

2025 Annual Implementation Plan

for improving student outcomes

Inverleigh Primary School (1147)



Submitted for review by Samuel Irwin (School Principal) on 27 January, 2025 at 11:46 AM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 17 February, 2025 at 10:46 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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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
To improve student learning outcomes in Literacy and Numeracy with a specific focus on Numeracy.	Yes	<p>By 2028, maintain the percentage of students achieving Exceeding or Strong in NAPLAN Proficiency:</p> <ul style="list-style-type: none"> • Year 3 Reading (75% in 2024) • Year 5 Reading (90% in 2024) <p>* Preliminary data to be confirmed</p> <ul style="list-style-type: none"> • Year 3 Writing (96% in 2023) • Year 5 Writing (84% in 2023) <p>*2024 data to be used as baseline when available</p> <ul style="list-style-type: none"> • Year 3 Numeracy (75% in 2024) • Year 5 Numeracy (65% in 2024) • Preliminary data to be confirmed <p><i>Targets to be confirmed by principal and SEIL.</i></p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Required target: 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.maintain the percentage of students achieving Exceeding or Strong in NAPLAN Proficiency:Year 3 Reading (75% in 2024) Year 5 Reading (90% in 2024)Year 3 Numeracy (75% in 2024)</p>
		<p>By 2027-28, the percentage of students achieving At & Above Expected Growth in Teacher Judgment, Year 1 to Year 6, will be maintained or increase for:</p> <ul style="list-style-type: none"> • Reading & Viewing from 70% (2022-2023) to 75% • Writing to be maintained 78% (2022-2023) • Number & Algebra maintained 80% (2022-2023 using Timeline Growth data) 	<p>The percentage of students achieving At & Above Expected Growth in Teacher Judgment, Year 1 to Year 6, will be maintained or increase for:Reading & Viewing from 70% (2022-2023) to 72% &Number 80%</p>
		<p>By 2028, increase the percentage of positive responses in the School Staff Survey in the factors:</p>	<p>Increase the percentage of positive responses in the School Staff Survey</p>

		<ul style="list-style-type: none"> • Instructional Leadership from 56% in 2023 to 80% • Teacher collaboration from 53% in 2023 to 70% 	in the factors:Instructional Leadership from 56% in 2023 to 75%Teacher collaboration from 53% in 2023 to 65%
To optimise wellbeing and engagement for all students.	Yes	By 2028, maintain the percentage of positive student responses in the Attitudes to Schools Survey, Years 4-6, for the factors of: <ul style="list-style-type: none"> • Stimulating Learning at or above 90% (2023) • Differentiated Learning Challenge at or above 91% (2023) • Sense of confidence at or above 89% (2023) • Motivation & interest at or above 90% (2023) • Sense of connectedness at or above 91% (2023). 	Maintain the percentage of positive student responses in the Attitudes to Schools Survey, Years 4-6, for the factors of:Stimulating Learning at or above 90% (2023)Differentiated Learning Challenge at or above 91% (2023)
		By 2028, increase the percentage of positive responses in School Staff Survey in the factor: <ul style="list-style-type: none"> • Guaranteed and Viable Curriculum from 66% (2023) to 80%. 	Increase the percentage of positive responses in School Staff Survey in the factor:Guaranteed and Viable Curriculum from 66% (2023) to 70%.

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a specific focus on Numeracy.
12-month target 1.1	<p>Required target: 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.</p> <p>maintain the percentage of students achieving Exceeding or Strong in NAPLAN Proficiency:</p> <p>Year 3 Reading (75% in 2024) Year 5 Reading (90% in 2024)</p>

