

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Edgars Creek Primary School (5310)



**EDGARS CREEK
PRIMARY SCHOOL**

Submitted for review by Teresa Marnik (School Principal) on 19 December, 2024 at 01:59 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 19 December, 2024 at 02:26 PM

Define actions, outcomes, success indicators and activities

Goal 1	Improve the learning growth of every student in literacy and numeracy.
12-month target 1.1	<p>No NAPLAN Benchmark growth target available until mid-2025.</p> <p>Year 3:</p> <ul style="list-style-type: none"> - increase % of students in the strong/exceeding category in Reading at or above 65% - increase % of students in the strong/exceeding category in Writing at or above 72% - increase % of students in the strong/exceeding category in Numeracy at or above 55% <p>Year 5:</p> <ul style="list-style-type: none"> - increase % of students in the strong/exceeding category in Reading at or above 75% - increase % of students in the strong/exceeding category in Writing at or above 77% - maintain % of students in the strong/exceeding category in Numeracy at or above 60% <p>By 2026, reduce the number of NAS students in each of Reading and Numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Year 3:</p> <ul style="list-style-type: none"> - decrease number of students in the NAS category in Reading to below 12% (16 students) - decrease number of students in the NAS category in Numeracy to below 9% (12 students) <p>Year 5:</p> <ul style="list-style-type: none"> - decrease number of students in the NAS category in Reading to below 8% (7 students) - decrease number of students in the NAS category in Numeracy to below 14% (12 students)
12-month target 1.2	<p>Teacher Judgement Growth (12 month):</p> <p>Maintain or exceed</p> <ul style="list-style-type: none"> - Percentage of students achieving at or above expected growth; Reading and Viewing (English Curriculum) to be at or above 86% - Percentage of students achieving at or above expected growth; Writing (English Curriculum) to be at or above 77% - Percentage of students achieving at or above expected growth; Mathematics (2.0) to be at or above ____ %

12-month target 1.3	<p>School Staff Survey.</p> <p>Maintain the percentage of positive endorsement at or above:</p> <ul style="list-style-type: none"> - Collective efficacy (81%) - Understand how to analyse data (75%) - Professional learning through peer observation (70%) - Discuss problems of practice (70%). <p>Increase the percentage of positive endorsement to:</p> <ul style="list-style-type: none"> - Teacher collaboration from 76% (2024) to 78%.
KIS 1.b 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	<p>Strengthening explicit teaching across the school.</p>
Actions	<p>Develop a collective understanding amongst staff underpinning the Cognitive Load Theory principles.</p> <p>Utilise explicit teaching as an effective approach for delivering clear, structured, and targeted instruction in numeracy.</p> <p>Embed Professional Learning Community (PLC) improvement cycles.</p>
Outcomes	<p>Leaders will refer to evidence and research to support the implementation and collective understanding of cognitive load theory in classroom practice.</p> <p>Leaders will lead and monitor the development of consistent explicit teaching expectations.</p> <p>Leaders will facilitate learning walks with observations focused on the use of explicit teaching principles in numeracy.</p> <p>Leaders will ensure that each stage of the PLC improvement cycle is implemented with fidelity.</p> <p>Teachers will create a learning environment and plan and present learning materials that reflect the components of cognitive load theory.</p> <p>Teachers will understand explicit teaching and utilise it within every numeracy session</p> <p>Teachers will analyse, monitor and respond to individual and cohort data within their PLC improvement cycles.</p>

	<p>Education Support Staff will be aware of the strategy of explicit teaching. Education Support Staff will know how to provide targeted support to students in need.</p> <p>Students will know their role as learners during explicit teaching time. Students will be active participants in their learning. Students will experience improved learning outcomes as a result of explicit teaching practices Students will experience consistency in the way teachers deliver lessons.</p>			
Success Indicators	<p>Early Indicators Staff are actively engaged in PLC improvement cycles. PLC maturity matrix PLC agenda minutes Timetabled and scheduled Learning Walks Staff will actively participate in professional learning based on cognitive load theory. Classroom environment and learning materials reflect the components of cognitive load theory</p> <p>Late Indicators PLC maturity matrix NAPLAN results show increase in percentage of students in Strong and Exceeding, and a decreased percentage of students needing additional support in Mathematics. Learning walks demonstrate explicit teaching strategies in numeracy Victorian Curriculum judgements will show growth in learning (English & Mathematics) Staff Opinion Survey factors: Collective efficacy Understand how to analyse data Professional learning through peer observation Discuss problems of practice Teacher collaboration</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Learning Specialists will meet weekly with PLC leaders to monitor the consistency of approaches in facilitating improvement cycles.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Revise the VTLM 2.0 and its correlation to ECPS's instructional model.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
School leadership purchases new resources to support the delivery of explicit teaching in numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Audit mathematics scope and sequence and planning documents against the Mathematics Curriculum 2.0.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Monitoring strategy and impact of work through learning walks, staff feedback and student feedback through student focus groups.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Staff will actively participate in professional learning based on cognitive load theory.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used

