

2025 Annual Implementation Plan

for improving student outcomes

Kalinda Primary School (5121)



Submitted for review by Shaun McClare (School Principal) on 19 December, 2024 at 02:58 PM
Endorsed by Patricia Fahy (Senior Education Improvement Leader) on 25 February, 2025 at 07:24 AM
Awaiting endorsement by School Council President

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. | |
| Wellbeing | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | |
| | 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 | |
| | 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 | |

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| | 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. | |
| | 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 | |
| | 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 | |

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| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |
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| 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 all students | Yes | NAPLAN targets to be determined. | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 3 to from 70% (2024) to 75% or better (2025) Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 5 to from 76% (2024) to 80% or better (2025) Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 3 to from 88% (2024) to 90% or better (2025) Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 5 to from 78% (2024) to 80% or better (2025) |
| | | By 2027, increase the percentage of students achieving above expected growth each year in the Victorian Curriculum as assessed by Teacher judgements in : <ul style="list-style-type: none"> • Writing from 26% (2022) to 35% • Reading from 43% (2022) to 45% • Number and Algebra from 37% (2022) to 40% | Relative Growth (interim) in Numeracy to increase from 14% (2024) to 25% (2025) |
| | | By 2027, increase the percentage of positive response score on the School Staff Survey (SSS) for the following factors: <ul style="list-style-type: none"> • Academic emphasis 66% (2022) to 75% | Increase % of positive responses on the School Staff Survey for Academic Emphasis from 68% (2024) to 72% |

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| | | <ul style="list-style-type: none"> • Collective efficacy 69% (2022) to 75% • Teacher collaboration 70% (2022) to 75% • Seek feedback to improve 58% (2022) to 75% • Professional learning through peer observation 53% (2022) to 75% • Use student feedback 58% (2022) to 75% | (2025) and for Collective Efficacy from 79% (2024) to 80% (2025) |
| Improve the engagement and wellbeing of all students. | Yes | <p>By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) for the following measures:</p> <ul style="list-style-type: none"> • Perseverance from 71% (2022) to 80% • Self-regulation and goal setting from 81% (2022) to 85% • Emotional awareness and regulation from 68% (2022) to 75% • Student voice and agency 62% (2022) to 75% • Differentiated learning challenge from 84% (2022) to 90% | Increase % of positive responses on the ATOSS for Student Voice and Agency from 55% (2024) to 65% (2025). |
| | | <p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • Teacher communication from 71% (2022) to 80% • Managing bullying from 70% (2022) to 80% • Confidence and resiliency skills from 82% (2022) to 85% • Student motivation and support from 75% (2022) to 80% | Increase % of positive responses on the POS for Student Motivation and Support from 60% (2024) to 75% (2025). |
| | | <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals 79% (2022) to 85% | Increase % of positive responses on the School Staff Survey for Promote student ownership or learning goals from 73% (2024) to 80% (2025) |

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| | | <ul style="list-style-type: none"> • Trust in parents and students 66% (2022) to 75% • Parent and community involvement from 73% (2022) to 80% | |
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| Goal 1 | To maximise the learning growth of all students | |
|------------------------------|---|---|
| 12-month target 1.1 | <p>Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 3 to from 70% (2024) to 75% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 5 to from 76% (2024) to 80% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 3 to from 88% (2024) to 90% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 5 to from 78% (2024) to 80% or better (2025)</p> | |
| 12-month target 1.2 | Relative Growth (interim) in Numeracy to increase from 14% (2024) to 25% (2025) | |
| 12-month target 1.3 | Increase % of positive responses on the School Staff Survey for Academic Emphasis from 68% (2024) to 72% (2025) and for Collective Efficacy from 79% (2024) to 80% (2025) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Leadership | Embed a PLC culture with fidelity across the school. | No |
| KIS 1.b Engagement | Strengthen teacher knowledge and practice to activate student voice and learner agency to empower students to act as partners in improving outcomes. | No |

