
		By 2028, increase the percentage positive responses in the Attitude to School Survey factors across a 3-year average: • Differentiated learning challenge from 70% (2022–24) to 78% • Effective teaching time from 66% (2022–24) to 78% • Student voice and agency from 50% (2022–24) to 62%	Increase the percentage positive response in Attitude to School Survey factors:• Differentiated learning challenge from 70% to75%• Effective teaching time from 66% to 70%• Student voice and agency from 50% to 55%• Stimulated learning from 65% to 70%

		• Stimulated learning from 65% (2022–24) to 75%	
Improve student wellbeing outcomes	Yes	By 2028, increase the percentage positive responses in AtoSS factors across a 3-year average: • Sense of connectedness from 69% (2022–24) to 74% • Teacher concern from 51% (2022–24) to 60% • Perseverance from 64% (2022–24) to 69% • Respect for diversity from 64% (2022–24) to 69%	Increase positive percentage endorsement in AToSS factors: • Sense of connectedness from 69% to 72%• Teacher concern from 51% to 55%• Perseverance from 64% to 66%• Respect for diversity from 64% to 66%
		By 2028, increase the percentage positive responses in Parent/Carer Opinion Survey factors across a 3-year average: • Safety from 79% (2022–24) to 84% • Confidence and resiliency from 82% (2022–24) to 85%	Increase positive percentage endorsement in Parent/Carer Opinion Survey factors:• Safety from 79% to 82%• Confidence and resiliency from 82% to 85%
		By 2028, decrease the percentage of students with 20+ days absent per year across a 3-year average from 40% (2022–24) to 35%.	Decrease the percentage of students with 20+ days absent per year from 40% to 35%.

Goal 1	Maximise student learning outcomes in literacy and numeracy
12-month target 1.1	By 2026, reduce the number of NAS students in reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	Improve the proportion of students achieving 'At expected level' and 'Above expected level' against the Victorian Curriculum according to Teacher Judgement in: • Reading from 68% to 75% • Writing from 45% to 55%

	• Mathematics from 50% to 65%
12-month target 1.3	Increase the percentage positive response in Attitude to School Survey factors: • Differentiated learning challenge from 70% to75% • Effective teaching time from 66% to 70% • Student voice and agency from 50% to 55% • Stimulated learning from 65% to 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices	Yes
KIS 1.b Engagement	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes	No
KIS 1.c Assessment	Strengthen teacher capability to analyse and use learning data to inform differentiated learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2025 there will be a significant change in staffing across all aspects of the school so ensuring teachers are supported to implement the Whorouly Primary School Scope & Sequence, Instructional Model, and Assessment Schedule will drive whole school improvement. Strengthening teacher knowledge of the Victorian Curriculum and using student assessment data both formative and summative, to inform planning for point of need teaching and build student learning goals, needs to be a focus for students to have the opportunity to achieve their best.	

Goal 2	**Improve student wellbeing outcomes**
12-month target 2.1	Increase positive percentage endorsement in AToSS factors: • Sense of connectedness from 69% to 72% • Teacher concern from 51% to 55%

	• Perseverance from 64% to 66% • Respect for diversity from 64% to 66%
12-month target 2.2	Increase positive percentage endorsement in Parent/Carer Opinion Survey factors: • Safety from 79% to 82% • Confidence and resiliency from 82% to 85%
12-month target 2.3	Decrease the percentage of students with 20+ days absent per year from 40% to 35%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion	Yes
KIS 2.b Support and resources	Build all staff capability to respond to the learning and wellbeing needs of all students	Yes
KIS 2.c Support and resources	Strengthen and embed the consistent implementation of inclusive, positive behaviour management strategies and framework.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Improving student wellbeing continues to be a significant priority with wellbeing positive endorsement data, fluctuating or decreasing during the previous Review period. New staff in 2025 will need support to implement the school's wellbeing programs, embed clear and consistent processes for positive behaviour, and strengthen teacher capability to support student wellbeing needs.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning outcomes in literacy and numeracy
12-month target 1.1	By 2026, reduce the number of NAS students in reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	Improve the proportion of students achieving 'At expected level' and 'Above expected level' against the Victorian Curriculum according to Teacher Judgement in: • Reading from 68% to 75% • Writing from 45% to 55% • Mathematics from 50% to 65%
12-month target 1.3	Increase the percentage positive response in Attitude to School Survey factors: • Differentiated learning challenge from 70% to75% • Effective teaching time from 66% to 70% • Student voice and agency from 50% to 55% • Stimulated learning from 65% to 70%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional practices
Actions	1. Review Instructional Model and curriculum planning documentation – refining literacy block with a specific focus on phonics and writing units aligned to the VTLM. 2. Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on differentiation

