

2025 Annual Implementation Plan

for improving student outcomes

Anglesea Primary School (4332)



Submitted for review by Murray Surkitt (School Principal) on 07 February, 2025 at 12:08 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 18 February, 2025 at 12:50 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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
To maximise the learning growth of every student	Yes	By 2028, increase the percentage* of Year 5 students above Benchmark NAPLAN growth in: • reading from XX% (2025) to XX% • writing from YY% (2025) to YY% • numeracy from ZZ% (2025) to ZZ% *Target to be determined when data becomes available	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. To be determined when data becomes available 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. 2024 results are below: • Grade 3 Reading 11% (3 students) • Grade 5 Reading 6% (1 student) • Grade 3 Numeracy 7% (2 students) • Grade 5 Numeracy 6% (1 student)
		By 2028, increase the percentage* of students at or above level against the Victorian Curriculum in literacy and numeracy according to teacher judgement (Time Series) in: • English from XX% (2025) to XX% • Maths from YY% (2025) to YY% *Target to be determined when data becomes available	To be determined when data becomes available
		By 2028, maintain or increase the percentage of positive responses to the AtoSS factors: • Differentiated learning challenge at 81% (2024) • Stimulated learning from 69% (2024) to 75%	Maintain or increase the percentage of positive responses to the AtoSS factors: • Differentiated learning challenge at 81% • Stimulated learning at 71%

		By 2028, maintain or increase the percentage of positive responses on the school staff survey factors: • Collective efficacy at 88% (2024 had 98%, with similar schools having 83%) • Understand how to analyse data 70% (2024) to 75%	Maintain or increase the percentage of positive responses on the school staff survey factors: • Collective efficacy at 88% • Understand how to analyse data to 71%
Improve the wellbeing and engagement of all students	Yes	By 2028, increase the percentage positive endorsement in Attitude to School Survey factors: • Sense of connectedness from 80% (2024) to 84% • Student voice and agency from 63% (2024) to 68%	Increase the percentage positive endorsement in Attitude to School Survey factors: • Sense of connectedness to 81% • Student voice and agency to 65%
		By 2028, increase or maintain the percentage positive endorsement in School Staff Survey factors: • Seek feedback to improve teaching from 60% (2024) to 70%. • Promote student ownership of learning at 80% (2024 had 100%, and similar schools had 76%).	Increase or maintain the percentage positive endorsement in School Staff Survey factors: • Seek feedback to improve teaching to 62%. • Promote student ownership of learning at 80%
		By 2028, increase the positive endorsement of the Parent Opinion Survey (POS) factors: • Confidence and resiliency skills from 73% (2023) to 80% • Teacher communication from 52% (2023) to 70%	Increase the positive endorsement of the Parent Opinion Survey (POS) factors: • Confidence and resiliency skills to 75% • Teacher communication to 56%
		By 2028, decrease the percentage of students with >20 days absent from 19% (2023) to 17%	Decrease the percentage of students with >20 days absent to 18%

