

# 2025 Annual Implementation Plan

## for improving student outcomes

Newmerella Primary School (2930)



Submitted for review by Sarah Walker (School Principal) on 11 December, 2024 at 01:01 PM  
Endorsed by David Mowbray (Senior Education Improvement Leader) on 20 January, 2025 at 01:31 PM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	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	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	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	
<b>Assessment</b>	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	
<b>Engagement</b>	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	
<b>Support and resources</b>	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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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning growth of every student	Yes	By 2026, increase the percentage of students achieving medium and high benchmark growth in NAPLAN in: <ul style="list-style-type: none"> <li>• Reading from 63% (2021) to 73% (2026) with 40% achieving high benchmark growth (2026)</li> <li>• Writing from 41% (2021) to 65% (2026) with 20% achieving high benchmark growth (2026)</li> <li>• Numeracy from 80% (2021) to 82% (2026) with 52% achieving high benchmark growth (2026)</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  Reading from 50% (2024) to 63% (2025). Writing from 25% (2024) to 38%. Numeracy from 33% (2024) to 46%. By 2026, reduce the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2026, increase the percentage of students achieving at and above expected levels in Victorian Curriculum levels in: <ul style="list-style-type: none"> <li>• Reading and viewing from 72% (2021) to 82% (2026) with 34% achieving above expected level</li> <li>• Writing from 61% (2021) to 74% (2026) with 20% achieving above expected level</li> <li>• Number and algebra from 71% (2021) to 80% (2026) with 35% achieving above expected level</li> </ul>	Reading and viewing from 68% (2024) to 73%. Writing from 70% (2024) to 75%. By 2026, reduce the number of NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2026, increase the percentage positive endorsement in School Staff Survey in factors: <ul style="list-style-type: none"> <li>• Collective efficacy from 73% (2021) to 75% (2026)</li> <li>• Academic emphasis from 73% (2021) to 77% (2026)</li> </ul>	Academic emphasis from 45% (2024) to 55%. Teaching and Learning - Practice Improvement: Professional learning through peer observation from 0% (2024) to 75%.

		<ul style="list-style-type: none"> <li>Teaching and Learning module factor -Professional learning to improve practice from 75% (2021) to 79% (2026)</li> </ul>	
Improve student engagement and wellbeing	Yes	By 2026, increase the percentage positive endorsement in Attitudes to School Survey for factors: <ul style="list-style-type: none"> <li>Sense of confidence from 74% (2021) to 80% (2026)</li> <li>Emotional awareness and regulation from 68% (2021) to 74% (2026)</li> <li>Attitude to attendance from 81% (2021) to 84% (2026)</li> <li>Effort from 77% (2021) to 80% (2026)</li> </ul>	Sense of confidence from 71% (2024) to 76%.Emotional awareness and regulation from 61% (2024) to 68%.Attitudes to attendance from 71% (2024) to 77%.Effort from 58% (2024) to 77%.Sense of connectedness from 37% (2024) to 68%.
		By 2026, increase the percentage positive endorsement in Parent Opinion Survey factors: <ul style="list-style-type: none"> <li>Student motivation and success from 70% (2021) to 75% (2026)</li> <li>Teacher communication from 70% (2021) to 75% (2026)</li> <li>Effective teaching from 80% (2021) to 82% (2026)</li> </ul>	Student motivation and support from 70% (2024) to 75%.Teacher communication from 70% (2024) to 80%.Effective teaching from 75% (2024) to 80%.
		Reduce the percentage of students who are absent 20+ days in a school year from 29% (2021) to 20% (2026)	Reduce the percentage of students who are absent 20+ days in a school year from 34% (2024) to 29%.

<b>Goal 1</b>	<b>Maximise the learning growth of every student</b>
<b>12-month target 1.1</b>	Reading from 50% (2024) to 63% (2025). Writing from 25% (2024) to 38%. Numeracy from 33% (2024) to 46%.