Outcomes	• Students will know the learning intentions and success criteria • Students will know what the next steps are to achieve progress in numeracy and writing • Teachers will follow the Instructional Model and use consistent planning documentation, including documenting adjustments for students with learning difficulties • Teachers will have a stronger understanding of the learning needs of their students, including those with learning difficulties • Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning
Success Indicators	Early indicators • Curriculum documentation will follow the instructional model and include differentiation • IEPs will describe specific goals, teaching strategies, adjustments and supports Late indicators • Student IEPs will be reviewed and updated for the second semester. • Victorian Curriculum teacher judgements will indicate increased number of students at or above level • AToSS factors: Differentiated learning challenge, effective teaching time, student voice and agency and stimulated learning will improve.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Collaborative planning to develop consistent planning documents, with a focus on the instructional model and differentiation	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
PLT focus implementing Whorouly PS Scope & Sequence, curriculum planning & documentation.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review and update IEPs and BSP twice yearly to include literacy, numeracy and wellbeing goals and targets and SSG meetings each term.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$25,831.15

				to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Organise Learning Walks and peer observation to observe staff practice of documented differentiation and feedback strategies and to collect data on student engagement in learning	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used	
Review and refine the instructional model with one page graphical representation to complement instructional model documentation.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$0.00	

KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capability to analyse and use learning data to inform differentiated learning.
Actions	Build staff capability to use assessment data to inform planning and develop student learning goals.
Outcomes	• Students in need of targeted support or intervention in literacy and numeracy will be identified and supported • Teachers will plan for and document differentiation based on student learning data • Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning

Success Indicators	• Formative and summative assessment will indicate student level of achievement, point of need and learning growth • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SIT meetings focus on using assessment data, both formative and summative to identify learning goals, adjustments needed for curriculum planning and for teacher judgement (following Whorouly PS Assessment Schedule)	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	Improve student wellbeing outcomes
12-month target 2.1	Increase positive percentage endorsement in AToSS factors: • Sense of connectedness from 69% to 72% • Teacher concern from 51% to 55% • Perseverance from 64% to 66% • Respect for diversity from 64% to 66%
12-month target 2.2	Increase positive percentage endorsement in Parent/Carer Opinion Survey factors: • Safety from 79% to 82% • Confidence and resiliency from 82% to 85%
12-month target 2.3	Decrease the percentage of students with 20+ days absent per year from 40% to 35%.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion

Actions	Develop and document school wide plan to embed Tier 1, 2 and 3 supports
Outcomes	• Students will report improved emotional awareness and resilience • Teachers will be able to recognise, respond to and refer students' mental health needs • Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing • Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches
Success Indicators	Early indicators: • Wellbeing program timetabled and documented • Documented system and processes for Tier 1, 2 and 3 support Late indicators: • Documented system and processes for Tier 1, 2 and 3 support Positive School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues • AToSS factors: sense of connectedness, teacher concern, perseverance, respect for diversity will improve

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document system and processes for Tier 1, 2 and 3 support	☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Develop school-wide strategies to support students' sense of resilience and connectedness	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$5,362.75 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Develop and document processes that show how regular student wellbeing data will be collected and managed.	☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning	☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ 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	Build all staff capability to respond to the learning and wellbeing needs of all students
Actions	Embed PLC process with a focus on wellbeing Implement The Resilience Project across the school
Outcomes	• Students will articulate school values and behaviour expectations and the importance of attending school. • Teachers will plan for and implement social and emotional learning and incorporate the school values in their teaching and learning • Teachers will be able to recognise, respond to and refer students' mental health needs • Teachers, leaders and the school community will share a common understanding of the whole school approach

	to wellbeing • Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches
Success Indicators	Early indicators: • The Resilience Project implemented • PLC process addresses wellbeing needs • Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Late indicators: • Semester 2 judgements against Victorian Curriculum: Personal and Social Capabilities • Positive School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues • AToSS factors: sense of connectedness, teacher concern, perseverance, respect for diversity will improve • Parent/Carer Opinion Survey factors of safety, confidence and resiliency will improve

