

2025 Annual Implementation Plan

for improving student outcomes

Waubra Primary School (0859)



Submitted for review by Kane Tolliday (School Principal) on 19 December, 2024 at 09:37 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

Future planning	<p>Moving forward and looking at our targets in our new SSP, as a whole staff, we feel that sharing these targets, sharing the language with both staff and students will help inform our data a little better and hopefully take away the confusion when completing ATOS or SSS.</p> <p>RR and GEM will continue to be an integral part of our learning program.</p> <p>Supporting our new graduate teacher by providing her with adequate time, a graduate mentor and PL to ensure she is equipped with the knowledge and skills to perform at her best.</p>
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 maximise learning growth and achievement for all students in literacy and numeracy.	Yes	NAPLAN Reading, writing, spelling and numeracy targets to be determined.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2025, either increase or maintain the percentage of students in the exceeding and strong proficiency levels in: Reading, Writing, Spelling and Numeracy. 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.
		By 2027, increase the percentage of P–6 students achieving at or above expected growth in teacher judgements of: <ul style="list-style-type: none"> • Reading from 82% (three year moving average 2020 - 2022) to 85% • Writing from 72% (three year moving average (2020 - 2022) to 77% • Number and Algebra from 83% (three year moving average 2020 - 2022) to 86% 	By the end of 2025, increase the percentage of P–6 students displaying at or above expected growth in teacher judgement in: Reading to 83%, Writing to 73% and Number and Algebra 84%.
		By 2027, increase the percentage of positive endorsement in the School Staff Survey for the following factors: <ul style="list-style-type: none"> • Academic emphasis from 72.6% (three year moving average 2020-2022) to 76% 	BY the end of 2025, increase Academic emphasis to 74%, Teacher collaboration to 77%, Monitor effectiveness using data to 90%,

		<ul style="list-style-type: none"> • Teacher collaboration from 74.6% (three year moving average 2020-2022) to 80% • Monitor effectiveness using data from 89% (three year moving average 2020-2022) to 91% • Collaborate to scaffold student learning from 44.6% (three year moving average 2020-2022) to 54%. 	Collaborate to scaffold student learning to 48%.
		<p>By 2027, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS factors: Perseverance from 78% (three year moving average 2019, 2021, 2022) to 82% Sense of confidence from 75% (three year moving average 2019, 2021, 2022) to 80% Motivation and interest from 80% (three year moving average 2019, 2021, 2022) to 84%.</p>	By the end of 2025, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS factors: Perseverance to 80%, Sense of confidence to 77%, Motivation and interest to 82%.
To improve engagement and empower students to be motivated learners.	No	<p>By 2027, increase the percentage of positive endorsement in the AtoSS:</p> <ul style="list-style-type: none"> • Stimulated learning from 77% (three year moving average 2020 - 2022) to 81% • Sense of connectedness from 78% (three year moving average 2020 - 2022) to 82% 	
		By 2027, decrease student absence for the category 10–19.5 days from 36% using a three year moving average (2020, 2021, 2022) to 28%	
		<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Seek feedback to improve practice from 66% (three year moving average 2020 - 2022) to 74% 	

		<ul style="list-style-type: none"> ● Discuss problems of practice from 77% (three year moving average 2020 - 2022) to 81% 	
		<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> ● General school satisfaction from 82% (three year moving average 2020 - 2022) to 85% ● School pride and confidence from 75% (three year moving average 2020 - 2022) to 80% ● Managing bullying from 76% (three year moving average 2020 - 2022) to 80% 	

Goal 2	To maximise learning growth and achievement for all students in literacy and numeracy.
12-month target 2.1	<p>By the end of 2025, either increase or maintain the percentage of students in the exceeding and strong proficiency levels in: Reading, Writing, Spelling and Numeracy.</p> <p>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>
12-month target 2.2	<p>By the end of 2025, increase the percentage of P–6 students displaying at or above expected growth in teacher judgement in: Reading to 83%, Writing to 73% and Number and Algebra 84%.</p>
12-month target 2.3	<p>BY the end of 2025, increase Academic emphasis to 74%, Teacher collaboration to 77%, Monitor effectiveness using data to 90%, Collaborate to scaffold student learning to 48%.</p>
12-month target 2.4	<p>By the end of 2025, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS factors: Perseverance to 80%, Sense of confidence to 77%, Motivation and interest to 82%.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed consistent, high quality instructional practices across the school.	No
KIS 2.b Teaching and learning	Build capability of staff to monitor and evaluate the impact of teaching on student outcomes and ensure differentiation in 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.	Knowing the cohorts of students, differentiation is at the forefront of all teaching and learning at Waubra PS. We stream spelling with a strong focus on early years Phonics followed by a targeted spelling program for middle and senior students this approach allows us to differentiate to meet the learning needs of all students.	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth and achievement for all students in literacy and numeracy.
12-month target 2.1	<p>By the end of 2025, either increase or maintain the percentage of students in the exceeding and strong proficiency levels in: Reading, Writing, Spelling and Numeracy.</p> <p>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>
12-month target 2.2	By the end of 2025, increase the percentage of P–6 students displaying at or above expected growth in teacher judgement in: Reading to 83%, Writing to 73% and Number and Algebra 84%.
12-month target 2.3	BY the end of 2025, increase Academic emphasis to 74%, Teacher collaboration to 77%, Monitor effectiveness using data to 90%, Collaborate to scaffold student learning to 48%.
12-month target 2.4	By the end of 2025, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS factors: Perseverance to 80%, Sense of confidence to 77%, Motivation and interest to 82%.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capability of staff to monitor and evaluate the impact of teaching on student outcomes and ensure differentiation in learning.
Actions	<ul style="list-style-type: none"> * Staff to continue to be provided with PL in Writing (VCOP), Reading (Fountas and Pinnell) and Spelling (InitialIT or Spelling Mastery) * Provide opportunity for leaders to take part in Network led Communities of Practice (CoP) * PLC Leader to be provided an extra 1 hr per week to plan and realign Instructional Model with updated VTML 2.0 and

