

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Manchester Primary School (5009)



Manchester
PRIMARY SCHOOL
Inspire Engage Achieve

Submitted for review by Megan Ganter (School Principal) on 18 December, 2024 at 02:37 PM
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Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	To improve student outcomes in literacy.
12-month target 1.1	<p>NAPLAN Reading</p> <ul style="list-style-type: none"> - To increase the number of Year 5 students in exceeding or strong from 48% to 70% - To increase the number of Year 3 students in exceeding or strong from 50% to 55% <p>NAPLAN Writing</p> <ul style="list-style-type: none"> - To increase the number of Year 5 students in exceeding or strong by from 36% to 65% - To increase the number of Year 3 students in exceeding or strong from 62% to 65%
12-month target 1.2	<p>By 2026, reduce the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> - 2024 result year 3: 6 students - 2024 result year 5: 6 students
12-month target 1.3	<p>Teacher Judgement data</p> <ul style="list-style-type: none"> - Writing from 20 per cent in 2024 to 25 per cent in 2025 - Reading from 26 per cent in 2024 to 30 per cent in 2025 - Speaking and Listening from 13 per cent in 2024 to 25 per cent in 2025 - Increasing High Growth in Reading from 13% (2024) to 20% (2025). - Increasing High Growth in Writing from 13% (2024) to 20% (2025). - Increasing High Growth in S&L from 12% (2024) to 20% (2025).
KIS 1.a Building practice excellence	Implement and build effectiveness of PLCs to drive instruction.
Actions	- build the capacity of Middle Leaders to lead effective PLCs
Outcomes	<p>Principals will:</p> <ul style="list-style-type: none"> - provide time and resources to support the Professional Learning of Middle Leaders (team leaders, learning specialists, initiative leaders) - enable cycles of inquiry and the timely, systematic analysis of whole school data through PL and SIT schedule

	<ul style="list-style-type: none"> - provide opportunities to engage in learning walks and lesson observations <p>Regional staff will:</p> <ul style="list-style-type: none"> - implement and monitor the Intensive School Support (ISS) Improvement Plan - provide modelling, coaching and mentoring for staff - support the implementation of whole school approaches in English and Mathematics - contribute to School Improvement Team (SIT) meetings to guide strategic action - embed the implementation of a documented viable curriculum through whole school planning documents aligning with Vic curriculum 2.0 and VTLM 2.0 <p>Curriculum and Team Leaders will:</p> <ul style="list-style-type: none"> - facilitate PLC cycles of inquiry - provide professional development, resources and readings to support the learning of their peers - continue to develop their own professional knowledge and skill in their area of leadership <p>Teachers will:</p> <ul style="list-style-type: none"> - actively engage in cycles of inquiry - analyse and track student achievement data using school assessment schedules at class, year level and whole school level, including those students participating in the TLI - use school planning documents to collaboratively plan units aligning with Vic curriculum 2.0 - include formative assessment in planning documents - embed documented scope and sequence in planning documents - share their learning with others <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate learning growth
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Team meeting agendas include PLC cycle - Formative and summative Literacy and Numeracy assessments will show student learning growth within the PLC cycle - Whole school planning documents are completed collaboratively <p>Late indicators:</p> <ul style="list-style-type: none"> - School will progress on the PLC Maturity Matrix

	<ul style="list-style-type: none"> - School will progress on the FISO 2.0 Self evaluation - Improved collective accountability in/across teaching teams 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement cycles of inquiry - Term 1 SWPBS priorities - Term 2 English/Mathematics - Term 3 English/Mathematics - Term 4 Wellbeing priorities	<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	\$0.00
Professional learning to support Middle Leaders - Ryan Dunn 'Leading Teaching and Learning' PL series	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement whole school curriculum planning documents supported by two hours of collaborative team planning	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Evidence-based high-impact teaching strategies	Build differentiation and feedback consistency in classrooms.			
Actions	<ul style="list-style-type: none"> - implement consistent, evidence-based whole school approach to the teaching of English - implement the Tutor Learning Initiative 			
Outcomes	Principal will: <ul style="list-style-type: none"> - develop organisational structures to enable leaders to work with teaching teams - provide time and resources to enable coaching, learning walks and peer observation - employ staff and resources to implement the Tutor Learning Initiative 			

