

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Newham Primary School (1913)



Submitted for review by Timothy Furphy (School Principal) on 06 December, 2024 at 10:26 AM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 23 January, 2025 at 09:35 AM

Define actions, outcomes, success indicators and activities

Goal 1	Improve learning outcomes for all students
12-month target 1.1	Increase the proportion of students in the 'Exceeding' Proficiency from below numbers in 2024: Yr 3; Reading 38% to 40%, Writing 14% to 20%, Numeracy 25% to 30% Yr 5; Reading 0% to 15%, Writing 0% to 15, Numeracy 0% to 15%.
12-month target 1.2	Teacher Judgement (Timeline Growth data) Reading and Viewing: We aim to achieve 70% or above Writing: We aim to achieve 70% or above N&A: We aim to achieve 65% or above
12-month target 1.3	Monitor effectiveness using data: Increase from 75% in 2024 Use data for curriculum planning: Increase from 75% in 2024
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Document, and embed an agreed instructional model for literacy
Actions	Create overarching Literacy instructional model underpinning Reading, Writing and Spelling/Phonics
Outcomes	Leaders will: Use multiple sources of evidence to track the effectiveness and implementation of the Literacy Instructional model, including barriers and enablers. Teachers will: Understand the structure of the Literacy Instructional model; establish and improve their skills in its implementation and use the model regularly to plan and deliver lessons. Students will: Be able to articulate the usual structure of lessons under the Literacy instructional model.
Success Indicators	Sequential development, refinement, and reflection of the Literacy Instructional model. Staff will be able to articulate and analyse their understanding of data and artifacts and determine model refinements

	throughout the development and implementation phase of the Literacy model, therefore tracking progress towards 12-month targets. Data and artifacts relevant to developing the Literacy Instructional model such as meeting notes, lesson plans, notes from peer observation, teacher judgements (such as moderation), information on 'The Writing Revolution', 'PLD', Heggarty and Dibels, NAPLAN, Essential Assessment, and other formative & summative assessments will provide both early and late indicators of positive change therefore supporting the final draft of the model by 2027.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine and embed processes of a Writing Instructional Model, as discussed and developed in 2024	☒ All staff ☒ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Document a whole school Literacy curriculum plan including the six key elements of reading oral language, phonics, phonemic awareness, fluency, vocabulary, and comprehension	☒ Leadership team ☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning data to inform point of need teaching and learning			
Actions	Comprehensive Professional learning in Literacy and Numeracy curriculum that clearly identifies the relationship between data and teaching and learning.			
Outcomes	Leaders will: Use multiple sources of data to strengthen teacher capacity in identifying how to track the effectiveness and implementation of teaching and learning at point of need, including barriers and enablers.			

	Teachers will: Understand the structure and use of various forms of data and establish and improve their skills in its application in order to plan and deliver lessons for point of need teaching. Students will: Begin to articulate their identification of data that will support their understanding of the next steps in their learning.			
Success Indicators	The assessment schedule will reflect the formative and summative assessments which will support teachers to use learning data effectively throughout the year. Notes from peer observation will reflect increased confidence and capacity to use data effectively to plan lessons. Students will begin to discuss their own data during class reflection and teacher feedback			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide school-based professional learning in the analysis and use of data sets from across the curriculum with emphasis on Literacy and Numeracy.	☒ Curriculum co-ordinator (s) ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Build teacher capacity to provide effective learning focused feedback to students	☒ Leadership team ☒ Literacy network teacher ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve student wellbeing outcomes			
12-month target 3.1	Increase: Emotional Awareness and Regulation from 62% in 2024 to 70% in 2025 Resilience from 43% in 2024 to 55% in 2025 Perseverance from 57% in 2022 to 65% in 2025			
12-month target 3.2	Increase Respect for Diversity from 52% in 2024 to 65% in 2025.			
12-month target 3.3	Parent Opinion Survey (POS) factor Confidence and resiliency from 80% in 2024 to 85% in 2025			

KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capability to respond to the wellbeing needs of students, especially those at risk of disengaging, or those with special needs			
Actions	Prioritising students for D.I profiling and develop whole school protocol to establishing adjustments required for tier two and three students.			
Outcomes	Adjustments are recorded and documented effectively for D.I processes Dedicated tier one teaching time for SWPBS, RRRR, Kimochi, Smiling Mind Leaders and teachers will: Liaise with parents and families to support students at risk of disengaging through Learning plans, Behaviour plans, SSGs and regular communication. Teachers will: Be able to articulate, select and implement training advocated by SWPBS, Kimochis, Smiling Minds and RRRR which will enhance their ability to support students at point of need.			
Success Indicators	AtoSS responses in Sense of connectedness, Emotional Regulation, Student voice and agency, Motivation and interest and Self-regulation and goal setting will have trended positively, reached, or surpassed our 12-month goals. Whole staff work on SWPBS with students will result in Newham Primary School achieving the GOLD award of SWBPS certification.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build staff knowledge and capacity to plan and provide universal adjustments, support strategies and interventions to successfully meet tier 1, 2 and 3 learning needs of students	☒ All staff	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00