	Year 3 Numeracy (75% in 2024)	
12-month target 1.2	<p>The percentage of students achieving At & Above Expected Growth in Teacher Judgment, Year 1 to Year 6, will be maintained or increase for:</p> <p>Reading & Viewing from 70% (2022-2023) to 72% & Number 80%</p>	
12-month target 1.3	<p>Increase the percentage of positive responses in the School Staff Survey in the factors:</p> <p>Instructional Leadership from 56% in 2023 to 75% Teacher collaboration from 53% in 2023 to 65%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Strengthen the instructional leadership approach to learning and wellbeing.	No
KIS 1.b Leadership	Embed a culture of leadership, professional learning and collaboration.	No
KIS 1.c Leadership	Document and embed an agreed Instructional model for literacy and numeracy.	Yes
KIS 1.d Leadership	Build staff knowledge and capacity to plan and provide universal adjustments and challenge and extension.	No

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.	The school has commenced work on agreed instructional models in 2024. This was a key finding of the school review. Staff have become immersed in the F-2 reading reform which has considerations when considering the school's current Literacy model.	
Goal 2	To optimise wellbeing and engagement for all students.	
12-month target 2.1	<p>Maintain the percentage of positive student responses in the Attitudes to Schools Survey, Years 4-6, for the factors of:</p> <p>Stimulating Learning at or above 90% (2023) Differentiated Learning Challenge at or above 91% (2023)</p>	
12-month target 2.2	<p>Increase the percentage of positive responses in School Staff Survey in the factor:</p> <p>Guaranteed and Viable Curriculum from 66% (2023) to 70%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen school policies and practices that promote engagement, inclusion, positive behaviour and a safe environment.	No
KIS 2.b Leadership	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	Yes
KIS 2.c Leadership	Build staff capability to implement a responsive and inspirational curriculum that engages all learners.	No

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.

The academic and wellbeing needs of the school's cohort are changing, as evidenced by the increasing NCCD profile of the school and recent NAPLAN data. further work can be done to ensure the school's staff and strategically meet the needs of all students.

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning outcomes in Literacy and Numeracy with a specific focus on Numeracy.
12-month target 1.1	<p>Required target: 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.</p> <p>maintain the percentage of students achieving Exceeding or Strong in NAPLAN Proficiency:</p> <p>Year 3 Reading (75% in 2024) Year 5 Reading (90% in 2024)</p> <p>Year 3 Numeracy (75% in 2024)</p>
12-month target 1.2	<p>The percentage of students achieving At & Above Expected Growth in Teacher Judgment, Year 1 to Year 6, will be maintained or increase for:</p> <p>Reading & Viewing from 70% (2022-2023) to 72% & Number 80%</p>
12-month target 1.3	<p>Increase the percentage of positive responses in the School Staff Survey in the factors:</p> <p>Instructional Leadership from 56% in 2023 to 75% Teacher collaboration from 53% in 2023 to 65%</p>
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Document and embed an agreed Instructional model for literacy and numeracy.

safe and orderly learning environment	
Actions	Review the school's current instructional models in Literacy and Numeracy
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - lead professional learning to involve all staff in the review of the school's Instructional Models - use multiple sources of evidence to track peer coaching and implementation of the instructional model including barriers and enablers - invite teachers to observe their classes - develop their own peer coaching skills - provide professional learning on the 'Learning' component of the VTLM 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the structure of the pedagogical model - establish/improve peer coaching skills - use the pedagogical model regularly to plan and deliver lessons - have greater content knowledge and understanding of theory behind learning as referenced by the VTLM2.0 <p>Support staff will:</p> <ul style="list-style-type: none"> - know what is required of them at each part of lessons and be able to work intuitively. - have greater content knowledge and understanding of theory behind learning as referenced by the VTLM2.0 <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate the 'usual' structure of lessons.
Success Indicators	<p>Leaders:</p> <p>artefacts and evidence: notes from leadership team meetings, staff meeting minutes, lesson plans, observation notes, peer coaching notes, staff surveys</p> <p>data sources: School Staff Survey (SSS) factor 'instructional leadership'</p> <p>Teachers:</p> <p>artefacts and evidence: lesson plans, peer coaching notes, observations notes, staff surveys</p> <p>data sources: AtoSS factor 'effective teaching time'</p>

	Students: artefacts and evidence: notes from conversations with students and classroom observations.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participation in Playbook Project professional learning for SIT Team	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Whole staff PL to review Instructional Models	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Peer Observations focussed on Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	To optimise wellbeing and engagement for all students.			
12-month target 2.1	Maintain the percentage of positive student responses in the Attitudes to Schools Survey, Years 4-6, for the factors of: Stimulating Learning at or above 90% (2023) Differentiated Learning Challenge at or above 91% (2023)			
12-month target 2.2	Increase the percentage of positive responses in School Staff Survey in the factor: Guaranteed and Viable Curriculum from 66% (2023) to 70%.			
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.			