	Vic Curriculum 2.0. * 1 hr per fortnight allocated for Graduate and Mentor to work meet and work through goals			
Outcomes	This strategy is demonstrated when: Leaders * Identify and target areas of professional development and contribute to Network CoP. * Update English Instructional Model aligned with Maths IM along with VTML 2.0 and Vic Curriculum 2.0 * Focus on consistent practice including planning, assessment and lesson delivery. * Ensure all staff have IM displayed on classroom wall and refer to in their lesson delivery * Update Data wall and use this as a working document with all staff contributing (BLUE ROOM) * School PLC to alternate between Maths, Writing and Reading Teachers * Consistently use PL and school scope and sequence to improve teaching and learning of Maths, Reading and Writing. * Teacher knowledge and capacity is strengthened by using instructional model for Maths and English and displayed in classroom and referred to during lesson delivery. * Contribute to fortnightly PLC meetings alternating between Maths, Writing and Reading. * Use allocated TLI time to target those who need intervention or extension within their classroom.			
Success Indicators	Success will be measured through our evaluation and diagnosis processes using the following indicators: * Staff Opinion Survey * Students Attitudes to School Survey * Self-assessment against the PLC maturity matrix * Staff to contribute to the update of the English Instructional Models and displayed in all classrooms. * Instructional Models (Maths and English) circulated to families * Opportunity to visit other schools with a focus on Maths, Reading and Writing.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Allow staff to access and take part in observations outside of Waubra PS with a focus on Maths, Reading Spelling and Writing. (CRT)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to attend 2 day Initialit Spelling PL (CRT, Venue, Catering) CH and CJ	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning provided to all staff with a focus on consistency in planning, assessing and lesson delivery. They will refer to English and Maths Instructional Model	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Alternate between Learning Behaviours, Maths, Writing and Reading for PLC Inquiry Cycle Focus.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide adequate extra time for PLC leader to update English Instructional model to align to with Maths Instructional Model	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00 <input checked="" type="checkbox"/> Equity funding will be used
Set aside funding for PL opportunities that may arise for Teaching and ES staff across the year. These PL Opportunities will align with AIP goals.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity 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	\$48,038.77	\$48,038.77	\$0.00
Disability Inclusion Tier 2 Funding	\$46,127.48	\$46,127.48	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$124,529.00	\$124,529.00	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Allow staff to access and take part in observations outside of Waubra PS with a focus on Maths, Reading Spelling and Writing. (CRT)	\$2,000.00
Staff to attend 2 day Initialit Spelling PL (CRT, Venue, Catering) CH and CJ	\$2,300.00
Provide adequate extra time for PLC leader to update English Instructional model to align to with Maths Instructional Model	\$900.00
Set aside funding for PL opportunities that may arise for Teaching and ES staff across the year. These PL Opportunities will align with AIP goals.	\$3,000.00
Totals	\$8,200.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Allow staff to access and take part in observations outside of Waubra PS with a focus on Maths, Reading Spelling and Writing. (CRT)	from: Term 1 to: Term 4	\$2,000.00	□ CRT
Staff to attend 2 day Initialit Spelling PL (CRT, Venue, Catering) CH and CJ	from: Term 1 to: Term 2	\$2,300.00	□ CRT □ Other Venue and catering
Provide adequate extra time for PLC leader to update English Instructional model to align to with Maths Instructional Model	from: Term 1 to: Term 4	\$900.00	□ CRT
Set aside funding for PL opportunities that may arise for Teaching and ES staff across the year. These PL Opportunities will align with AIP goals.	from: Term 1 to: Term 4	\$3,000.00	□ Professional development (excluding CRT costs and new FTE) □ CRT
Totals		\$8,200.00	