	<p>Regional staff will:</p> <ul style="list-style-type: none"> - support Team Leaders and teaching teams to plan high quality lessons, using English Victorian Curriculum 2.0 - provide modelling, coaching and mentoring for staff <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> - English and Mathematics Learning Specialists will lead the implementation of the Tutor Program based on the school context and student need - develop and implement leadership action plans in line with AIP goals - monitor and share progress with School Improvement Team - support Team Leaders and teaching teams to plan high quality lessons, using Victorian Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the structured literacy block: including Big 6, use of mentor texts and synthetic phonics (F-2) /spelling (3-6) program - record adjustments in planning to show differentiation based on student need - provide targeted academic support to students through English and Mathematics goals in IEPs - provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate learning growth in English - achieve individual goals identified in IEPs - engage positively in learning
<p>Success Indicators</p>	<p>Short term indicators:</p> <ul style="list-style-type: none"> - letter and sound knowledge acquisition - teacher engagement with professional learning - application of learning to classroom practice - student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Long term indicators:</p> <ul style="list-style-type: none"> - F&P reading levels - PAT reading data - improved student attitudes towards learning in ATOSS - NAPLAN 2026

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Maths and English specialist to lead TLI program - use of data to select participants - write program - coach TLI ES - monitor implementation	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop, implement and monitor English Leadership action plan	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support teachers to implement whole school approaches for the teaching of English through PL, modelling and coaching - ELSA (F-2)/Effective Spelling (3-6) - Literacy Block (F-6)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Observation and learning walks linked with school priorities	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(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
Support teachers to develop high quality planning aligned with whole school approaches	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve student outcomes in numeracy.			

12-month target 2.1	<p>NAPLAN Numeracy To increase the number of Year 5 students in exceeding or strong by 4% to 40%</p> <p>NAPLAN Numeracy To increase the number of Year 3 students in exceeding or strong by 8% to 45%</p>
12-month target 2.2	<p>By 2026, reduce the number of NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> - 2024 result year 3: 6 students - 2024 result year 5: 4 students
12-month target 2.3	<p>Teacher Judgement data</p> <ul style="list-style-type: none"> - Number and Algebra increase from 20% in 2024 to 25% in 2025 - Measurement and Geometry increase from 17 per cent in 2024 to 25 per cent in 2025 - Statistics and Probability increase from 15 per cent in 2024 to 20 per cent in 2025 - Increasing High Growth in N&A from 9% (2024) to 20% (2025). - Increasing High Growth in M&G from 8% (2024) to 20% (2025).
KIS 2.c Evidence-based high-impact teaching strategies	<p>Build consistent use and knowledge of high impact teaching strategies (HITS).</p>
Actions	<ul style="list-style-type: none"> - implement consistent, evidence-based whole school approach to the teaching of Mathematics - utilise HITs aligned with the Victorian Teaching and Learning Model (VTLM 2.0) with a focus on formative assessment strategies and opportunities to respond (OTR) and feedback
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> - develop a comprehensive whole school implementation plan for Mathematics improvement with school leaders and regional staff <p>Regional staff will:</p> <ul style="list-style-type: none"> - support Team Leaders and teaching teams to plan high quality lessons, using Mathematics Victorian Curriculum 2.0 - provide modelling, coaching and mentoring for staff <p>Curriculum Leaders will:</p>

	<ul style="list-style-type: none"> - develop and implement leadership action plans in line with AIP goals - monitor and share progress with School Improvement Team - support Team Leaders and teaching teams to plan high quality lessons, using Victorian Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - plan engaging Mathematics lessons using the Top Ten teaching resource - attend professional learning about teaching strategies aligned with the VTLM 2.0 - provide targeted academic support to students through English and Mathematics goals in IEPs - provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate learning growth in Mathematics - achieve individual goals identified in IEPs - engage positively in learning 			
Success Indicators	<p>Short term indicators:</p> <ul style="list-style-type: none"> - letter and sound knowledge acquisition - teacher engagement with professional learning - application of learning to classroom practice <p>Long term indicators:</p> <ul style="list-style-type: none"> - 'Number' teacher judgement data - PAT Maths - improved student attitudes towards learning in ATOSS - NAPLAN 2026 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Implement Top Ten resource through PL, modelling and coaching</p> <ul style="list-style-type: none"> - Professional Learning day Term 1 - Purchasing 3-6 resource - Purchasing materials based learning resources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Develop, implement and monitor Mathematics Implementation plan Develop, implement and monitor Mathematics Leadership action plan	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Observation and learning walks linked with school priorities	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Support teachers to develop high quality planning aligned with whole school approaches	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in PL on VTLM 2.0 - Ryan Dunn Outer East Professional Learning afternoon sessions	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use HITS continuum to support teacher reflection on feedback to students and differentiation	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 3	To develop healthy, happy, and resilient students.			
12-month target 3.1	Learner characteristics and dispositions domain, sense of confidence factor will increase from 56 per cent in 2024 to 75 per cent Effective teaching practice domain, effective classroom behaviour factor will increase from 57% per cent in 2024 to 85 per cent			