	By 2026, reduce the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024.	
<b>12-month target 1.2</b>	Reading and viewing from 68% (2024) to 73%. Writing from 70% (2024) to 75%. By 2026, reduce the number of NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024.	
<b>12-month target 1.3</b>	Academic emphasis from 45% (2024) to 55%. Teaching and Learning - Practice Improvement: Professional learning through peer observation from 0% (2024) to 75%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Embed a culture of learning and collaboration	Yes
<b>KIS 1.b</b> Teaching and learning	Develop and implement a consistent whole school approach to high quality instructional practice	No
<b>KIS 1.c</b> Assessment	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs and evaluate impact on 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.	The school needs to refine and further develop some prioritised practises as it relates to teaching, learning programs, assessment and teacher capacity. By embedding a culture of learning and collaboration in our school, we will aim to continuously improve our assessment practices, leading to more accurate identification of student needs and greater impact on student learning outcomes and academic emphasis. This will require a commitment from leadership to provide ongoing school level support, resources, feedback and opportunities for professional growth.	
<b>Goal 2</b>	<b>Improve student engagement and wellbeing</b>	

<b>12-month target 2.1</b>	Sense of confidence from 71% (2024) to 76%. Emotional awareness and regulation from 61% (2024) to 68%. Attitudes to attendance from 71% (2024) to 77%. Effort from 58% (2024) to 77%. Sense of connectedness from 37% (2024) to 68%.	
<b>12-month target 2.2</b>	Student motivation and support from 70% (2024) to 75%. Teacher communication from 70% (2024) to 80%. Effective teaching from 75% (2024) to 80%.	
<b>12-month target 2.3</b>	Reduce the percentage of students who are absent 20+ days in a school year from 34% (2024) to 29%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Engagement	Engage students in learning through enhancing their self-efficacy and self-esteem as learners	No
<b>KIS 2.b</b> Engagement	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes	No
<b>KIS 2.c</b> Support and resources	Embed a multi-tiered systems of support that enhance student wellbeing, engagement and inclusion	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.	The school will embed a multi-tiered system of support (MTSS) that enhances student wellbeing, engagement, and inclusion that promotes a positive school culture, targeted interventions for students at risk, and intensive, individualised support for those who need it most. We will integrate social, emotional, behavioral, and academic supports at various levels in an environment where all students, regardless of their needs, feel supported and can thrive. The school will continue to build on SWPBS and RRRR and communicate the school values and model expectations for respectful behaviour, inclusivity, and emotional wellbeing in classrooms and throughout the school. We will work on creating a positive inclusive school culture, increase monitoring and personalized support and social and emotional checkins through Pivot Survey, chaplaincy support and play therapist.	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Maximise the learning growth of every student
<b>12-month target 1.1</b>	Reading from 50% (2024) to 63% (2025). Writing from 25% (2024) to 38%. Numeracy from 33% (2024) to 46%. By 2026, reduce the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024.
<b>12-month target 1.2</b>	Reading and viewing from 68% (2024) to 73%. Writing from 70% (2024) to 75%. By 2026, reduce the number of NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
<b>12-month target 1.3</b>	Academic emphasis from 45% (2024) to 55%. Teaching and Learning - Practice Improvement: Professional learning through peer observation from 0% (2024) to 75%.
<b>KIS 1.a</b> 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	Embed a culture of learning and collaboration
<b>Actions</b>	<ul style="list-style-type: none"> <li>- The school's focus will be on improving instructional quality through collaboration, professional development, and data informed decision making.</li> </ul> <p>We will do this by:</p> <ul style="list-style-type: none"> <li>- Enhanced collaboration on student data.</li> <li>- Implementation of HITS for Literacy and Numeracy.</li> <li>- Building staff capacity for PLCs and data driven planning.</li> </ul>