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
• Timetable and implement Health and Wellbeing Program following WPS Scope & Sequence including the teaching of Personal and Social Capabilities, school values and behaviour expectations • Wellbeing teacher to teach Respectful Relationships program and E-safety program - timetabled	☑ Mental health and wellbeing leader ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement the Resilience Project across the school	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

PLC process each term to address student wellbeing needs	☑ Mental health and wellbeing leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed the consistent implementation of inclusive, positive behaviour management strategies and framework.
Actions	Build staff capabilities to implement consistent behaviour management strategies
Outcomes	• Students will articulate school values and behaviour expectations and the importance of attending school. • Teachers will plan for and implement social and emotional learning and incorporate the school values in their teaching and learning • Teachers will implement clear and consistent behaviour management strategies • Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing • Leaders will support students and teachers to implement positive behaviour strategies.
Success Indicators	Early indicators: • Wellbeing program timetabled and documented • The Resilience Project implemented • PLC process addresses wellbeing needs • Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Late indicators: • AToSS factors: sense of connectedness, teacher concern, perseverance, respect for diversity will improve • Parent/Carer Opinion Survey factors of safety, confidence and resiliency will improve • Percentage of students with 20+ days absent per year will decrease

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

• Document and track attendance data ensuring daily attendance protocols to identify reasons for absences are followed	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Collect and analyse wellbeing data to develop student wellbeing goals	☑ Mental health and wellbeing leader ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• PLC's each term focus on improving student wellbeing outcomes and embed behavioural expectations	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$5,000.00	$5,000.00	$0.00
Disability Inclusion Tier 2 Funding	$25,831.15	$25,831.15	$0.00
Schools Mental Health Fund and Menu	$30,362.75	$30,362.75	$0.00
Total	$61,193.90	$61,193.90	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Review and update IEPs and BSP twice yearly to include literacy, numeracy and wellbeing goals and targets and SSG meetings each term.	$25,831.15
Organise Learning Walks and peer observation to observe staff practice of documented differentiation and feedback strategies and to collect data on student engagement in learning	$5,000.00
Develop school-wide strategies to support students' sense of resilience and connectedness	$5,362.75
Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning	$10,000.00
Implement the Resilience Project across the school	$10,000.00

	$5,000.00
• PLC's each term focus on improving student wellbeing outcomes and embed behavioural expectations	
Totals	**$61,193.90**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Organise Learning Walks and peer observation to observe staff practice of documented differentiation and feedback strategies and to collect data on student engagement in learning	from: Term 1 to: Term 4	$5,000.00	☑ CRT
Totals		**$5,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Review and update IEPs and BSP twice yearly to include literacy, numeracy and wellbeing goals and targets and SSG meetings each term.	from: Term 1 to: Term 4	$25,831.15	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Classroom teacher
Totals		**$25,831.15**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Develop school-wide strategies to support students' sense of resilience and connectedness	from: Term 1 to: Term 4	$5,362.75	☑ The Resilience Project
Develop procedures, protocols and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning	from: Term 1 to: Term 2	$10,000.00	☑ Employ staff to support Tier 1 activities
Implement the Resilience Project across the school	from: Term 1 to: Term 4	$10,000.00	☑ The Resilience Project
• PLC's each term focus on improving student wellbeing outcomes and embed behavioural expectations	from: Term 1 to: Term 4	$5,000.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		**$30,362.75**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PLT focus implementing Whorouly PS Scope & Sequence, curriculum planning & documentation.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
SIT meetings focus on using assessment data, both formative and summative to identify learning goals, adjustments needed for curriculum planning and for teacher judgement (following Whorouly PS Assessment Schedule)	☑ School improvement team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Implement the Resilience Project across the school	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ PLC/PLT meeting	☑ External consultants The Resilience Project team	☑ On-site
PLC process each term to address student wellbeing needs	☑ Mental health and wellbeing leader ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site

	☑ Teacher(s)					