2025 Annual Implementation Plan

for improving student outcomes

Kingsbury Primary School (4845)

Submitted for review by Shaun Bishop (School Principal) on 28 February, 2025 at 04:12 PM
Awaiting endorsement by Senior Education Improvement Leader

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

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

Future planning	Through a year of instability the school has made significant impact for the learning and wellbeing for our students as well as providing support for vulnerable families. Our ATSS results continue to outperform in most areas compared to similar schools as well as our NAPAN results. The school has just finalised its strategic review and new goals have been established for Learning and Wellbeing. Our School Performance Report was rated as HIGH in both Learning and Wellbeing. Being a school of such high diversity with a high percentage of international students who come into the school at various times during the year speaking no English, yet still maintain high standards in most measures speaks to the success of the staff capability to manage diverse classrooms yet still have high expectations. Unpacking the new curriculum (Version 2.0), understanding what explicit teaching looks and sounds like, introducing a rigorous phonics program for all students in P-2 and some in the the middle years will help ensure all students progress to minimum standards. The school will need to establish a clear instructional model that is responsive to the class, teach students how to monitor their learning, build perseverance and create a challenging curriculum will all be required moving forward. It is also important that all staff are provided with professional development in building their data literacy, this will create a culture of teaching to need as opposed to teaching to the grade level. Accessing supports in the wellbeing space will also need to be a priority as well as identifying exactly who out tier 2 and tier 3 students are. Funding wellbeing programs needs to reviewed and carefully prioritised. As we move to a new teaching model, this work will need to be carefully managed and implemented. Also, the implementation of RRRR and the renewing/strengthening of the 5 domains of the Berry Street Education Model will also be a priority.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes	Yes	By 2028, increase the 2024 percentage of students in NAPLAN proficiency levels 'exceeding or strong': • Year 3 reading from 62% to 70% • Year 3 writing from 75% to 79% • Year 3 numeracy from 51% to 60%. • Year 5 reading from 64% to 72% • Year 5 writing from 69% to 73% • Year 5 numeracy from 58% to 65%	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.
		Placeholder target - percentages to be confirmed when baseline data available (anticipated late *2025) By 2028, increase the *2025 percentage of year 5 students achieving NAPLAN benchmark growth levels 'at or above': • reading from xx% to xx% • writing from xx% to xx% • numeracy from xx% to xx%	TBA
		By 2028, increase the percentage of students achieving above expected growth in reading and viewing (Teacher Judgement): • year 1 and year 2 students from 21% (average of year 1 and year 2 in 2023) to 25%	Increase the percentage of students achieving above expected growth in reading and viewing (teacher judement) to 22% for year 1 and Year 2 students by the end of 2025.Increase the percentage of

		• year 3, year 4, year 5 and year 6 students from 16% (average of year 3, year 4, year 5 and year 6 in 2023) to 20% By 2028, increase the percentage of students achieving above expected growth in writing (Teacher Judgement): • year 1 and year 2 students from 5% (average of year 1 and year 2 in 2023) to 15% • year 3, year 4, year 5 and year 6 students from 22% (average of year 3, year 4, year 5 and year 6 in 2023) to 26% *By 2028, increase the percentage of students achieving above expected growth in Maths 2.0 (Teacher Judgement): • year 1 and year 2 students achieving above expected growth from xx% (average of year 1 and year 2 in *202x) to xx% • year 3, year 4, year 5 and year 6 students achieving above expected growth from xx% (average of year 3, year 4, year 5 and year 6 in *202x) to xx%. *Placeholder target to be confirmed when Maths 2.0 growth data available (anticipated 2026)	students achieving above expected growth in reading and viewing (teacher judement) to 17%, 3-6 students by the end of 2025.
		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Instructional leadership from 71% to 78% • Understand how to analyse data from 38% to 65% • Use data for curriculum planning from 75% to 80% • Professional learning through peer observation from 44% to 65% • Seek feedback to improve practice from 33% to 65%	To increase the percentage of positve endorsement for 'understand how to analyse data' from 38% in 2024 to 45% by the end of 2025.
Improve student wellbeing outcomes	Yes	By 2028, increase the 2024 percentage positive endorsement on the SSS:	Not a focus for 2025.

		• Use student feedback to improve practice from 78% to 83%	
		By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AToSS): • Respect for diversity from 73% to 78% • Student voice and agency from 68% to 72%	Not a focus in 2025.
		By 2028, increase the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): • Teacher communication from 79% to 83%	To increase the percentage of positive endorsement for 'teacher communication' from 79% in 2023 to 83% by the end of 2025.
		By 2028, decrease the 2023 percentage of F to Year 6 students who are absent for 20 to 29.5 days from 12% to 10%.	To reduce the percentage of F to Year 6 students who are absent for 20 to 29.5 days from 17% in 2024 to 15%

Goal 1	**Improve student learning outcomes**
12-month target 1.1	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.
12-month target 1.2	TBA
12-month target 1.3	Increase the percentage of students achieving above expected growth in reading and viewing (teacher judement) to 22% for year 1 and Year 2 students by the end of 2025. Increase the percentage of students achieving above expected growth in reading and viewing (teacher judement) to 17%, 3-6 students by the end of 2025.

