

2025 Annual Implementation Plan

for improving student outcomes

Aspendale Primary School (4193)



Submitted for review by Thomas Pearce (School Principal) on 14 February, 2025 at 12:43 PM
Endorsed by David Caughey (Senior Education Improvement Leader) on 27 March, 2025 at 12:20 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.	
------------------	--	--

	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	
------------------------------	--	--

	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	
--	---	--

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
Maximise achievement and learning growth for all students in literacy and numeracy.	Yes	<p>By 2027, increase the percentage of Year 3 students achieving in the exceeding NAPLAN bands from:</p> <ul style="list-style-type: none"> • Reading from 38% (2023) to 43% • Writing from 16% (2023) to 21% • Numeracy from 31% (2023) to 36% <p>By 2027, increase the percentage of Year 5 students achieving in the exceeding NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading from 38% (2023) to 43% • Writing from 21% (2023) to 26% • Numeracy from 27% (2023) to 32% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2025 we will increase the percentage of Year 3 students achieving in the exceeding NAPLAN bands to:-40% in reading-17% in writing-31% in numeracyIn 2025 we will increase the percentage of Year 5 students achieving in the exceeding NAPLAN bands to:-39% in reading-23% in writing-31% in numeracy</p>
		<p>By 2027, increase the percentage of Year 5 students achieving above NAPLAN benchmark growth (to be determined) for:</p> <ul style="list-style-type: none"> • Reading from 23% (2021) to 28% • Numeracy from 22% (2021) to 25% <p>By 2027, maintain the percentage of Year 5 students achieving above NAPLAN benchmark growth (to be determined) for Writing at 42% (2021).</p>	<p>In 2025, we will increase the percentage of Year 5 students achieving above NAPLAN benchmark growth to:-27% in reading-25% in numeracy</p>

		<p>By 2027 (2025-2026), maintain the percentage of Years F-6 students achieving one or more year growth annually according to Teacher Judgement-Growth Time Series for:</p> <ul style="list-style-type: none"> • Reading and viewing at 87% (2021-2022) • Writing at 87% (2021-2022) • Number and algebra at 87% (2021-2022) <p><i>*Teacher Judgement-Growth Time Series measures growth over one calendar year, from Semester 2 to Semester 2</i></p>	In 2025 we will continue to have 87% or more students achieving one or more years growth across the the three assessed areas.
		<p>By 2027, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 58% (2022) to 70% • Guaranteed and viable curriculum from 74% (2022) to 82% • Academic emphasis from 70% (2022) to 80% • Instructional leadership from 59% (2022) to 72% • Professional Learning through Peer observation from 53% (2022) to 70% 	In 2025, we will be maintained at the positive endorsement for the following School Staff Survey factors at:- Teacher collaboration 89%- Guaranteed and viable curriculum 95%- Academic emphasis 76%- Instructional leadership 96%- Professional learning through peer observation 100%
Empower students to be confident, connected and engaged learners.	Yes	<p>By 2027, increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Stimulating learning from 76% (2022) to 85% • Sense of connectedness from 66% (2022) to 75% • Student voice and agency from 66% (2022) to 72% • Teacher concern from 72% (2022) to 77% 	In 2025 we will increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors:- Stimulating learning to 82%- Sense of connectedness to 75%- Student voice and agency to 68%- Teacher concern to 75%
		<p>By 2027, maintain the percentage of positive endorsement on the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice at 80% (2022) 	In 2025 we will maintain the percentage of positive endorsement on the School Staff Survey (SSS) for the following factors:- Use student

		<ul style="list-style-type: none"> Promote student ownership of learning at 87% (2022) <p>By 2027, increase the percentage of positive endorsement on the SSS for Knowledge of high impact teaching strategies from 70% (2022) to 80%.</p>	<p>feedback to improve practice at 97%- Promote student ownership of learning at 90% In 2025 we will maintain the percentage of positive endorsement on the SSS for Knowledge of high impact teaching strategies at or above 95%</p>
		<p>By 2027, increase the percentage of positive endorsement on the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> Parent participation and involvement from 68% (2022) to 74% Student motivation and support from 74% (2022) to 80% Student voice and agency from 77% (2022) to 80% 	<p>We are awaiting Parent Opinion Survey results for 2024</p>