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| KIS 1.c Assessment | Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated teaching. | 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. | With an emphasis on improving consistency of pedagogical practices to ensure stronger learning outcomes in Numeracy and Writing (with a focus particularly on Grammar and Punctuation) it is vital that teachers are able to focus on building capacity to analyse learning data to ensure strong differentiation. This focus is driven by our School Improvement Team based on the analysis of NAPLAN and Teacher Judgement data. | |
| Goal 2 | Improve the engagement and wellbeing of all students. | |
| 12-month target 2.1 | Increase % of positive responses on the ATOSS for Student Voice and Agency from 55% (2024) to 65% (2025). | |
| 12-month target 2.2 | Increase % of positive responses on the POS for Student Motivation and Support from 60% (2024) to 75% (2025). | |
| 12-month target 2.3 | Increase % of positive responses on the School Staff Survey for Promote student ownership or learning goals from 73% (2024) to 80% (2025) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Engagement | Develop and embed a whole school strategy for students to develop and monitor their own learning goals and track their progress. | Yes |
| KIS 2.b Support and resources | Increase school and family partnerships to improve student learning and wellbeing outcomes. | No |
| KIS 2.c Engagement | Further develop and embed a whole-school approach to inclusion, wellbeing and engagement. | No |

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.

2025 will be the second year of our School Strategic Plan and we continue to work towards improving Student Agency and goal setting that was recognised as a focus in our School Review. This is being handled in a methodical and strategic manner with a focus on improving capacity of teachers through a lens of visible learning.

Define actions, outcomes, success indicators and activities

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| Goal 1 | To maximise the learning growth of all students |
| 12-month target 1.1 | <p>Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 3 to from 70% (2024) to 75% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Numeracy for Year 5 to from 76% (2024) to 80% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 3 to from 88% (2024) to 90% or better (2025)</p> <p>Increase the % of students Exceeding or Strong in NAPLAN Writing for Year 5 to from 78% (2024) to 80% or better (2025)</p> |
| 12-month target 1.2 | Relative Growth (interim) in Numeracy to increase from 14% (2024) to 25% (2025) |
| 12-month target 1.3 | Increase % of positive responses on the School Staff Survey for Academic Emphasis from 68% (2024) to 72% (2025) and for Collective Efficacy from 79% (2024) to 80% (2025) |
| 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 and wellbeing data to inform differentiated teaching. |
| Actions | <ul style="list-style-type: none"> -Review and refine Numeracy instructional model to ensure the building capacity in applying mathematical reasoning in problem-solving. -Review and develop a documented school wide approach to the teaching of Grammar and Punctuation |

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| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> -Build capacity of teachers to develop to explicitly model, teach and scaffold problem solving strategies in mathematics -Provide time and support for teachers to implement the use of collaboratively developed Menus built from the Mathematics 2.0 curriculum -Monitor and support the progress in developing improved practices in the teaching of problem solving skills -Lead the collaborative review and development of documented approach to teaching Grammar and Punctuation <p>Staff will:</p> <ul style="list-style-type: none"> - Build their capacity to explicitly teach, model and scaffold problem solving strategies in mathematics -Build capacity to fully utilise menus developed under the Mathematics 2.0 curriculum -Collaboratively review, develop and implement agreed upon approach to the teaching of Grammar and Punctuation -Monitor student data to track progress in problem-solving skills and grammar and punctuation <p>Students will:</p> <ul style="list-style-type: none"> -build capacity to extract information from questions and respond when solving problems -practice problem solving skills regularly in class(through gradual release) -building their mathematical vocabulary -build their knowledge, understanding and application of improved grammar and punctuation skills | | | |
| Success Indicators | <ul style="list-style-type: none"> -Teacher Judgement data -Curriculum checklists (Compass Continuum) -Essential Assessment Data -NAPLAN Data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Profesional Learning for teachers in Problem Solving strategies in maths | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

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| Professional Learning in developing teacher capacity in the teaching of Grammar and Punctuation effectively | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Dedicated time to developing documented approach to the teaching of Grammar and Punctuation | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Dedicated time to review and refine Numeracy Instructional Model in relation to Problem Solving skills | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Other funding will be used |
| Step Up program resourced, planned, implemented and monitored to deliver Maths Extension intervention support (Maths Olympiad and Maths Games) | <input checked="" type="checkbox"/> Education support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$49,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Goal 2 | Improve the engagement and wellbeing of all students. | | | |
| 12-month target 2.1 | Increase % of positive responses on the ATOSS for Student Voice and Agency from 55% (2024) to 65% (2025). | | | |
| 12-month target 2.2 | Increase % of positive responses on the POS for Student Motivation and Support from 60% (2024) to 75% (2025). | | | |