	- Implementation of literacy and numeracy instructional model.			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Refine their teaching practices to better support student engagement and achievement in literacy and numeracy.</li> <li>- Build their capacity to effectively participate in and lead PLCs using student data to inform their teaching practices and plan for differentiated instruction that meets all learner needs.</li> <li>- Implement HITS in their literacy and numeracy teaching practices to improve their ability to deliver high quality, evidence based instruction.</li> <li>- Actively collaborate to analyse and interpret student data, assessment results, and planning for student growth.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Receive support at their point of need and have regular opportunities to demonstrate their learning.</li> <li>- Know how lessons are structured.</li> <li>- Will receive timely feedback.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers will engage in regular learning walks, discussions, and classroom observations to share insights, best practices, and areas for growth. This collaborative approach will foster a culture of continuous improvement, enabling teachers to reflect on their practices and learn from one another in a supportive, constructive environment.</li> <li>- Teachers will collaboratively review and evaluate student work samples to ensure consistent and accurate assessment standards. This process will promote alignment in grading, support the sharing of best practices, and enhance teachers' ability to provide reliable, constructive feedback that accurately reflects student progress and achievement.</li> <li>- Teachers will consistently implement formative assessment tools to monitor student progress and adjust instruction in real-time. These tools will provide ongoing feedback to both students and staff, enabling timely interventions and the ability to tailor teaching strategies to meet individual learning needs.</li> <li>- Students will be able to articulate their thinking.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Professional development for staff and CRT release.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,189.31  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine students' needs and evaluate impact on learning
<b>Actions</b>	<ul style="list-style-type: none"> <li>- The school will engage in collaborative relationships between school and home, promoting student success and ensuring that parents are actively involved in their child's education.</li> <li>- Professional learning to support teachers in understanding and effectively implementing the various assessment tools, ensuring consistency and accuracy in tracking student performance and growth.</li> <li>- Build teacher capacity to effectively plan, assess, and adjust explicitly taught direct instruction.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Staff will participate in professional development sessions focused on the assessment schedule, including mandatory online DET interviews, PAT, DIBELS, DATA, Spelling Mastery, and other relevant tools. This training will ensure that educators are proficient in using these assessments to monitor student progress, analyse data, and plan targeted interventions.</li> <li>- Staff and students will be actively engaged in the process of growth and development based on differentiated and explicitly taught instruction and tailored interventions, clearer expectations and ongoing feedback.</li> <li>- All staff will have access to Panorama and the school will unpack this platform and the data it entails throughout the year.</li> <li>- The TIS (Tutor in school) initiative aims to enhance communication between the tutor, parents, and the school in order to support student learning and development with regular updates and guidance for parents on how to actively contribute to their child's academic success.</li> <li>- Parents, staff, and students will work together to support learning, strengthening the overall sense of community within the school by encouraging a collaborative partnership aimed at enhancing student outcomes and success.</li> <li>- The curriculum meetings will document student needs and learning progress as it relates to tracking student learning, following up on actions and assessment.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- PLC minutes will show evidence of teachers use of data to collaboratively review and assess student progress and to discuss best practice in numeracy and literacy.</li> <li>- A range of assessment types will be used to track student learning as per the school's assessment schedule.</li> </ul>

	<ul style="list-style-type: none"><li>- ATtoSS data will meet 12 month targets.</li><li>- Parents will be equipped with the tools and knowledge to support their children at home, which will help enhance student learning outcomes and create a more connected school community.</li><li>- Students who are below grade-level expectations will receive the support they need through clear, individualized learning plans, regular communication with parents, progress monitoring, collaborative planning and teacher accountability and reflection and professional development.</li><li>- Each term, staff will communicate what the grade will be learning / theme / scope and sequence for each week and provide parents via the newsletter and/or information packs and resources on how they can help their child.</li></ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Academic support and interventions such as tutoring and academic enrichment programs (TIS), intervention programs for at risk students and supplementary instructional materials.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,500.00  <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve student engagement and wellbeing			
12-month target 2.1	Sense of confidence from 71% (2024) to 76%. Emotional awareness and regulation from 61% (2024) to 68%. Attitudes to attendance from 71% (2024) to 77%. Effort from 58% (2024) to 77%. Sense of connectedness from 37% (2024) to 68%.			
12-month target 2.2	Student motivation and support from 70% (2024) to 75%. Teacher communication from 70% (2024) to 80%. Effective teaching from 75% (2024) to 80%.			
12-month target 2.3	Reduce the percentage of students who are absent 20+ days in a school year from 34% (2024) to 29%.			
KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to	Embed a multi-tiered systems of support that enhance student wellbeing, engagement and inclusion			