Goal 1	To maximise the learning growth of every student
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12-month target 1.1	To be determined when data becomes available 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. 2024 results are below: • Grade 3 Reading 11% (3 students) • Grade 5 Reading 6% (1 student) • Grade 3 Numeracy 7% (2 students) • Grade 5 Numeracy 6% (1 student)	
12-month target 1.2	To be determined when data becomes available	
12-month target 1.3	Maintain or increase the percentage of positive responses to the AtoSS factors: • Differentiated learning challenge at 81% • Stimulated learning at 71%	
12-month target 1.4	Maintain or increase the percentage of positive responses on the school staff survey factors: • Collective efficacy at 88% • Understand how to analyse data to 71%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Review and adapt the instructional models and embed a trauma-informed practices	Yes
KIS 1.b Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional strategies	No
KIS 1.c Teaching and learning	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of all students and provide appropriate tier 1, 2 and 3 supports.	No
KIS 1.d Teaching and learning	Implement systems and practices to support ongoing data analysis across all levels of the school to enhance teaching and 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.	After completing the school review process in Term 4, 2024, a total six KIS strategies were identified for the new School Strategic Plan. After the leadership team reviewed school data and reflected on our performance, we identified these KIS as a priority for 2025. After sharing the six KIS strategies with staff, their feedback showed these KIS should be a focus in 2025.	
Goal 2	Improve the wellbeing and engagement of all students	
12-month target 2.1	Increase the percentage positive endorsement in Attitude to School Survey factors: • Sense of connectedness to 81% • Student voice and agency to 65%	
12-month target 2.2	Increase or maintain the percentage positive endorsement in School Staff Survey factors: • Seek feedback to improve teaching to 62%. • Promote student ownership of learning at 80%	
12-month target 2.3	Increase the positive endorsement of the Parent Opinion Survey (POS) factors: • Confidence and resiliency skills to 75% • Teacher communication to 56%	
12-month target 2.4	Decrease the percentage of students with >20 days absent to 18%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build staff capacity to embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	No
KIS 2.b Engagement	Empower students to lead and demonstrate voice and agency in collaboration with teachers, leaders and parents to support students.	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.	After completing the school review process in Term 4, 2024, a total six KIS strategies were identified for the new School Strategic Plan. After the leadership team reviewed school data and reflected on our performance, we identified this KIS as a priority for 2025. After sharing the six KIS strategies with staff, their feedback showed this KIS should be a focus in 2025.
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Define actions, outcomes, success indicators and activities

Goal 1	To maximise the learning growth of every student
12-month target 1.1	To be determined when data becomes available 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. 2024 results are below: • Grade 3 Reading 11% (3 students) • Grade 5 Reading 6% (1 student) • Grade 3 Numeracy 7% (2 students) • Grade 5 Numeracy 6% (1 student)
12-month target 1.2	To be determined when data becomes available
12-month target 1.3	Maintain or increase the percentage of positive responses to the AtoSS factors: • Differentiated learning challenge at 81% • Stimulated learning at 71%
12-month target 1.4	Maintain or increase the percentage of positive responses on the school staff survey factors: • Collective efficacy at 88% • Understand how to analyse data to 71%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and adapt the instructional models and embed a trauma-informed practices
Actions	Teachers implement an Instructional Model providing Explicit Instruction for all subjects (eg. English, Maths, Wellbeing, Specialists).

Outcomes	Students: - Follow student expectations in the Instructional Models. - Complete tasks to improve learning and wellbeing. Teachers: - Follow teacher expectations in the Instructional Models. - Increased time for explicit teaching. Leaders: - Coach teachers to implement the Instructional Models. - Provide PL: Explicit Learning Intentions and Success Criteria. Community. Gain a better understanding of the teaching approach at the school.			
Success Indicators	- Implementation of the Instructional Models - Statement of Expectation discussions show teachers effectively implement the Instructional Models. - Teacher displays focus on worked examples. - Learning Walks show effective use of the Instructional Models. - Peer observations, feedback and reflection show effective use of the Instructional Models.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide PL: Instructional Models.	☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide PL: Explicit Instruction (eg. Maths COPP).	☒ Literacy leader ☒ Numeracy leader ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Other funding will be used

Consistently implement the termly wellbeing plan, with the Mental Health and Wellbeing Leader providing support	☒ Homegroup teachers	☐ PLP Priority	from: Term 1 to: Term 4	\$87,879.66 ☒ Disability Inclusion Tier 2 Funding will be used
Teachers issue two values stickers per hourly session.	☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
School Mental Health Fund employs Education Support - Teacher Aides	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$30,362.75 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Share the Instructional Models with parents/carers	☒ Principal	☐ PLP Priority	from: Term 2 to: Term 3	\$0.00
KIS 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement systems and practices to support ongoing data analysis across all levels of the school to enhance teaching and learning			

incorporating extra-curricula programs				
Actions	Teachers collect and use data to plan tasks that stimulate and challenge students.			
Outcomes	Students - Regularly complete assessment tasks. Teachers - Use data to plan stimulating and challenging tasks. - Share completed tasks with parents/carers (Seesaw / Book Creator). Leaders - Provide PL: Using PAT/Soundswrite data to inform planning. - Provide PL: Book Creator Community. Gain a better understanding of how teachers stimulate and challenge students.			
Success Indicators	- Teachers collect and collate assessment data. - Teachers use data to research stimulating and challenging tasks. - Teachers share student work samples with parents/carers termly.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide PL: Assessment Schedule and Class Data Spreadsheets.	☒ Literacy leader ☒ Numeracy leader ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Share student work samples with parents/carers termly.	☒ Homegroup teachers ☒ Literacy support	☐ PLP Priority	from: Term 1 to: Term 4	\$9,526.80 ☒ Equity funding will be used

