

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Mount Pleasant Road Nunawading Primary School (4808)



Submitted for review by Kim Streitberger (School Principal) on 20 December, 2024 at 10:32 AM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 29 January, 2025 at 01:48 PM

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning growth in literacy and numeracy.
12-month target 1.1	1. Increase the percentage of students in exceeding Year 3 NAPLAN Writing from from 19% to 20% 2. Increase the percentage of students in exceeding Year 5 NAPLAN Writing from from 11% to 15% 3. 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. 4. Increase the percentage of students in exceeding for Year 3 NAPLAN Reading from 24% to 30%
12-month target 1.2	5. Increase the percentage of students achieving above the expected level in Reading from 53% to 56%
12-month target 1.3	Not a target in 2025.
12-month target 1.4	Not a target in 2025.
KIS 1.a 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	Further refine, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches that ensure the best outcomes for students.
Actions	To maximise student learning growth in literacy & numeracy. Strengthen the whole school approach to Numeracy. Strengthen the whole school approach to Writing and Reading.

Outcomes	Leaders will deliver professional learning on explicit teaching in literacy and numeracy using VTLM & VC 2.0 Teachers will develop content knowledge and confidence in explicitly teaching writing, including sentence-level grammar. Leaders will support teachers to consistently implement collaborative planning Teachers will plan collaboratively and use the anticipation structure to understand student responses and target individual ‘point of need’. Students develop awareness of how metacognition influences learning in literacy, particularly writing Leaders will identify students identified as ‘Needs Additional Support’ on NAPLAN and implement supports including intervention programs, IEPs referral for assessment etc				
Success Indicators	Early Indicators: -Writing moderation data (using NAPLAN marking guide) -Semester 1 Teacher Judgements -Intervention data -Planning & Curriculum documentation evidencing explicit teaching & differentiation -Data from Learning walks -IEP & SSG documentation evidencing explicit goals and support strategies Late Indicators: -NAPLAN 2025 data -Semester 2 Teacher Judgements -SIT reflections and reports -PLC Cycle reflections -Staff reflections & Survey data				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Literacy: English VC 2.0 Professional Learning - -Update assessment schedules to reflect VC 2.0 and 2025 phonics practices		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Literacy: Identifying focus/target groups of students at the SILT/ SIT and/or PLC level to direct intervention and supports	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,622.40 <input checked="" type="checkbox"/> Equity funding will be used
Literacy: Update MPRPS Scope and Sequence to reflect VC 2.0 and 2025 phonics practices -PLC focus on Phonics and Reading in the Junior School	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Literacy: Professional Learning on explicit teaching in Reading in the Junior school -PLC focus on Phonics and Reading in the Junior School	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Literacy: Professional Learning on explicit teaching in Writing in the Senior school -PLC focus on Writing in Year 3-6	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Numeracy: Update MPRPS Scope and Sequence to reflect VC 2.0 - Update assessment schedules to reflect VC 2.0	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Numeracy: Identifying focus/target groups of students at the SILT/ SIT and/or PLC level to direct intervention and supports	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$12,131.40 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team			
Numeracy: Learning Walks conducted by Maths SIT to support consistency and explicit teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Numeracy: Continuing with moderating Rich Assessment Tasks across junior and senior school, especially with VC2.0	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Numeracy: Review and update IEPs to include Numeracy goals, adjustments and supports for selected students working below the expected level	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,270.09 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	Enhance the wellbeing and agency of all students.			
12-month target 2.1	To increase the positive endorsement of emotional awareness and regulation for females from 65% to 70%, base on Attitudes to School Survey To increase the positive endorsement of student voice and agency from 70% to 73%, based on Attitudes to School Survey			
12-month target 2.2	Not a target in 2025.			

12-month target 2.3	Decrease the percentage of students with 20+ days absence from 21%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to become active agents, taking ownership over their own learning and wellbeing.
Actions	Audit wellbeing initiatives and strategies across the school in order to define and document consistent whole school approaches. To clarify and strengthen the connection between wellbeing and learning across the school.
Outcomes	Students will be able to articulate and put into practice self-regulation strategies Students will reduce the percentage of neutral responses in emotional awareness and regulation Teachers will be able to support student learning through empowering students to use wellbeing strategies Teachers will document the adjustments they are making using the Tiers of Intervention model Leaders will synthesise whole school wellbeing approach and map it to the Instructional Model Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches
Success Indicators	Early indicators: Life Skills Go and Pivot Survey whole school data/cohort level and class data Curriculum documentation will show evidence of Tiers of Intervention Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support Late indicators: PAT SEW Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: the positive endorsement of Student Voice and Agency in Year 4-6 including positive endorsement of emotional awareness and regulation and stimulated learning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit Wellbeing: Review Restorative Practices across the school and align with SWPB and Berry Street approaches.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit wellbeing: Review Zones of regulation framework and its efficacy across the school.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Audit wellbeing: Review Berry St practices across the school to ensure consistency and efficacy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit wellbeing: Review morning routines across the school and set clear expectations to ensure consistency.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit wellbeing: Consider 'Ready to Learn Plans' (Berry Street) for implementation in Grad 3-6.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Disability inclusion coordinator		to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Audit wellbeing: Families will understand the wellbeing strategies in place that support student learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit wellbeing: Use a standardised script across the school when implementing AtoSS to reduce the number of neutral responses	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Clarify connection between wellbeing and learning: Review and update current school Instructional Model and planning documents to ensure alignment with VTLM 2.0, Berry St approach and Effective Classroom (SWPBS) Practices. Support implementation in teams.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Clarify connection between wellbeing and learning: Review and update Assessment schedule to include processes that will provide data that can be used to track Wellbeing across the school.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Clarify connection between wellbeing and learning: Clarify, document and embed practices and strategies that support self-regulation and emotional regulation for students.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

Clarify connection between wellbeing and learning: Establish structures for analysing AtoSS data in a timely manner to ascertain student perception with students and teachers.	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Clarify connection between wellbeing and learning: Run strategic small focus groups of students to unpack AtoSS data.	<input checked="" type="checkbox"/> Leadership partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Clarify connection between wellbeing and learning: Clarify definitions for student Voice and Agency within MPRPS instruction and build consistent understanding and expectations across staff.	<input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Clarify connection between wellbeing and learning: Reinvigorate Learning Walks in a way that supports teacher confidence while supporting monitoring of whole-school wellbeing practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00