Annual Implementation Plan - 2025
Define actions, outcomes, success indicators and activities

Newlands Primary School (4646)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader

Define actions, outcomes, success indicators and activities

Goal 1	To develop students who are literate and numerate.
12-month target 1.1	In Numeracy, raise the amount of students in Grade 3 'Exceeding' from 23% in 2024 to 30% in 2025. In Writing, reduce the amount of students in Grade 3 'Developing' from 18% in 2024 to 8% in 2025.
12-month target 1.2	In Numeracy, raise the amount of students in Grade 5 'Exceeding' from 17% in 2024 to 23% in 2025. In Writing, raise the amount of students in Grade 5 'Exceeding' from 14% in 2024 to 20% in 2025.
12-month target 1.3	Not applicable.
12-month target 1.4	'Staff seek feedback to improve practice' will increase from 68% in 2024 to 80% in 2025. 'Have time to share pedagogical content knowledge' will increase from 64% in 2024 to 75% in 2025.
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed systematic assessment practices to direct and improve student learning.
Actions	Numeracy & Writing - Creation of Whole School P-8 Rubrics in Number Concepts (Counting, Place Values, Addition, Subtraction, Multiplication & Division) aligned with Mathematics 2.0 & Literacy 2.0. - Build a triangulation of the assessment data process for Writing Spanish - Utilise department, local and internationally recognised assessments to track student and school growth in Speaking,

	Listening and Reading. - Progression points assigned for Spanish Reading, Writing, Speaking and Listening
Outcomes	- Creation of Whole School P-8 Rubrics in Number Concepts (Counting, Place Values, Addition, Subtraction, Multiplication & Division) and the Big 6 for Writing, aligned with Mathematics 2.0 & Literacy 2.0. - All students are tracked cohesively within the rubrics (aligned with the scope & sequence), continuum tracker and school-created rubrics - Teachers have information on students' level of understanding in relation to the four proficiencies - Teachers have information on students' level of understanding in relation to the six traits of writing - Stronger understanding by the community of how students are assessed & how they can support their child's learning at home - Identified the gaps in our Spanish program in relation to international accreditation - Increased Spanish teaching staff data literacy capabilities
Success Indicators	- The Whole School Rubrics in Writing and Numeracy - PLC notes about the rubrics and student growth - Creation of assessments to support the rubrics - Whole School Professional Learning Powerpoints - Pre, Mid, Post student data tracked on Sharepoint - Use of WriteMark to triangulate writing outcomes - Cervantes, PASOS & PAT-Spanish are utilised by teachers through Sharepoint

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole School Professional Learning	☑ All staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	
Leading Teachers supporting planning	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Term 1 Parent Teacher Interviews sharing students rubric data	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to develop and implement high quality programs of learning.
Actions	Numeracy - Introduction of Response to Intervention model in Numeracy (Tiered Instructional Practices) - Consolidate the implementation of Facts on Fire and Daily Review English Literacy - Implementation of Daily Review - Align the sequence of learning with the Literacy program structure (Literacy Block) Spanish - Creation of an Onboarding program for new Spanish teachers at Newlands - Publishing revised Spanish Continuums (inclusive of external assessments)

Outcomes	Introduction of Response to Intervention model in Numeracy - Cohorts are responding to the specific needs of students through targeted teaching - Teachers have a strong understanding of the supports required for each tiered intervention Consolidate the implementation of Facts on Fire and Daily Review - Students are making significant growth in Numeracy due to fact fluency - Students are able to engage in higher order problem solving learning experiences English Literacy - Teachers design intentional interleaved retrieval practices (Daily Review) - Stages of the Literacy block will be related based on topic / content (not stand alone segments) Creation of Onboarding program for new Spanish teachers at Newlands - Quicker transition and understanding of Newlands Instructional Practices - Stronger confidence to contribute to Newlands Professional Learning Model. - More effective Spanish Teaching practices Spanish - Revised Spanish Continuums
Success Indicators	- Numeracy Scope and Sequence - Response to Intervention Timetable - Notes from PLC in relation to Rubrics (pre - mid - post) - Planning documents reflect Literacy Daily Reviews and continuous topic/theme through Literacy Block - Teacher Judgement Data - Facts on Fire SharePoint growth - Spanish PASO growth