Goal 1	Maximise achievement and learning growth for all students in literacy and numeracy.
12-month target 1.1	<p>In 2025 we will increase the percentage of Year 3 students achieving in the exceeding NAPLAN bands to:</p> <ul style="list-style-type: none"> -40% in reading -17% in writing -31% in numeracy <p>In 2025 we will increase the percentage of Year 5 students achieving in the exceeding NAPLAN bands to:</p> <ul style="list-style-type: none"> -39% in reading -23% in writing -31% in numeracy
12-month target 1.2	<p>In 2025, we will increase the percentage of Year 5 students achieving above NAPLAN benchmark growth to:</p> <ul style="list-style-type: none"> -27% in reading -25% in numeracy

12-month target 1.3	In 2025 we will continue to have 87% or more students achieving one or more years growth across the the three assessed areas.	
12-month target 1.4	In 2025, we will be maintained at the positive endorsement for the following School Staff Survey factors at: -Teacher collaboration 89% -Guaranteed and viable curriculum 95% -Academic emphasis 76% -Instructional leadership 96% -Professional learning through peer observation 100%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed a Professional Learning Community framework.	No
KIS 1.b Leadership	Embed a consistent whole-school approach to high-quality instructional practice.	Yes
KIS 1.c Teaching and learning	Further develop whole school curriculum practices.	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.	As we implement the Departments Victorian Teaching and Learning Model 2.0, we need to refine and make consistent our instructional model. This will be the focus of the key improvement strategy in 2025.	
Goal 2	Empower students to be confident, connected and engaged learners.	
12-month target 2.1	In 2025 we will increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors:	

	-Stimulating learning to 82% -Sense of connectedness to 75% -Student voice and agency to 68% -Teacher concern to 75%	
12-month target 2.2	In 2025 we will maintain the percentage of positive endorsement on the School Staff Survey (SSS) for the following factors: -Use student feedback to improve practice at 97% -Promote student ownership of learning at 90% In 2025 we will maintain the percentage of positive endorsement on the SSS for Knowledge of high impact teaching strategies at or above 95%	
12-month target 2.3	We are awaiting Parent Opinion Survey results for 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Enhance staff capabilities to activate student agency.	No
KIS 2.b Teaching and learning	Reinforce a culture of feedback and reflection which informs teaching and learning.	No
KIS 2.c Engagement	Embed evidence-based teaching practices to strengthen students' wellbeing.	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.	As we implement the Department's Positive Classroom Management strategies, we have selected KIS 3c as our focus for 2025. This will see us make learning routines consistent across the school and improve predictability as to how staff encourage expected behaviour and discourage unwanted behaviour.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise achievement and learning growth for all students in literacy and numeracy.
12-month target 1.1	<p>In 2025 we will increase the percentage of Year 3 students achieving in the exceeding NAPLAN bands to:</p> <ul style="list-style-type: none"> -40% in reading -17% in writing -31% in numeracy <p>In 2025 we will increase the percentage of Year 5 students achieving in the exceeding NAPLAN bands to:</p> <ul style="list-style-type: none"> -39% in reading -23% in writing -31% in numeracy
12-month target 1.2	<p>In 2025, we will increase the percentage of Year 5 students achieving above NAPLAN benchmark growth to:</p> <ul style="list-style-type: none"> -27% in reading -25% in numeracy
12-month target 1.3	In 2025 we will continue to have 87% or more students achieving one or more years growth across the the three assessed areas.
12-month target 1.4	<p>In 2025, we will be maintained at the positive endorsement for the following School Staff Survey factors at:</p> <ul style="list-style-type: none"> -Teacher collaboration 89% -Guaranteed and viable curriculum 95% -Academic emphasis 76% -Instructional leadership 96% -Professional learning through peer observation 100%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Embed a consistent whole-school approach to high-quality instructional practice.

safe and orderly learning environment				
Actions	Further develop staff understanding of the science of learning. Establish a literacy instructional model.			
Outcomes	Students will know how lessons are structured and how this supports their learning Students will experience success and celebrate the acquisition of knowledge. Teachers will consistently implement the agreed instructional model. PLC's will meet to engage in reflective practice, evaluate and plan curriculum and lessons			
Success Indicators	Student feedback on the instructional model Classroom observations and learning walks demonstrating use of strategies from professional learning A documented instructional model Students, staff and parent perception survey results			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maintain PLC structures to support teacher collaboration and strengthen teaching practice	✔ School improvement team	✔ PLP Priority	from: Term 1 to: Term 3	\$0.00

