

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Warrnambool West Primary School (0182)



Submitted for review by Karen Holdsworth (School Principal) on 23 December, 2024 at 12:43 PM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 25 February, 2025 at 02:09 PM

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth and achievement for all students.
12-month target 1.1	By 2026, the percentage of Year 5 students achieving high interim relative growth will increase: Reading 24% (2024) to 28% (2025) Numeracy 13% (2024) to 18% (2025)
12-month target 1.2	By 2026, the percentage in the strong or exceeding proficiency levels will increase: Year 3 Reading 53% (2024) to 55% (2025) Writing 76% (2024) to 78% (2025) Numeracy 53% (2024) to 55% (2025). Year 5 Reading 48% (2024) to 50% (2025) Writing 48% (2024) to 50% (2025) Numeracy 52% (2024) to 55% (2025) By 2026, reduce the number of NAS students in each of reading and numeracy compared to the number of NAS students in 2024. Reading: 2 students (Year 3 2024) to 1 student (Year 5 2026) Numeracy: 0 students (Year 3 2024) to maintain at 0 (Year 5 2026)
12-month target 1.3	By 2026, increase the average percentage of Year 1–6 students making above expected learning growth over a one–year period (Semester 2 to Semester 2) according to teacher judgement: Reading and Viewing - increase % of students making above expected growth from 17% in Sem 2 2024, to 25% in Sem 2 2025. Writing – increase % of students making above expected growth from 20% (Semester 2, 2023 to Semester 2, 2024) to 30% (Semester 2 2024 to Semester 2, 2025)

	Mathematics - 2025 end of year TJ data will serve as baseline to set a 2026 improvement target
12-month target 1.4	By 2026, the percentage of positive endorsement for the SSS factors will increase: Understand how to analyse data - 89% (2024) to 95% (2025) Use high impact teaching strategies - 100% (2024) to Maintain above 80% (2025) Collective efficacy - 94% (2024) to 96% (2025)
KIS 1.a Curriculum planning and assessment	Build teacher capacity to differentiate teaching using the curriculum continuum to ensure challenge and progress for every student.
Actions	To further strengthen whole school approach towards the teaching and assessment of literacy. To consolidate the school wide approach to teaching and assessing of numeracy.
Outcomes	Students will: In English: Show engagement in their learning through the instructional routines. Show a reduced impact on cognitive load due to the established instructional routines. Have opportunities to answer questions and contribute with knowledge. Be able to access content through the tiered adjustments made at point of need. Make the expected learning growth in English. In Mathematics: Have access to content through the tiered adjustments made at their point of need. Make relevant connections in mathematics with other authentic contexts. Show increased engagement and confidence in open tasks in mathematics. Teachers and Tutors will: In English: Engage in professional learning modules sourced from the WSW LLC to extend their knowledge and application to structured literacy. Be supported in understanding and applying the WSW instructional model. Apply DIBELs assessments at the expected benchmark periods to gather relevant data on student needs.

	<p>Use progress monitoring tools to track student progress and target teaching accordingly. Implement 2.0 English curriculum and transfer the required curriculum into planning and curriculum documents. Support their students in reading by implementing adjustments in planners, and adjust these according to students' needs.</p> <p>In Mathematics: Consolidate their expertise in curriculum planning documentation and planning for rich open tasks Consistently consolidate the instructional model into their teaching practices. Teachers will support student learning in mathematics using reasonable adjustments, identified in weekly planners to meet students point of need. Implement 2.0 Mathematics curriculum and transfer the required curriculum into planning and curriculum documents</p> <p>Leaders will: In English: Continue to build on the understanding of structured literacy in reading and writing through WSW professional learning. Support all staff to embed assessment, differentiation and responsive teaching techniques through intellectual preparation processes. Continue to support staff to utilise the WSW instructional model when teaching reading. Provide support to staff in contextualising the implementation of VTLM 2.0 into teaching. Prioritise collaboration for staff to design English units following the WSW instructional model and planning principles. Guide professional learning for staff to refresh and administer DIBELS Assessment and progress monitoring tools. Review practices to the current spelling program in Years 3-6 and seek Spelling Mastery professional learning. Maintain PLC structures to guide teacher collaboration and inquiry into a robust structured literacy program. Complete the tiered system of support playbook so that teachers can access various inclusive practices for students' learning.</p> <p>In Mathematics: Support middle leaders to implement PLCs to interrogate student data in mathematics Support all staff to develop capacity in building assessments, make reasonable adjustments and effective mathematics teaching. Provide professional learning opportunities to build expertise, knowledge and teaching practice in mathematics.</p>
Success Indicators	<p>Early Indicators: Adjustments in planners describe the precise supports in place for learners.</p>