	Effective teaching practice domain, stimulating learning factor will increase from 56 per cent in 2024 to 85 per cent
12-month target 3.2	Teacher communication will be maintained at 71 per cent. Parent participation and involvement will increase from 63 per cent in 2024 to 75 per cent. Student motivation and support will increase from 71 per cent in 2024 to 75 per cent.
12-month target 3.3	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will remain above 75 per cent.
KIS 3.a Health and wellbeing	Embed the School Wide Positive Behaviour Support (SWPBS) program within the school environment.
Actions	<ul style="list-style-type: none"> - Implement the SWPBS initiative, with a focus on Tier 1 (universal) and Tier 3 (individual) teams - Implement a whole school approach to wellbeing - Implement the Mental Health in Schools initiative
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> - develop an organisational design to support SWPBS team structures - work in partnership with SWPBS coach, SWPBS and Wellbeing leaders to provide access to professional learning - model effective behaviour management strategies - support staff to understand, document and implement whole school expectations in regards to ETLP 1 'Classroom Expectations' and ETLP 2 'Classroom Procedures and Routines' - monitor the implementation of ETLP 1 and ETLP 2 <p>SWPBS leader will:</p> <ul style="list-style-type: none"> - lead the Tier 1 team - develop, implement and monitor the SWPBS leadership action plan - lead team to analyse data and implement strategies to address trends - organise learning walks to support the consistency/fidelity of implementation <p>Wellbeing leader will:</p> <ul style="list-style-type: none"> - lead the SWPBS Tier 3 team, supported by OT, using a case management approach

	<ul style="list-style-type: none"> - develop, implement and monitor the Wellbeing leadership action plan - implement the Disability Inclusion initiative - implement the Mental Health in Schools initiative as WHWL - lead the Education Support Staff team <p>Regional staff will:</p> <ul style="list-style-type: none"> - provide professional learning - provide coaching and mentoring - provide resources and tools to guide the implementation and analysis of progress <p>Teachers will:</p> <ul style="list-style-type: none"> - use whole school Wellbeing scope and sequence to implement wellbeing initiatives - implement SWPBS strategies with fidelity - demonstrate ETLP 1 'Classroom Expectations' - demonstrate ETLP 2 Classroom Procedures and Routines' <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate school values - learn and apply self-regulation skills 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - SWPBS teams will form and meet regularly - leaders will create a SWPBS action plan - leaders will create a Wellbeing action plan - Reduced number of major behaviour incidents <p>Late indicators:</p> <ul style="list-style-type: none"> - recognition through formal SWPBS award system - achieve Tier 1 fidelity - school will progress on the FISO 2.0 Self evaluation in the area of wellbeing - school will progress on the Disability Inclusion Inclusive Practices Continua 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Develop and monitor SWPBS action plan, supported by SWPBS coach</p> <ul style="list-style-type: none"> - document, implement and monitor whole school behaviour expectations 	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Tier 1 SWPBS team</p> <ul style="list-style-type: none"> - Classroom systems training - support the implementation of ETLP 1 and 2 - leading SWPBS in teams (1 member from F-2, 3-4, 5-6 and specialist teams) 	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Tier 3 SWPBS team case management approach</p> <ul style="list-style-type: none"> - MHWL/Disability inclusion leaders - Occupational Therapist - Education support staff member 	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement Whole School approaches to Wellbeing</p> <ul style="list-style-type: none"> - Flying start program - SWPBS explicit teacher of behaviours - Respectful Relationships 	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

- Zones of Regulation - Treehouse				Funding will be used
Observation and learning walks linked with school priorities	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used