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| 12-month target 2.3 | Increase % of positive responses on the School Staff Survey for Promote student ownership or learning goals from 73% (2024) to 80% (2025) |
| KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop and embed a whole school strategy for students to develop and monitor their own learning goals and track their progress. |
| Actions | <ul style="list-style-type: none"> -Review the current classroom approaches to support student agency to improve them -Develop a documented approach to embedding student agency in every classroom -Provide professional learning to build teacher capacity relating to student agency, including enhancement in student goal-setting -Monitor progress in embedding student agency |
| Outcomes | <p>Leaders will:</p> <ul style="list-style-type: none"> -Lead the review of student agency in classrooms across the school -Plan and document an agreed-upon approach to student agency across our school -Plan, facilitate and deliver Professional Learning relating to student agency -Monitor and measure the impact of improvements in student agency -Lead improvements in visible learning in the classrooms <p>Staff will:</p> <ul style="list-style-type: none"> -Be involved in the development of a school-wide approach to student agency -Build their capacity to support student agency in the classroom -Support students in developing their capacity to set meaningful learning goals and monitoring their own progress toward them -Develop their capacity to improve visible learning in their classrooms <p>Students will:</p> <ul style="list-style-type: none"> -Develop the capacity to have more ownership and input into their own learning -Build capacity to co-design learning tasks in the classroom -Build capacity to set and monitor purposeful learning goals |

| Success Indicators | -Professional Learning and Planning minutes -Attitudes to School Survey -Parent Opinion Survey -Planning documents -Student Learning Goals | | | |
|---|--|--|----------------------------------|---|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Professional Learning focusing on the building of capacity in developing student agency and effectively setting and monitoring learning goals | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Collaboratively develop documented approach to student agency and learning goals | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 |
| School Counsellor employed to support wellbeing of students | <input checked="" type="checkbox"/> Education support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$46,237.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engagement and Support Officer employed to support students with attendance/engagement challenges | <input checked="" type="checkbox"/> Education support | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$134,541.49 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 |

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| | | | | Funding will be used |
| Restorative Practices capacity built through ongoing Professional Learning | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$18,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$26,343.30 | \$26,343.30 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$175,198.19 | \$175,198.19 | \$0.00 |
| Schools Mental Health Fund and Menu | \$46,237.50 | \$46,237.50 | \$0.00 |
| Total | \$247,778.99 | \$247,778.99 | \$0.00 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|--|---------------------|
| Step Up program resourced, planned, implemented and monitored to deliver Maths Extension intervention support (Maths Olympiad and Maths Games) | \$49,000.00 |
| School Counsellor employed to support wellbeing of students | \$46,237.50 |
| Engagement and Support Officer employed to support students with attendance/engagement challenges | \$134,541.49 |
| Restorative Practices capacity built through ongoing Professional Learning | \$18,000.00 |
| Totals | \$247,778.99 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Step Up program resourced, planned, implemented and monitored to deliver Maths Extension intervention support (Maths Olympiad and Maths Games) | from: Term 1 to: Term 4 | \$26,343.30 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$26,343.30 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| Step Up program resourced, planned, implemented and monitored to deliver Maths Extension intervention support (Maths Olympiad and Maths Games) | from: Term 1 to: Term 4 | \$22,656.70 | <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • |
| Engagement and Support Officer employed to support students with attendance/engagement challenges | from: Term 1 to: Term 4 | \$134,541.49 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • |
| Restorative Practices capacity built through ongoing Professional Learning | from: Term 1 to: Term 4 | \$18,000.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school |
| Totals | | \$175,198.19 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|--|
| School Counsellor employed to support wellbeing of students | from: Term 1 to: Term 4 | \$46,237.50 | <input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives |
| Totals | | \$46,237.50 | |

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 teachers in Problem Solving strategies in maths | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Professional Learning in developing teacher capacity in the teaching of Grammar and Punctuation effectively | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Professional Learning focusing on the building of capacity in developing student agency and | <input checked="" type="checkbox"/> All staff | from: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| effectively setting and monitoring learning goals | | to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> PLC/PLT meeting | | |
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