Schedule and organise professional learning to further staff understanding of the explicit instructional model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting diverse learners and those with learning difficulties	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Organise Learning Walks to observe staff practice and collect data on student	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 2	Empower students to be confident, connected and engaged learners.			
12-month target 2.1	In 2025 we will increase the percentage of positive endorsement on the Attitudes to School Survey for the following factors: -Stimulating learning to 82% -Sense of connectedness to 75% -Student voice and agency to 68% -Teacher concern to 75%			
12-month target 2.2	In 2025 we will maintain the percentage of positive endorsement on the School Staff Survey (SSS) for the following factors: -Use student feedback to improve practice at 97% -Promote student ownership of learning at 90%			

	In 2025 we will maintain the percentage of positive endorsement on the SSS for Knowledge of high impact teaching strategies at or above 95%			
12-month target 2.3	We are awaiting Parent Opinion Survey results for 2024			
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed evidence-based teaching practices to strengthen students' wellbeing.			
Actions	Build staff capacity to use the Positive Classroom Management Strategies			
Outcomes	<p>Students will feel supported, engaged and have a sense of belonging.</p> <p>Teachers will implement and model consistent routines and responses to encourage expected behaviours and discourage inappropriate behaviours</p> <p>Teachers will employ Positive Classroom Management</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p>			
Success Indicators	<p>Classroom and peer observations</p> <p>Observation of changes of classroom practices</p> <p>students, staff and parent perception survey results.</p> <p>increased positive endorsement through student focus groups</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Effectively communicate the wide range of wellbeing supports being implemented at school	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Complete and sustain learning from IOC partnership	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Schedule and implement coaching and modelling of PCMs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Conduct professional learning sessions and PLC cycle - regarding PCMs (PBL)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Conduct regular student focus groups across F-6.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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	\$22,227.40	\$22,227.40	\$0.00
Disability Inclusion Tier 2 Funding	\$173,134.60	\$173,134.60	\$0.00
Schools Mental Health Fund and Menu	\$50,735.60	\$50,735.60	\$0.00
Total	\$246,097.60	\$246,097.60	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

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
---------------------------	------	------------------------	----------

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
Contribution towards appointment of Wellbeing Learning Specialist	\$50,735.60
Employment of Inclusion Leading Teacher	\$173,134.60
Employment of Education Support Staff	\$173,134.60
Funding of extra Learning Enhancement Support (TLI)	\$22,227.40
Totals	\$419,232.20

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Contribution towards appointment of Wellbeing Learning Specialist	from: Term 1 to: Term 4	\$0.00	

Employment of Inclusion Leading Teacher	from: Term 1 to: Term 4	\$0.00	
Employment of Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Funding of extra Learning Enhancement Support (TLI)	from: Term 1 to: Term 4	\$22,227.40	☑ School-based staffing
Totals		\$22,227.40	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Contribution towards appointment of Wellbeing Learning Specialist	from: Term 1 to: Term 4	\$0.00	
Employment of Inclusion Leading Teacher	from: Term 1 to: Term 4	\$128,549.16	☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher
Employment of Education Support Staff	from: Term 1	\$44,585.44	☑ Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> Education support staff
Funding of extra Learning Enhancement Support (TLI)	from: Term 1 to: Term 4	\$0.00	
Totals		\$173,134.60	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Contribution towards appointment of Wellbeing Learning Specialist	from: Term 1 to: Term 4	\$50,735.60	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Assign existing staff member to initiative (eduPay)
Employment of Inclusion Leading Teacher	from: Term 1 to: Term 4	\$0.00	
Employment of Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Funding of extra Learning Enhancement Support (TLI)	from: Term 1 to: Term 4	\$0.00	

Totals		\$50,735.60	
---------------	--	-------------	--

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Maintain PLC structures to support teacher collaboration and strengthen teaching practice	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning to further staff understanding of the explicit instructional model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Organise Learning Walks to observe staff practice and collect data on student	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Complete and sustain learning from IOC partnership	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coach	<input checked="" type="checkbox"/> On-site

Schedule and implement coaching and modelling of PCMs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Conduct professional learning sessions and PLC cycle - regarding PCMs (PBL)	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coach	<input checked="" type="checkbox"/> On-site