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
On Going Professional Learning PLC	☑ All staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	
KIS 1.c 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	Strengthen the school's Instructional Leadership approach to learning.			
Actions	- Readjust Leading Teacher roles and responsibilities. - Leading Teachers will be responsible for an assigned cohort (Learnign Community Leaders (LCL)) - Leading Teachers leading onboarding program for new staff			
Outcomes	Readjust Leading Teacher roles and responsibilities - Upskilling Leading Teachers to have ownership of all curriculum areas - A main point of contact for the parent community within each cohort Leading Teachers will be responsible for an assigned cohort - Stronger presence within the learning cohort - Stronger understanding of Spanish Instructional Practices - Clearer Coaching and Mentor model as well as continuous informal conversations about practice - Regular allocated time for Professional Development for new teachers - Stronger understanding of the strengths and needs of students and teachers			
Success Indicators	Strengthen the school's Instructional Leadership approach to learning. - Leadership observations of Leading Teacher PLCs - Planning documents (rubrics, term and weekly planners) - Feedback from Catch Ups - Parent Opinion Survey and localised surveys			

	- Leading Teachers' observations of teachers within their team - Student Data Sets (Academic, Wellbeing, Surveys)			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Regular Professional Learning for Leading Teachers	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
Creation of the Leading Teacher Hub	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☑ Other funding will be used
Communication with Community of Leading Teacher Roles and Responsibilities - Communication processes and channels	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Coaching and Mentor professional development - Create consistent framework (Possible external PL)	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00
Weekly Leadership Meetings - Consistent Practices	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Leadership Conference		☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$4,000.00

Goal 2	To embed a whole-school approach to health, engagement, and wellbeing.
12-month target 2.1	Decrease in students reporting low 'Resilience' from 35% in 2024 to 20% in 2025.
12-month target 2.2	Increase in 'Student Voice and Agency' factor from 70% in 2024 to 80% in 2025.
12-month target 2.3	The percentage of students being absent from school for over 20 days in a calendar year will have decreased from 34% to 25%.
KIS 2.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	Articulate and embed whole school wellbeing practices and approaches.
Actions	- Upskilling Leading Teachers involving the school's and DET Wellbeing practices - Embedding consistent practices driven by the Principles and Processes Wellbeing Handbook - External DIP Training for Leading Teachers - Whole School Professional Learning - Refining Induction/onboarding processes
Outcomes	- Leading Teachers have a deeper understanding of student wellbeing needs - Leading Teachers have a deeper understanding of the Teacher Support required - New staff are supported in developing an understanding of NPS wellbeing principles, practices, and procedures - All staff are further supported in embedding NPS wellbeing principles, practices, and procedures

Success Indicators	- Observations of Classroom Tier 1 Wellbeing Practices - Formal documentation of student wellbeing needs and supports - Tier 2 and 3 - Tracking and monitoring of student plans (BSPs, School Safety Plans, IEPs) - Feedback from teachers and Leading Teachers during Catch Ups - Parent Opinion Survey and Localised survey - Student Data Sets (Attitudes Towards School Survey)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ongoing Professional Learning for Leading Teachers	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
External DIP Traning for Leading Teachers	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Other funding will be used
Wellbeing Professional Development each term for all staff	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
2 X Curriculum Days at the beginning of the year - Onboarding/Induction	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Publish NPS Wellbeing Principles, Practices, and Processes	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$4,000.00 ☑ Other funding will be used
NPS Wellbeing Principles, Practices, and Processes Community Celebration Day	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Tailored External Professional Learning, targeting NPS key strategies	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Creation of formal documnetation to track and monitoring student wellbeing supports	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Additional Specialist subject focused on Wellbeing	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$48,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Educational Support Allocation	☑ Leadership team	☐ PLP Priority	from: Term 1	$140,000.00

	to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used

KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop whole school targeted intervention practices and protocols that promote attendance.				
Actions	- Embed the attendance policy and procedures for staff - Vommunicate and promote high attendance with the school community				
Outcomes	To embed the attendance policy and procedures for staff - Consistent procedures to document, track and monitor student attendance - Increased communication between teachers and parents regarding attendance To communicate and promote high attendance with school community - Increased parent awareness of the impact that high student absence has on learning - Creation of Return to School plans to support families				
Success Indicators	- Attendance documentation - Wellbeing notes - SENTRAL notes created regarding parent contact - Parent Opinion Survey - Documentation of Return to School plans - Attitudes Towards School Survey				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Professional Learning to embed Attendance Policy and Procedures	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Ongoing communication regarding Attendance via the school's platforms	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Time allocated during teacher's Self-Directed time, to contact families regarding attendance	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Creation and refinement of attendance letters and plan templates	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00