12-month target 1.4	To increase the percentage of positve endorsement for 'understand how to analyse data' from 38% in 2024 to 45% by the end of 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed leadership processes and practices that enable a whole school community approach to learning and wellbeing.	No
KIS 1.b Teaching and learning	Continue to build and embed staff knowledge, understanding and capacity to implement the Victorian Curriculum.	No
KIS 1.c Teaching and learning	Continue to build and embed teacher capability to consistently implement evidence based pedagogical practice.	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 KIS has been selected based on recommendations from the school review. We are striving to develop our teacher's capability to implement evidence-informed approaches to effectively teach reading. With the introduction of the Victorian Teaching and Learning Model 2.0, we will support teachers understanding of what explicit teaching is.	
Goal 2	**Improve student wellbeing outcomes**	
12-month target 2.1	Not a focus for 2025.	
12-month target 2.2	Not a focus in 2025.	
12-month target 2.3	To increase the percentage of positive endorsement for 'teacher communication' from 79% in 2023 to 83% by the end of 2025.	
12-month target 2.4	To reduce the percentage of F to Year 6 students who are absent for 20 to 29.5 days from 17% in 2024 to 15%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Continue to build teacher capability to use multiple forms of assessment to evaluate, monitor and inform point of need learning and wellbeing practices.	No
KIS 2.b Engagement	Implement and embed a whole school approach to enabling students to monitor and self-regulate their learning.	No
KIS 2.c Engagement	Continue to build staff capability to design and implement environments that meet the learning and wellbeing needs of every student.	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 KIS has been selected based on recommendations from the school review. We will develop a whole school approach to teaching social and emotional wellbeing. Attendance data for some students is a concern and process will be documented to support those families.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning outcomes
12-month target 1.1	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.
12-month target 1.2	TBA
12-month target 1.3	Increase the percentage of students achieving above expected growth in reading and viewing (teacher judement) to 22% for year 1 and Year 2 students by the end of 2025. Increase the percentage of students achieving above expected growth in reading and viewing (teacher judement) to 17%, 3-6 students by the end of 2025.
12-month target 1.4	To increase the percentage of positve endorsement for 'understand how to analyse data' from 38% in 2024 to 45% by the end of 2025.
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to build and embed teacher capability to consistently implement evidence based pedagogical practice.
Actions	1. To create a whole school reading scope and sequence including phonics. 2. Create a meeting schedule that provides time to develop staff knowledge of data literacy and pedagogical practice in reading.
Outcomes	Leaders will: - Provide a meeting schedule that allows staff to meet and collaborate on student learning. - Source professional development for staff to improve practice.

	- Support the development of a whole school reading approach. - Provide Professional Development on the new VTLM 2.0 and its element of Explicit Teaching Staff will: - Implement evidence-informed reading practices to support student learning growth. - Use data to inform their planning and teaching. - Participate in relevant Professional Development at the whole school, PLC, or individual level to upskill their reading instruction. Students will: - Be able to articulate their reading goals. - Participate in at least one Guided Reading Session a week. - Be able to respond to reading.
Success Indicators	- We know we will be successful when we achieve the agreed benchmarking growth for teacher judgment. - All students will be assigned to reading groups with appropriate leveling activities documented with student goals. - Teacher and Learning calendar documented and implemented - Reading Scope and Sequence document established - PLC minutes reflect prioritising actions for student learning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning for staff focussing on evidence-informed reading strategies and practices.	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used
Create Professional Learning Calendar	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used

Upskill staff to utilise formative assessment practices in reading.	☑ All staff ☑ Learning specialist(s) ☑ Principal ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Explore elements of the VTLM 2.0.	☑ All staff ☑ Learning specialist(s) ☑ Principal ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used
Provide funding for additional staff member/s to support equity students.	☑ Administration team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$54,000.00 ☑ Equity funding will be used

Goal 2	Improve student wellbeing outcomes
12-month target 2.1	Not a focus for 2025.
12-month target 2.2	Not a focus in 2025.
12-month target 2.3	To increase the percentage of positive endorsement for 'teacher communication' from 79% in 2023 to 83% by the end of 2025.
12-month target 2.4	To reduce the percentage of F to Year 6 students who are absent for 20 to 29.5 days from 17% in 2024 to 15%
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Continue to build staff capability to design and implement environments that meet the learning and wellbeing needs of every student.