	<p>IEPs are developed, implemented, and evaluated to establish specific goals for students' needs. Feedback from collaborative learning walks and coaching sessions will demonstrate what is currently happening and identify next steps in practice.</p> <p>TLI teacher and classroom teacher establish communication routines for student progress. PLC agendas and minutes indicate precise areas of discussion, data presented and next steps. Progress monitoring of student growth is regular and demonstrating progress.</p> <p>Late indicators: DIBELS assessments show a continuation of growth. Improve the number of students making high relative interim growth from 2024 in NAPLAN. School Staff Survey factors- collective efficacy, data analysis, student feedback to improve practice AtoSS factors: sense of connectedness, Student voice and agency, Sense of confidence, Stimulated learning, School Connectedness</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning for new staff in DIBELS assessments, Heggerty, Sounds Write and LLC modules to upskill in whole school practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leaders to attend 2025 LLC workshops to continue their professional learning in structured literacy and writing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide online training on the introduction to Spelling Mastery so that teaching staff are able provide the spelling program with knowledge and fidelity.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

To employ an external Literacy consultant to coach and embed the practices and consolidate the structured literacy instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase Spelling Mastery resources for Years 3-6 staff and students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Upskill staff in the professional learning of Morphology so that core literacy is embedded across the school with effective teaching content.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide time for middle leaders to design units of work in English with the external Literacy consultant using overlaying lens of inquiry for a rich teaching and learning program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase relevant texts for English and Inquiry units to support staff in the delivery of a rich English and core knowledge content.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve student engagement and wellbeing to enable students to flourish.			
12-month target 2.1	By 2026, the percentage of positive endorsement for AToSS factors will increase: Student voice and agency - 80% (2024) to 84% (2025) Sense of confidence - 87% (2024) to 89% (2025) Stimulated learning - 95% (2024) to 97% (2025)			

12-month target 2.2	By 2026, the percentage of positive endorsement for the SSS factors will increase: Use student feedback to improve practice - 100% (2024) maintain above 80% (2025) Support growth and learning of whole student - 100% (2024) maintain above 80% (2025) Collective responsibility - 99% (2024) maintain above 80% (2025)
12-month target 2.3	By 2026, the percentage of Prep-Year 6 students with 20 or more absence days will decrease: All students - TBC (2024) to 25% (2025) Equity funded students - TBC (2024) to 25% Aboriginal students - TBC (2024) to 25% (2025)
KIS 2.c Health and wellbeing	Embed a tiered and responsive approach to student wellbeing.
Actions	To strengthen the multi tiered systems of support as a whole school approach to student wellbeing.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Experience the tiered interventions to support them in their learning growth. -Use the language of the Behaviour Intention on a regular basis. -Be taught to understand their individual needs through explicit tiered responses in their daily program - Have support to articulate their emotions in a pro-active, assertive manner. <p>Teachers and Tutors will:</p> <ul style="list-style-type: none"> -Provide opportunities for tiered responses to student learning and wellbeing -Incorporate the Behaviour Intention with the school values in explicit and implicit teaching opportunities -Plan for and include in weekly planners, the tiered interventions individual students will be supported with -Be supported in IEP development using the lens of adjustments and tiered approaches. <p>Leaders will:</p> <ul style="list-style-type: none"> -Support staff to design and implement adjusted tiered supports in their learning plans - Ensure all staff are aware of the multi tiered systems of supports across the school and understand the intention of each support -Create professional learning opportunities to review, monitor and adapt our whole school approach to wellbeing
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Teaching planners will incorporate tiered adjustments for individual students in literacy, numeracy or day to day

	<p>timetables</p> <p>-Students will have access to tiered supports at point of need</p> <p>-Staff will be familiar with the whole school play book with well being and learning tiered supports</p> <p>Late indicators:</p> <p>AtoSS factors: sense of connectedness, sense of confidence, school connectedness, stimulated learning, student voice and agency, emotional awareness and regulation</p> <p>SSS factors: collective responsibility, collective efficacy</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Utilise the Behaviour Intention as a focus of school wide support	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide professional learning to staff in implementation of precise tiered adjustments in planners.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide the Disability Inclusion leader with professional learning on adjustments and tiered whole school approaches	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide Disability Inclusion leader time for coaching staff in adjustments tailoring tiered supports to point of need.	<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	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
Participate in A Big Life school semester launches so that all staff are equipped with the Big Life resources to deliver consistently across the year.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning for the MHiPs leader so that the leader can build the capacity of others and be conduit for students and families in mental health and wellbeing	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ a student counsellor as part of our Tier 3 support for students requiring additional support in mental health and wellbeing	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,362.75 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All staff to attend Paul Taylor professional learning day as part of the A Big Life commitment.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ Big Life staff to provide classroom resources and RRRR curriculum for staff to deliver each week. Under term themes - of connected, calm & clear, kindness & gratitude and resilience. Key evidence, personal & social capability	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00

links, extra reading/suggested resources, scope & sequence & classroom strategies.				
Employ a teacher to deliver the Hands on Learning program one day a week for students in Year 5/6 who require additional support and inclusive strategies to continue their re-engagement with school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Partner with Brophy youth services to introduce a Dogs Connect program across the school. Including training staff and implementatin of the program as tier 1 wellbeing support.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used