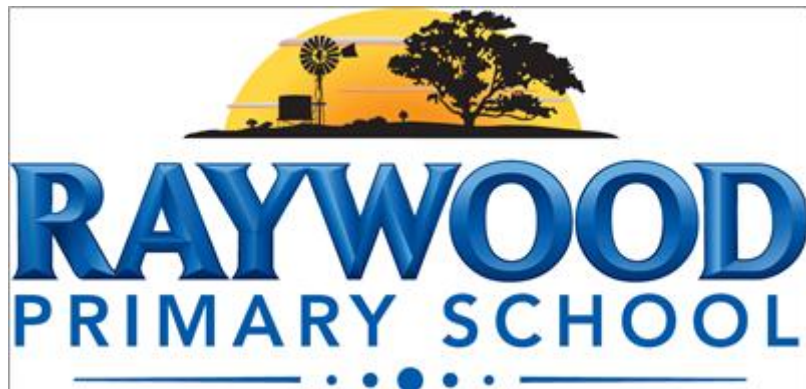


# Annual Implementation Plan - 2025

## Define actions, outcomes, success indicators and activities

Raywood Primary School (1844)



Submitted for review by Lisa Duffy (School Principal) on 23 January, 2025 at 03:38 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 23 January, 2025 at 03:41 PM

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Maximise Literacy and Numeracy outcomes for all students.
<b>12-month target 1.1</b>	In 2025, 100% of students will achieve high relative growth in NAPLAN Reading and Numeracy.
<b>12-month target 1.2</b>	In 2025, 100% of our students in Years 3 and 5 will achieve results in the Exceeding or Strong proficiency standard in Reading, Writing and Numeracy. (100% in 2024) In 2025 we will continue to have 0% of students in the Needs Additional Support category for NAPLAN in Reading and Numeracy.
<b>12-month target 1.3</b>	In 2025, 100% of students in all year levels will demonstrate 12 or more months learning growth using Teacher Judgement Data. ( 100% in 2024)
<b>12-month target 1.4</b>	In 2025, the school staff survey will show 100% endorsement for Collective Efficacy Professional Learning to Improve Practice and Timetabled Meetings to Support Collaboration (all at 100% in 2024) .
<b>KIS 1.a</b> Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
<b>Actions</b>	<p>Embed the practice of staff collaboration when planning engaging reading, writing and numeracy lessons that meet each individual student's learning needs.</p> <p>Collaborate with cluster leaders and staff to create professional learning for our staff in the areas of Writing Moderation and the implementation of the new Mathematics curriculum.</p> <p>Collaborate to create, monitor and modify a whole-school systematic phonics document that caters for all learning needs.</p> <p>Strengthen the process for creating and evaluating Individual Learning Plans for every student.</p>
<b>Outcomes</b>	<p>Leaders will ...</p> <ul style="list-style-type: none"> <li>-Timetable weekly or bi-weekly Professional Learning sessions.</li> <li>-Provide or source Professional Learning opportunities in the area of Literacy (including systematic and structured</li> </ul>

	<p>phonics) and Numeracy.</p> <ul style="list-style-type: none"> <li>- Liaise with principals and regional staff from our Community of Practice group to organise professional learning and moderation sessions.</li> </ul> <p>Teachers will ...</p> <ul style="list-style-type: none"> <li>- Follow the school's scope and sequence documents for Literacy and Numeracy planning, teaching and assessments.</li> <li>- Attend Professional Learning Meetings and bring the most current student learning data to meetings and use in PLC improvement cycles and Community of Practice sessions.</li> <li>- Develop, review and revise student Individual Learning Plans as per the school assessment schedule.</li> </ul> <p>Students will ...</p> <ul style="list-style-type: none"> <li>- Collaborate with their classroom teachers to set learning goals and ways to achieve and evaluate these goals</li> </ul>
<b>Success Indicators</b>	<p><b>EARLY INDICATORS</b></p> <p>Artifacts- Timetables of staff meetings and Professional Learning</p> <p>Updated Student Learning Plan Documents</p> <p>Outcomes- Student learning outcomes to show learning progression</p> <p>Learning Architecture-Meeting structure allowing for whole staff planning and PLC processes. Alignment with Community of Practice professional learning.</p> <p><b>LATE INDICATORS</b></p> <p>Observable Behaviours</p> <p>Artifacts- Student Learning Plans (at least four per student with Literacy and Numeracy based goals.</p> <p>Outcomes-Student learning outcomes to show learning progression</p> <p>School Staff Survey for Timetabled Meetings to Support Collaboration and Collective Efficacy to be at 100% positive endorsement</p> <p>Learning Architecture</p> <p>PLC Inquiry Cycles organised to allow for sufficient time to complete the process with integrity.</p>