participation and engagement in school	
Actions	1. Create and implement a term-by-term scope and scope and sequence that combines The Berry Street Model and Respectful Relations framework. 2. Create and deliver a Learning to Learn Program to support student transitions and teacher-student relationships and support engaging classrooms. 3. Communicate positive learning to parents on a more regular basis. 4. Update attendance policy. 5. Develop IEPs for at risk students for disengagement.
Outcomes	Leaders will: - Support the development and delivery of the Learning to Learn program. - Support, resource and monitor the development and implementation of The Berry Street Learning Model and Respectful Relations frameworks. - Identify students at risk of disengagement and provide local and system support for students and families if required. - Train staff in the effective use of sending out newsfeeds via Compas - Identify at risk students in regard to attendance. Teachers will: - Share in the development of the Learning to Learn program. - Implement the Learning to Learn program - Share in developing the term-by-term scope and sequence for the Berry Street Education Model and Respectful Relations framework. - Identify and record students at risk of disengagement. - Send out fortnightly communication via newsfeeds (Compass) communicating what has been learned and what students will be learning in the coming weeks. - Have input into the development of IEPs for students at risk of disengagement. Students will: - Be able to develop individual safety plans. - Show or voice their emotional levels/ readiness to learn throughout the day. - Be at school on a more regular basis.

Success Indicators	- We know we will be successful when we achieve the agreed data set for student absence data is reduced to set targets. - POS data target achieved. - Learning to Learn program documented - The Berry Street Learning Program and Respectful Relations framework are documented and aligned. - Staff and PLC minutes reflect student engagement concerns. - Compass newsfeeds from teachers are present each fortnight. - Individual Safety Plans completed and reviewed for every student. - Emotional regulation charts or processes are established in each grade. - Attendance policy ratified by school council. - All identified students identified at risk of disengagement to have an IEP.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop Learning to Learn program.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Develop term by term scope and sequence for Respectful Relations	☑ All staff ☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Other funding will be used
Develop a term by term scope and sequence for The Berry Street Learning Model.	☑ All staff ☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Staff Meeting and PLC minutes have Welfare item as a standing order	☑ All staff ☑ Assistant principal	☐ PLP Priority	from: Term 1	$0.00

	☑ Principal		to: Term 4	
Fortnightly newsfeeds sent out by staff to parents communicating learning and success.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Individual Safety Plans established for each student and reviewed termly	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Emotional regulation charts/processes established in each grade.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
IEPs developed for at-risk students in regard to disengagement	☑ All staff ☑ Assistant principal ☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Attendance Policy updated and ratified by school council.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00

	☑ Student wellbeing co-ordinator			
Appoint a Disability and Inclusion officer to manage welfare and learning needs throughout the school.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$95,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Selection of Activities from the Mental Health Fund Menu	☑ Administration team ☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$27,600.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$54,079.57	$54,000.00	$79.57
Disability Inclusion Tier 2 Funding	$95,509.21	$95,000.00	$509.21
Schools Mental Health Fund and Menu	$27,602.50	$15,000.00	$12,602.50
Total	$177,191.28	$164,000.00	$13,191.28

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide funding for additional staff member/s to support equity students.	$54,000.00
Appoint a Disability and Inclusion officer to manage welfare and learning needs throughout the school.	$95,000.00
Selection of Activities from the Mental Health Fund Menu	$27,600.00
Totals	$176,600.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Provide funding for additional staff member/s to support equity students.	from: Term 1 to: Term 4	$54,000.00	☑ School-based staffing
Totals		$54,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Appoint a Disability and Inclusion officer to manage welfare and learning needs throughout the school.	from: Term 1 to: Term 4	$95,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator ☑ Equipment, adaptive technology, devices, or materials to support learning • Other Ipads
Totals		$95,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Selection of Activities from the Mental Health Fund Menu	from: Term 1	$15,000.00	☑ Berry Street Education Model (BSEM)

	to: Term 4		
Totals		$15,000.00	

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
Professional Learning for staff focussing on evidence-informed reading strategies and practices.	☑ All staff ☑ Leadership team	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Create Professional Learning Calendar	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Learning specialist	☑ On-site
Upskill staff to utilise formative assessment practices in reading.	☑ All staff ☑ Learning specialist(s) ☑ Principal ☑ School leadership team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Explore elements of the VTLM 2.0.	☑ All staff	from: Term 1	☑ Preparation	☑ Formal school meeting / internal	☑ Academy program/course	☑ On-site

	☑ Learning specialist(s) ☑ Principal ☑ School leadership team	to: Term 4	☑ Formalised PLC/PLTs	professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ Departmental resources Resources related to VTLM.2.0	
Develop Learning to Learn program.	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Develop term by term scope and sequence for Respectful Relations	☑ All staff ☑ Respectful relationships implementation team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Develop a term by term scope and sequence for The Berry Street Learning Model.	☑ All staff ☑ Respectful relationships implementation team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Selection of Activities from the Mental Health Fund Menu	☑ Administration team	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal	☑ Internal staff	☑ On-site

	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	to: Term 4		professional learning sessions ☑ Network professional learning ☑ PLC/PLT meeting	☑ Academy program/course ☑ External consultants Berry Street Learning Model	