Executive team to attend the Victorian Academy Understanding of Science of Learning and Leading.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC inquiry cycle protected time for teams to collaborate and undertake the inquiry cycle.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review our current PLC practices.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Schedule and organise professional learning for PLC Leaders on embedding PLC inquiry cycles.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Professional Learning is provided by Action Teams to improve student data in numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Engage with a Mathematics consultant.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Enhance the health and wellbeing of all students.			

12-month target 3.1	<p>Attitudes to School Survey.</p> <p>Maintain the percentage of positive endorsement at or above for the factors:</p> <ul style="list-style-type: none"> - Sense of connectedness (80%) - Sense of confidence (88%) <p>Maintain the percentage of positive endorsement at or below for the factors:</p> <ul style="list-style-type: none"> - Resilience (17%)
12-month target 3.2	<p>Parent Opinion Survey.</p> <p>Increase the percentage of parent completion of the Parent Opinion Survey from 8% (2024) to 12%</p>
12-month target 3.3	<p>Attendance.</p> <p>Decrease the percentage of students absent for more than 20 days to 40% or below 41% (YTD)</p>
<p>KIS 3.a</p> <p>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</p>	<p>Further develop and embed a whole school multi-tiered system of support for wellbeing.</p>
Actions	<p>Strengthen our approach in School Wide Positive Behaviour Support across P-6.</p> <p>Embed the Positive Classroom Management strategies.</p> <p>Develop an action plan to increase parent completion of the Parent Opinion Survey.(activity)</p> <p>Design a tiered approach to attendance support and interventions.</p>
Outcomes	<p>Leaders will lead the implementation of SWPBS with fidelity.</p> <p>Leaders will lead the Practice 2 Classroom Procedures and Routines from PCMS.</p> <p>Leaders will remind and encourage families to complete the survey.</p>

	<p>Leaders will communicate high expectations about attendance Leaders will oversee and monitor sub school attendance data.</p> <p>Staff will explicitly teach the schoolwide expectations, Staff will implement comprehensive weekly social and emotional learning programs. Staff will employ Positive Classroom Management Strategies. Staff will follow up attendance in accordance with the policy.</p> <p>Education Support will understand and support the SWPBS philosophy. Education Support Staff will be familiar with the tiered approach to attendance.</p> <p>Students will articulate the school-wide expected behaviours. Students will attend school regularly.</p>			
Success Indicators	<p>Early Engagement with a SWPBS coach. Plan to support increase in response rate to Parent Opinion Survey Student attendance rate.</p> <p>Late COMPASS chronicles Attendance data Attitude to School Survey factors - Sense of connectedness Sense of confidence Resilience Response rate to Parent Opinion Survey</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage with a School Wide Positive Behaviour Support Coach.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Whole School Professional learning to develop shared understandings and expectations when implementing our SWPBS Behaviour Matrix.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Create a tiered document response to attendance.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Create a consistent data collection for monitoring attendance with a specific focus on priority cohorts.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
<p>Introduction and the continuation of the following programs:</p> <p>Tier 1</p> <p>P-6 Positive Mental Health Promotion Smiling Mind Primary Schools Program</p> <p>Canine Comprehension School Program</p> <p>Kids Helpline @ school</p> <p>Butterfly Body Bright</p> <p>Friendly Schools</p> <p>Tier 2</p> <p>Cool Kids- Anxiety Support Program</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$31,836.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Employ allied health professionals,such as a psychologist, speech therapist and/or occupational therapist to support students with additional needs.	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$220,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used