Activities and milestones - Disability Inclusion Funding

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

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
Resilience, Perseverance and Inclusion Excursion - School Performance Tours	\$1,000.00
Purchase equipment for Wellbeing Space.	\$2,500.00
Additional ES Support in Classroom (AM)	\$5,000.00
Purchase AUSLAN Program	\$800.00
Additional Day per fortnight for AUSLAN and STEM Specialist	\$15,000.00
Additional ES Support in classroom (MA)	\$15,000.00
Additional ES Support in classroom (RBV)	\$20,000.00
Allocate Funding from MH to contribute to staffing	\$30,362.75
Purchase adaptive learning materials required to support students within learning space (stylus, programs, adjustments)	\$2,627.48
Employ additional ES (IB) to support all 3 classrooms in an Education Support Role. This will allow support in all classrooms.	\$24,038.77

Totals	\$116,329.00
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Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Resilience, Perseverance and Inclusion Excursion - School Performance Tours	from: Term 3 to: Term 4		
Purchase equipment for Wellbeing Space.	from: Term 1 to: Term 4		
Additional ES Support in Classroom (AM)	from: Term 1 to: Term 4		
Purchase AUSLAN Program	from: Term 1 to: Term 4	\$800.00	□ Teaching and learning programs and resources
Additional Day per fortnight for AUSLAN and STEM Specialist	from: Term 1 to: Term 4	\$15,000.00	□ School-based staffing
Additional ES Support in classroom (MA)	from: Term 1 to: Term 4		

Additional ES Support in classroom (RBV)	from: Term 1 to: Term 4		
Allocate Funding from MH to contribute to staffing	from: Term 1 to: Term 4		
Purchase adaptive learning materials required to support students within learning space (stylus, programs, adjustments)	from: Term 1 to: Term 4		
Employ additional ES (IB) to support all 3 classrooms in an Education Support Role. This will allow support in all classrooms.	from: Term 1 to: Term 4	\$24,038.77	☐ School-based staffing
Totals		\$39,838.77	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Resilience, Perseverance and Inclusion Excursion - School Performance Tours	from: Term 3 to: Term 4	\$1,000.00	☐ Other <ul style="list-style-type: none"> Other Student Wellbeing
Purchase equipment for Wellbeing Space.	from: Term 1	\$2,500.00	☐ Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none">

	to: Term 4		
Additional ES Support in Classroom (AM)	from: Term 1 to: Term 4	\$5,000.00	<div> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff </div>
Purchase AUSLAN Program	from: Term 1 to: Term 4		
Additional Day per fortnight for AUSLAN and STEM Specialist	from: Term 1 to: Term 4		
Additional ES Support in classroom (MA)	from: Term 1 to: Term 4	\$15,000.00	<div> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff </div>
Additional ES Support in classroom (RBV)	from: Term 1 to: Term 4	\$20,000.00	<div> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff </div>
Allocate Funding from MH to contribute to staffing	from: Term 1 to: Term 4		
Purchase adaptive learning materials required to support	from: Term 1	\$2,627.48	<div> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> </div>

students within learning space (stylus, programs, adjustments)	to: Term 4		
Employ additional ES (IB) to support all 3 classrooms in an Education Support Role. This will allow support in all classrooms.	from: Term 1 to: Term 4		
Totals		\$46,127.48	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Resilience, Perseverance and Inclusion Excursion - School Performance Tours	from: Term 3 to: Term 4		
Purchase equipment for Wellbeing Space.	from: Term 1 to: Term 4		
Additional ES Support in Classroom (AM)	from: Term 1 to: Term 4		
Purchase AUSLAN Program	from: Term 1 to: Term 4		

Additional Day per fortnight for AUSLAN and STEM Specialist	from: Term 1 to: Term 4		
Additional ES Support in classroom (MA)	from: Term 1 to: Term 4		
Additional ES Support in classroom (RBV)	from: Term 1 to: Term 4		
Allocate Funding from MH to contribute to staffing	from: Term 1 to: Term 4	\$30,362.75	□ Employ teaching staff to support Tier 2 initiatives
Purchase adaptive learning materials required to support students within learning space (stylus, programs, adjustments)	from: Term 1 to: Term 4		
Employ additional ES (IB) to support all 3 classrooms in an Education Support Role. This will allow support in all classrooms.	from: Term 1 to: Term 4		
Totals		\$30,362.75	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Staff to attend 2 day Initialit Spelling PL (CRT, Venue, Catering) CH and CJ	<ul style="list-style-type: none"> PLC leaders Teacher(s) 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> Preparation Moderated assessment of student learning Demonstration lessons 	Professional practice day	Literacy expertise	Off-site VTA - Ballarat
Provide adequate extra time for PLC leader to update English Instructional model to align to with Maths Instructional Model	PLC leaders	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Curriculum development 	Professional practice day	Literacy expertise	On-site
Set aside funding for PL opportunities that may arise for Teaching and ES staff across the year. These PL Opportunities will align with AIP goals.	All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> Planning Collaborative inquiry/action research team 	Professional practice day	Academy program/course	Off-site VTA - Ballarat