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Actions</p>	<p>Design a yearly timeline for the development of IEP's and implementation of SSG's across the school.</p> <p>Design a Termly meeting cadence that includes review of academic and wellbeing data to identify 'at risk' students.</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide professional learning support around IEP development - use academic and wellbeing data to be informed on 'at risk' students across the school - provide support to teachers/support staff through classroom observations on adjustments for students as required <p>Teachers will:</p> <ul style="list-style-type: none"> - have a greater understanding of inclusion and reasonable adjustments - regularly track students wellbeing using a data tool - develop IEPs with meaningful goals to support students in areas of need or extension - detail high quality adjustments for students in work programs <p>Support Staff will:</p> <ul style="list-style-type: none"> - have a greater understanding of inclusion and reasonable adjustments - support teachers with sharing of IEP progress at SSG - support the implementation of adjustments provided in work programs <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate learning goals of each class - behave in a calm and orderly manner
<p>Success Indicators</p>	<p>Leaders:</p> <p>artefacts and evidence: notes from leadership team meetings, staff meeting minutes, work programs, observation notes,</p>

	<p>peer coaching notes, staff surveys data sources: School Staff Survey (SSS) factor 'collective focus on student learning'</p> <p>Teachers: artefacts and evidence: lesson plans, peer coaching notes, observations notes, staff surveys data sources: AtoSS factor 'effective teaching time'</p> <p>Students: artefacts and evidence: notes from conversations with students and classroom observations. data sources: AtoSS factor 'school connectedness'</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole staff professional learning around IEP development	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and share with staff SSG meeting process	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish process for monitoring students in TLI	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,025.15 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
Establish referral process in school for students requiring social/emotional or academic adjustments and subsequent 'case team' (e.g. SIT).	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,723.46 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,662.40	\$8,662.40	\$0.00
Disability Inclusion Tier 2 Funding	\$99,723.46	\$99,723.46	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$39,025.15	-\$8,662.40
Total	\$138,748.61	\$147,411.01	-\$8,662.40

Activities and milestones – Total Budget

Activities and milestones	Budget
Establish process for monitoring students in TLI	\$39,025.15
Establish referral process in school for students requiring social/emotional or academic adjustments and subsequent 'case team' (e.g. SIT).	\$99,723.46
Totals	\$138,748.61

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establish process for monitoring students in TLI	from: Term 1	\$8,662.40	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$8,662.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establish referral process in school for students requiring social/emotional or academic adjustments and subsequent 'case team' (e.g. SIT).	from: Term 1 to: Term 4	\$99,723.46	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Other Wellbeing Leader
Totals		\$99,723.46	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Establish process for monitoring students in TLI	from: Term 1 to: Term 4	\$39,025.15	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Totals		\$39,025.15	

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
Participation in Playbook Project professional learning for SIT Team	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Curriculum development ✓ Demonstration lessons	✓ Network professional learning	✓ External consultants Playbook Project with Bron-Ryrie Jones	✓ On-site
Peer Observations focussed on Instructional Model implementation	✓ Teacher(s)	from: Term 1 to: Term 4	✓ Peer observation including feedback and reflection ✓ Individualised reflection ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff ✓ Learning specialist	✓ On-site
Whole staff professional learning around IEP development	✓ School improvement team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Learning specialist ✓ Departmental resources IEP Policy/Guidelines	✓ On-site
Establish referral process in school for students requiring social/emotional or academic adjustments and subsequent 'case team' (e.g. SIT).	✓ Assistant principal	from: Term 1 to: Term 4	✓ Moderated assessment of student learning	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site