support student learning, wellbeing and inclusion				
<b>Actions</b>	<ul style="list-style-type: none"> <li>- To establish a school wide vision for wellbeing and inclusion.</li> <li>- Implementation of Tier 1 universal support, Tier 2 targeted support and Tier 3 intensive support.</li> <li>- Implementation of Pivot Survey.</li> <li>- Data informed decision making.</li> <li>- Family and community engagement and partnerships.</li> <li>- SWPBS to embedded in our values, language .</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- The school will develop clear goals and processes around mental health, engagement, and inclusion and create policies and documents that acknowledge diversity and individual needs.</li> <li>- Whole school implementation of SWPBS (School Wide Positive Behaviour Support) and RRRR (Rights Resilience and Respectful Relationships).</li> <li>- The school will promote a positive school culture through the acknowledgement of days that promote special causes such as RU Okay Day, Do It for Dolly etc.</li> <li>- All students will have access to extracurricular activities that foster belonging and engagement.</li> <li>- Data informed decision making will collect and analyse student data as it relates to attendance, behaviour, academic performance, wellbeing surveys such as Pivot to identify patterns and areas of need.</li> <li>- The school will involve families and caregivers in providing them with informational sessions, and resources about supporting student wellbeing at home.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- PIVOT surveys data will reflect multi-tiered systems of support.</li> <li>- ATtoSS data will meet 12 month targets.</li> <li>- Improvement in academic achievement.</li> <li>- The schools core values will align with SWPBS and be communicated across the school with clear expectations, visual reminders and verbal praise, reward systems and positive reinforcements.</li> <li>- Staff collaboration of regarding data from Compass, challenges, and best practices for promoting positive behaviour.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Support for students with specific needs such as resources, assistive technologies, language support and mental health and counseling services.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Engage a 'Play Therapist' to attend 1 day per week to work with students who require Tier 2 and 3 support.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,362.75  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Education support in the classroom as it relates to resources, staff and staff wellbeing and SWPBS and RRRR	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,823.28  <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	\$46,189.81	\$46,189.81	\$0.00
Disability Inclusion Tier 2 Funding	\$40,823.28	\$40,823.28	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
<b>Total</b>	<b>\$117,375.84</b>	<b>\$117,375.84</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Professional development for staff and CRT release.	\$36,189.31
Support for students with specific needs such as resources, assistive technologies, language support and mental health and counseling services.	\$10,000.00
Engage a 'Play Therapist' to attend 1 day per week to work with students who require Tier 2 and 3 support.	\$30,362.75
Education support in the classroom as it relates to resources, staff and staff wellbeing and SWPBS and RRRR	\$40,823.28
<b>Totals</b>	<b>\$117,375.34</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional development for staff and CRT release.	from: Term 1 to: Term 4	\$36,189.81	<input checked="" type="checkbox"/> CRT
Support for students with specific needs such as resources, assistive technologies, language support and mental health and counseling services.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$46,189.81	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education support in the classroom as it relates to resources, staff and staff wellbeing and SWPBS and RRRR	from: Term 1 to: Term 4	\$40,823.28	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education support staff</li> </ul>
<b>Totals</b>		\$40,823.28	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Engage a 'Play Therapist' to attend 1 day per week to work with students who require Tier 2 and 3 support.	from: Term 1 to: Term 4	\$30,362.75	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Play therapist</li> </ul>
<b>Totals</b>		\$30,362.75	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Professional development for staff and CRT release.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site