2025 Annual Implementation Plan

for improving student outcomes

Parkmore Primary School (4881)

Submitted for review by Jodie Doble (School Principal) on 21 January, 2025 at 03:49 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 03 March, 2025 at 10:55 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.	Embedding

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	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	Evolving
	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	Embedding

	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.	Embedding
	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	Embedding
	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	Embedding

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

Future planning	Future planning 2025: Leaders will: - allocate planning time for teachers to meet and plan learning and teaching based on student data and work samples - set clear teacher expectations for collaborative planning - faciliate and lead the documentation of the literacy approach (Teaching and Learning Cycle) Teachers will: - continue to consistently use the agreed planning document to keep planning and teaching language consistent. - confidently implement explicit literacy teaching strategies and document them - continue to plan in collaboration to ensure consistency and differentiation of learning - continue the documentation of the literacy approach (Teaching and Learning Cycle) Future planning 2025: Leaders will need to: - define a process for reviewing the AS assessment data (context, relevance, occurance) - define a calendar for the AS tasks, including moderation activities Teachers will need to review the assessment tasks for 2025 to match the school's next year's AIP context (relevance, occurance)
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.
Improve literacy and numeracy outcomes for all students.	Yes	**NAPLAN** • Increase Year 3 writing proficiency, exceeding from 7 percent in 2023 to 15 percent, average 2024-2028 • Increase Year 5 writing proficiency, exceeding from 15 percent in 2023 to 25 percent, average 2024-2028.	Year 3 writing proficiency exceeding 15%Year 5 writing proficiency exceeding 25%
		NAPLAN • Increase numeracy exceeding Year 3 from 27 percent in 2023 to 35 percent. average 2024-2028 • Maintain numeracy exceeding Year 5 at or above 35 percent for 2024-2028, average.	Year 3 numeracy proficiency exceeding 20%Year 5 numeracy proficiency exceeding 35%
		• Decrease below expected level Teacher Judgement writing from 25 percent in 2023 to 10 percent in 2028 • Decrease below expected level Teacher Judgement reading from 16 percent in 2023 to 10 percent in 2028.	Teacher Judgement writing below expected level 20% Teacher Judgement reading below expected level12%
Enhance the wellbeing of all students.	Yes	**Attitudes to School Survey** - Effective teaching practice for cognitive engagement: • Differentiated learning from 61percent in 2023 to 80 percent.	Differentiated Learning - 80%Stimulating Learning - 70%

		• Stimulated learning from 48 percent in 2023 to 70 percent.	
		Attitudes to School Survey - Teacher student relations and Social engagement: • Teacher concern from 55 percent positive in 2023 to 70 percent in 2028. • Voice and agency from 31 percent positive in 2023 to 60 percent in 2028.	Teacher concern - 70%Voice and Agency - 60%
		School Staff Survey - School climate and Teaching and learning – evaluation: • Academic emphasis from 56 percent positive in 2023 to 75 percent in 2028. • Guaranteed and viable curriculum from 68 percent positive in 2023 to 80 percent in 2026. • Understand how to analyse data from 67 percent positive in 2023 to 75 percent positive in 2028.	Academic Emphasis - 60%Guaranteed and viable Curriculum - 75%Understanding how to analyse data - 75%

Goal 1	**Improve literacy and numeracy outcomes for all students.**
12-month target 1.1	Year 3 writing proficiency exceeding 15% Year 5 writing proficiency exceeding 25%
12-month target 1.2	Year 3 numeracy proficiency exceeding 20% Year 5 numeracy proficiency exceeding 35%
12-month target 1.3	Teacher Judgement writing below expected level 20% Teacher Judgement reading below expected level12%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Document and embed agreed whole school instructional model and aligned pedagogical approaches for literacy and numeracy.	Yes
KIS 1.b Assessment	Develop and embed school wide systems and processes to collect and analyse data.	Yes
KIS 1.c Teaching and learning	Build teacher capability in the use and interpretation of data to inform curriculum planning and differentiated learning instruction.	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.	2.a - In 2024, the school has begun to document the whole school instructional model for literacy and numeracy using shared planners and evidence based practices. This work needs to continue in 2025. 2.b - In 2025, the school will continue to update the school wide assessment schedule supporting the PLC model. 2.c - The school will continue to develop its moderation practices in PLC's to inform curriculum planning. The school will continue to document the curriculum on its developmental curriculum planners supporting and extending all childrens learning needs.	
Goal 2	**Enhance the wellbeing of all students.**	
12-month target 2.1	Differentiated Learning - 80% Stimulating Learning - 70%	
12-month target 2.2	Teacher concern - 70% Voice and Agency - 60%	
12-month target 2.3	Academic Emphasis - 60% Guaranteed and viable Curriculum - 75% Understanding how to analyse data - 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Engagement	Embed an agreed, documented and tiered approach to wellbeing.	Yes
KIS 2.b Leadership	Build teacher capability to interpret wellbeing data and implement high impact wellbeing strategies.	No
KIS 2.c Leadership	Develop a whole school culture of high expectations.	Yes
KIS 2.d Teaching and learning	Build teacher capability to give and receive feedback.	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.	3.a - The school has a documented wellbeing handbook. With the implementation of DIP's this needs to be reviewed and developed with all staff for consistency and understanding. 3.c - The school will continue to build evidence based practices to support a culture of high expectations. 3.d - The school will continue to review and develop its evidence based practices to support teacher capability to give and receive feedback.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve literacy and numeracy outcomes for all students.
12-month target 1.1	Year 3 writing proficiency exceeding 15% Year 5 writing proficiency exceeding 25%
12-month target 1.2	Year 3 numeracy proficiency exceeding 20% Year 5 numeracy proficiency exceeding 35%
12-month target 1.3	Teacher Judgement writing below expected level 20% Teacher Judgement reading below expected level12%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Document and embed agreed whole school instructional model and aligned pedagogical approaches for literacy and numeracy.
Actions	Developing F-2 (3) synthetic phonics approach using LLLL. Esablishing consistent instructional practices in English. Develop consitent practices in evidence based collaborative planning.
Outcomes	By the end of the year Leaders will support collaborative planning time within the timetable Leaders will provide PL opportunities to support teachers understanding and implementation of the English 2.0 curriculum Teachers will implement the English 2.0 to collaboratively plan for curriculum for Language, Literature and Literacy Teachers will continue to use the developmental shared planning documents developed in 2024