	☒ Mental health and wellbeing leader			
Provide PL; Book Creator	☒ Principal ☒ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 2	Improve the wellbeing and engagement of all students			
12-month target 2.1	Increase the percentage positive endorsement in Attitude to School Survey factors: • Sense of connectedness to 81% • Student voice and agency to 65%			
12-month target 2.2	Increase or maintain the percentage positive endorsement in School Staff Survey factors: • Seek feedback to improve teaching to 62%. • Promote student ownership of learning at 80%			
12-month target 2.3	Increase the positive endorsement of the Parent Opinion Survey (POS) factors: • Confidence and resiliency skills to 75% • Teacher communication to 56%			
12-month target 2.4	Decrease the percentage of students with >20 days absent to 18%			
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to lead and demonstrate voice and agency in collaboration with teachers, leaders and parents to support students.			
Actions	Teachers use the Student Feedback, Voice and Agency process to develop learning goals with students.			

Outcomes	Students • Use ‘Student Feedback, Voice and Agency’ process to develop learning goals. Teachers • Use ‘Student Feedback, Voice and Agency process to develop learning goals. • Share achievement of learning goals to parents/carers. Eg. Open Afternoons. Leaders • Provide PL: ‘Student Feedback, Voice and Agency process. Community. • Gain a better understanding of how Student Voice and Agency is provided.			
Success Indicators	• All students have learning goals for English and Maths. • Teachers share achievement of learning goals with parents/carers (Open Afternoons).			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide PL: Student feedback, voice and agency process	☒ Principal ☒ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers share achievement of learning goals with parents/carers (Open Afternoons).	☒ Teacher(s)	☐ 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	\$9,526.80	\$4,858.00	\$4,668.80
Disability Inclusion Tier 2 Funding	\$87,879.66	\$78,877.00	\$9,002.66
Schools Mental Health Fund and Menu	\$30,362.75	\$19,363.00	\$10,999.75
Total	\$127,769.21	\$103,098.00	\$24,671.21

Activities and milestones – Total Budget

Activities and milestones	Budget
Consistently implement the termly wellbeing plan, with the Mental Health and Wellbeing Leader providing support	\$87,879.66
School Mental Health Fund employs Education Support - Teacher Aides	\$30,362.75
Share student work samples with parents/carers termly.	\$9,526.80
Totals	\$127,769.21

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Share student work samples with parents/carers termly.	from: Term 1 to: Term 4	\$4,858.00	✓ School-based staffing
Totals		\$4,858.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Consistently implement the termly wellbeing plan, with the Mental Health and Wellbeing Leader providing support	from: Term 1 to: Term 4	\$78,877.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties Disability inclusion coordinator
Totals		\$78,877.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
School Mental Health Fund employs Education Support - Teacher Aides	from: Term 1 to: Term 4	\$19,363.00	✓ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		\$19,363.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide PL: Instructional Models.	☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative inquiry/action research team ☒ Peer observation including feedback and reflection	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Literacy expertise ☒ School improvement partnerships ☒ Literacy leaders ☒ Pedagogical Model	☒ On-site
Provide PL: Assessment Schedule and Class Data Spreadsheets.	☒ Literacy leader ☒ Numeracy leader ☒ Principal	from: Term 1 to: Term 4	☒ Design of formative assessments ☒ Moderated assessment of student learning ☒ Collaborative inquiry/action research team	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Primary Mathematics and Science specialists ☒ Literacy leaders ☒ Numeracy leader	☒ On-site