<b>KIS 1.c</b> Instructional and shared leadership	Develop and implement a structured approach to staff observational feedback.
<b>Actions</b>	<p>Identify areas of staff need for support and observation feedback, linking with the HITS where applicable.</p> <p>Develop a schedule and agreed upon processes for observations and feedback across all four terms.</p>
<b>Outcomes</b>	<p>Leaders will ...</p> <ul style="list-style-type: none"> <li>- Source and provide professional learning in the area of classroom observations and feedback.</li> <li>- Provide information to staff regarding opportunities to observe practice within other schools.</li> <li>- Provide professional learning support to staff following observations (as required).</li> </ul> <p>Teachers will ...</p> <ul style="list-style-type: none"> <li>- Collaborate to set focus areas for observations and provide respectful and constructive feedback following observations.</li> <li>- Participate in classroom observations and learning walks throughout the year.</li> </ul> <p>Students will ...</p> <ul style="list-style-type: none"> <li>- Receive more varied teacher instruction and effective teacher practice.</li> </ul>
<b>Success Indicators</b>	<p><b>EARLY INDICATORS</b></p> <p>Observable Behaviours-Staff engagement in classroom observations and learning walks</p> <p>Artifacts-Documentation on classroom observations and learning walks</p> <p>Outcomes</p> <p>Learning Architecture-Timetabled professional learning on the topics of classroom observations and learning walks</p> <p>Classroom coverage and timetable adjustments to allow for teachers to observe other's practice.</p> <p><b>LATE INDICATORS</b></p> <p>Artifacts-Completed set of classroom observation documents</p> <p>Outcomes- School Staff Survey to show 100% positive endorsement for Professional Learning to Improve Practice.</p>

<b>Goal 2</b>	Improve the overall wellbeing and engagement of every student.
<b>12-month target 2.1</b>	In 2025 we will have 90% of students with less than 20+ absence days. (92% in 2024)
<b>12-month target 2.2</b>	In 2025 we will maintain the 100% positive endorsement for Student Voice and Agency and Resilience in the Student Attitudes to School Survey.
<b>12-month target 2.3</b>	In 2025 we will maintain the achievement from 2024 of 100% for Student Agency and Voice and Confidence and Resilience Skills.
<b>KIS 2.a</b> Building communities	Strengthen initiatives that promote school community partnerships in learning and wellbeing programs.
<b>Actions</b>	<p>Develop staff knowledge to strengthen student mental health and wellbeing to better support our students.</p> <p>Develop the role of the Mental Health and Wellbeing Leader (MHWL) at Raywood PS to support staff, students and their families.</p> <p>Seek further opportunities for students to engage within the wider community to strengthen connectedness, confidence and citizenship.</p>
<b>Outcomes</b>	<p>Leaders will ...</p> <ul style="list-style-type: none"> <li>- Organise for all teaching staff to attend Mental Health in Primary Schools Training.</li> <li>- Guide staff in the co-creation of documents defining the MHWL role at our school.</li> <li>- Organise for our school to participate in community events and initiatives.</li> <li>- Include learning and wellbeing articles and information in the school newsletter.</li> </ul> <p>Teachers will ...</p> <ul style="list-style-type: none"> <li>- Attend and engage in Mental Health in Primary Schools training throughout the year.</li> <li>- Facilitate student involvement in programs and initiatives with cluster schools and outside organisations.</li> <li>- Ensure the student's Individual Learning Plans have both a learning and wellbeing focus/goals.</li> </ul> <p>Students will ...</p> <ul style="list-style-type: none"> <li>- Attend cluster events such as sports, camps and special days.</li> <li>- Be invited and supported to participate in community initiatives from organisations outside of our schools (such as Lions Club Public Speaking Competition, Foodshare, Terry Floyd Foundation and Coliban Water programs).</li> </ul>

	<ul style="list-style-type: none"> <li>- Display resilient behaviours and attitudes and be willing to interact with students, staff and community members from outside our school environment.</li> </ul>
<b>Success Indicators</b>	<p><b>EARLY INDICATORS</b></p> <p>Observable Behaviours- Students engaging with their peers from other schools during cluster events</p> <p>Artifacts- MHWL roles and responsibilities document for Raywood PS</p> <p>Outcomes-</p> <p>Learning Architecture- curriculum days and CRT coverage for staff to attend Mental Health in Primary Schools Training days and sessions.</p> <p><b>LATE INDICATORS</b></p> <p>Observable Behaviours</p> <p>Artifacts- Individual Learning Plans with Wellbeing Goals</p> <p>Outcomes- Student Attitudes to School Survey to show 90% or above positive endorsement for the areas under Emotional and Relational Engagement.</p> <ul style="list-style-type: none"> <li>- 100% student participation in cluster and community events.</li> </ul> <p>Learning Architecture</p> <ul style="list-style-type: none"> <li>- Term planners with cluster events timetabled and planned for</li> </ul>