Success Indicators	Collaborative planning time used to plan English and Mathematics Documented agreed developmental curriculum planning Students will know and understand their learning goals in both literacy and numeracy.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Defining and implementing consistent assessment tools for synthetic phonics.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$2,435.00
Purchase decodable readers and phonics sound cards for LLLL.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Upskilling school staff through instructional supports such as coaching, modelling, PL opportunities.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Develop systems to store and monitor LLLL data.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Dedicate an afterschool meeting for collaborative planning.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

SIT team to assess implementation of the Instructional model through reviewing planning documentation and Learning Walks.	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop and implement a school wide approach to implementing Peer Observations.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Define, communicate and implement Parkmore Primary expectations for collaborative planning time.	☑ All staff ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Dedicate a space within the school for collaborative planning and the use and analysis of data walls to support planning.	☑ All staff ☑ Data leader ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Leadership to support evidence based collaborative planning.	☑ Learning specialist(s) ☑ Literacy leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed school wide systems and processes to collect and analyse data.

Actions	Finalise and implement the whole school assessment schedule including opportunities for defining moderation.
Outcomes	Leaders will finalise whole school assessment schedule Leaders will document the PLC calendar supporting the assessment schedule that includes moderation of writing and Teacher Judgements. Teachers will use assessment data in planning meetings and PLC meetings to plan curriculum for student learning growth. Teachers will use assessment data to moderate student learning outcomes.
Success Indicators	A whole school assessment schedule showing the type, time and purpose of assessment. Planning documentation reflect PLC moderation meetings Student learning data shows growth in both Teacher Judgement, PAT and NAPLAN

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
To develop a schedule for moderating student writing.	☑ All staff ☑ Learning specialist(s) ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Create a space to store and monitor student moderated data.	☑ Data leader ☑ Literacy leader ☑ Numeracy leader ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Train staff to store student moderated learning data and in the use of analysing the data for planning for learning growth.	☑ Data leader ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

	☑ Principal			

KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability in the use and interpretation of data to inform curriculum planning and differentiated learning instruction.
Actions	Leadership to plan and deliver PL for staff to use student learning data for moderation and planning Leadership to develop a timetable to support teachers to collaboratively use student assessment data for planning. Teachers will review and analyse student learning data in PLC's and in collaborative planning time. Teachers will use student learning data to set targeted learning goals and develop strategies to support growth.
Outcomes	Teachers will use student learning data to plan targeted curriculum supporting student learning growth. Students will know and understand their learning goals in both literacy and numeracy. Student learning data will show positive learning growth.
Success Indicators	Student learning data shows growth in both Teacher Judgement, PAT and NAPLAN

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Literacy Leader will lead PLC cycle using and analysing student learning data to plan.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Numeracy Leader will lead PLC cycle using and analysing student learning data to plan.	☑ Numeracy leader	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Leadership will develop a timetable to support collaborative planning time for teaching teams and analysis of student assessment data.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
PLCs will analyse student learning data and moderate against the standards.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Teachers will use student learning data to set individual learning goals for literacy and numeracy.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Teachers will upload student learning data into the school's management system (DMS).	☑ All staff ☑ Data leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Leadership will dedicate a professional learning time each term for teachers to collaborate and moderate student learning data.	☑ All staff ☑ Data leader ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	Enhance the wellbeing of all students.
12-month target 2.1	Differentiated Learning - 80% Stimulating Learning - 70%

12-month target 2.2	Teacher concern - 70% Voice and Agency - 60%
12-month target 2.3	Academic Emphasis - 60% Guaranteed and viable Curriculum - 75% Understanding how to analyse data - 75%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed an agreed, documented and tiered approach to wellbeing.
Actions	Investigate and develop a whole school approach to DIPS. Review and refine whole school documentation relating to wellbeing norms and expectations. Embed the BSEM consistently F-6.
Outcomes	Leaders will support the school for the implementation of DIPS Leaders will work with all staff to review and develop the whole school wellbeing handbook Leaders will continue to deliver PL and provide support for all staff to implement the BSEM Teacher will understand and implement the DIP tiered approach to support student engagement and wellbeing. Teachers will understand and use the school wide wellbeing handbook consistently Teachers will have an understanding of the BSEM and continue to implement the strategies consistently. Students will be able to identify emotions they are feeling and seek opportunities to regulate. Students will have an increased awareness of behavioural expectations and management processes.
Success Indicators	AttoSS will show positive endorsement in Emotional Awareness, Managing Bullying, School connectedness, stimulating learning and student voice and agency. All staff will consistently implement School wide BSEM model.

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

SIT to review whole school Wellbeing Handbook and identify priority actions.	☑ Principal ☑ School improvement team ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Deliver professional learning and support implementation of the BSEM model.	☑ Literacy leader ☑ Numeracy leader ☑ Principal ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$4,070.00 ☑ Disability Inclusion Tier 2 Funding will be used
Deliver professional learning to all staff around the implementation of the Disability Inclusion model.	☑ All staff ☑ Principal ☑ Student wellbeing co-ordinator ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Participate in a practice DIPS process and develop potential whole school processes for documenting adjustments.	☑ All staff ☑ Principal ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Co-develop documentation to further embed the BSEM. e.g. Behaviour matrix, playground and classroom behaviour flow charts.	☑ All staff ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Implement approaches from BSEM that support student's readiness for learning and ability to exercise emotional	☑ All staff	☐ PLP Priority	from: Term 1	$0.00

awareness and regulation. e.g. positive primers, breathing techniques, ready to learn strategies.			to: Term 4	
Implement consistent approaches to behaviour management and expectations.	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

KIS 2.c 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	Develop a whole school culture of high expectations.
Actions	Implement clearly defined roles and processes to support instructional leadership.
Outcomes	Leaders will attend collaborative planning sessions to support and provide feedback. Leaders will set clear expectations and communicate these with consistency and clarity. Leaders have clearly defined roles and responsibilities. Teachers will understand expectations regarding instructional models, documentation and assessment. Teachers will consistently implement agreed wellbeing approaches.
Success Indicators	Planning documentation, documented roles and responsibilities, SIT agendas and calendar.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Leaders will facilitate professional learning to define instructional model, curriculum documentation, assessment schedule and wellbeing approaches.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

Leaders will facilitate professional learning that supports the co-development of wellbeing approaches and processes.	☑ Student wellbeing co-ordinator ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Establish School Improvement Team utilising calendars, agendas, and documented roles and responsibilities.	☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
SIT team to develop a schedule for attendance at collaborative planning sessions.	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$16,740.50	$0.00	$16,740.50
Disability Inclusion Tier 2 Funding	$77,033.90	$4,070.00	$72,963.90
Schools Mental Health Fund and Menu	$27,602.50	$27,602.00	$0.50
Total	$121,376.90	$31,672.00	$89,704.90

Activities and milestones – Total Budget

Activities and milestones	Budget
Deliver professional learning and support implementation of the BSEM model.	$4,070.00
Totals	$4,070.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Deliver professional learning and support implementation of the BSEM model.	from: Term 1 to: Term 4	$4,070.00	☑ Professional learning for school-based staff • Teachers • Principal class
Totals		$4,070.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ ES/Psych to support students requiring mental health supports	$27,602.00
Totals	$27,602.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Employ ES/Psych to support students requiring mental health supports	from: Term 1 to: Term 4		☑ Teaching and learning programs and resources
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ ES/Psych to support students requiring mental health supports	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ ES/Psych to support students requiring mental health supports	from: Term 1 to: Term 4	$27,602.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$27,602.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Leaders will facilitate professional learning to define instructional model, curriculum documentation, assessment schedule and wellbeing approaches.	☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT meeting	☑ SEIL ☑ Primary Mathematics and Science specialists ☑ Academy program/course ☑ Literacy leaders ☑ Maths/Sci specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Leaders will facilitate professional learning that supports the co-development of wellbeing approaches and processes.	☑ Student wellbeing co-ordinator ☑ Wellbeing team	from: Term 2 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Berry Street	☑ On-site