**2025 Annual Implementation Plan**

| **FISO 2.0** | | 2024 Reflection |
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| **Learning**  **Embedding** | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | To maximise learning, the staff aimed to optimize the intrinsic load and reduce the extraneous load, so information could reach a student’s working memory on its way to long-term memory. We referred to Lovell's 2020 information processing model, which shows that learners can only learn when they are paying attention. In a noisy, display-ridden classroom, gaining and keeping student attention was proving to be a challenge.   The teachers worked to reduce distracting classroom elements, so students had fewer competing factors when trying to pay attention. They:  - anchored the important things at the front of the room e.g., timetable  - placed student work at the back of the room so it could be celebrated without being distracting  - reduced displays and avoided hanging things from the ceiling, above and near the   whiteboard and teaching screens.  Classroom seating was changed to improve student attention. Seating and tables in rows fostered quieter working classrooms and created easy lines of sight to the teacher. Using an assigned seating plan helped reduce student anxiety about finding a partner if needed and reduced the time teacher spent on intervention to get students seated, settled and working. Through understanding the basics of human cognitive architecture and its implications for classroom design, we created learning environments that were safe, predictable and conducive to learning for all our students.   Extensive work was done to create tiered support frameworks for Literacy and Numeracy. |

| **Wellbeing**  **Embedding** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | A tiered support framework to foster the wellbeing of students was developed.  Positive behaviour response strategies were documented and implemented ensuring a consistent and supportive approach.  The Wellbeing Specialist and Leading Teacher played pivotal roles, collaborating with staff through professional learning, planning, and strategy implementation. They worked closely with external agencies like Family First and Orange Door to provide additional support where needed.  The D&I Leading Teacher managed the Individual Education Plan (IEP) and Student Support Group (SSG) processes across the school, meeting weekly with staff to review and refine IEPs. This ensured most appropriate strategies were in place to scaffold student connectedness, growth, and development. |
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| **Leadership**  **Embedding** | 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 | The SIT comprising PLC leaders, Numeracy LS, Literacy Leader, LT, AP and Prin met weekly. Mid-year another weekly meeting was scheduled for the Prin, AP, LT and LS.  The Consultative Team met weekly providing suggestions and opinions on school operations and processes. The team was active, and many changes and positive outcomes were achieved e.g., Casual Dress Day Policy, OHS risk reports and maintenance, and changes to timetables.  Staff participated in targeted professional learning, such as Academy programs and Network CoPs in Literacy, Numeracy and Inclusion and Wellbeing.  Year 6 students were elected as school and house captains. Each semester students elected a class member to represent them as a Student Lighthouse Team member.  Leadership Day showcased students' leadership skills.  Students ran all assemblies and special themed days. |
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| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

| **Teaching and Learning**  **Evolving** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs | Teaching and learning progressed significantly on two major fronts:  Curriculum Development: The Literacy and Numeracy Learning Specialists, along with the Leading Teachers, worked diligently to frame a scope and sequenced F-6 curriculum. They created exemplar units of work to support teaching teams, serving as valuable references for planning lessons.  Learning Environment: Significant improvements were made to classrooms and furniture arrangements, resulting in noticeable enhancements in student attention and focus.  These advancements reflected commitment to providing a structured, effective, and engaging learning environment. |
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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**  **Embedding** | Systematic use of data and evidence to drive the prioritization, development, and implementation of actions in schools and classrooms. | Professional learning activities earlier in the year and ongoing supported teachers to interpret student achievement data. Key learning assessment tasks e.g., writing samples, regular and frequent testing of phonics development, and the assessment frameworks of NAPLAN, DIBELS, PAT and Essential, provided relevant data for teachers to identify the progression points students were at and the growth made.  Teachers participated in mediation workshops to practice and increase consistency across the school, of teacher judgements of students’ academic standard. |
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| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

| **Engagement**  **Embedding** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Creating Routines for Improved Focus and Learning  Teachers developed routines to support improved focus and learning, guided by the principles in Doug Lemov's book Teach Like a Champion. Areas of focus included building Habits of Attention and establishing Routine Building practices that contributed to a more conducive teaching and learning environment.  To enhance the classroom experience, lesson structures were modified to include strategies such as Track the Speaker, Do Now, Exit Ticket, and Cold Call. These practices were designed to keep students engaged and ensure that learning was efficient and effective.  Additionally, routines were introduced for activities such as lining up in alphabetical roll order by surname and transitioning between lessons in a calm and orderly manner. These small but significant changes helped create a structured environment where students could thrive academically and socially.  The Student Lighthouse Team managed activities throughout the year.  Student classroom roles and school-wide jobs were advertised regularly e.g., PA announcers.   Lunchtime clubs such as cooking, art, chickens and the vegetable garden were popular. |
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| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

| **Support and Resources**  **Embedding** | Responsive, tiered and contextualized approaches and strong relationships to support student learning, wellbeing and inclusion | **Comprehensive Student Support Framework**  **At Tier 1**, the staff taught and practiced programs such as Respectful Relationships, Zones of Regulation, 1,2,3 Magic, Gratitude, Empathy, and Mindfulness (GEM), and The Leader in Me strategy.  The Leader in Me framework, based on Stephen Covey’s 7 Habits of Highly Effective People, develops character, positive values, and a proactive approach to life. Students set class and individual goals each term, using lead measures to track progress.  Each semester, F-6 students elected Student Lighthouse Representatives to contribute to school-wide decisions and manage events like fundraising, school beautification, and Science Day.  Leadership Day invite parents to learn about the 7 Habits and their practical application in students’ lives.  **At Tier 2**, our Wellbeing Teacher supported students with social and emotional needs, delivering programs such as Peaceful Classrooms, Peaceful Kids, Body Bright, PROTECT, Bridgebuilders, and social skills development sessions tailored for small groups.  **At Tier 3**, our Leading Teacher and Wellbeing Specialist collaborated with external agencies, including Child Protection, Navigator, Mahogany Rise, and Allied Health professionals like OTs, psychologists, and speech pathologists. They provided specialised referrals for students requiring additional support.  Students below expected academic levels or with social and emotional needs were provided with Individual Education Plans (IEPs), and their families participated in Student Support Group (SSG) meetings each term, ensuring collaborative and personalised support. |
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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 |

| **Future Planning** | **In 2024**, much progress was made in developing classroom routines, reducing cognitive load and creating MTSS frameworks in Wellbeing, Positive Behaviour, Literacy and Numeracy.   The PLCs were integral in the identification and implementation of evidenced-based strategies to improve student learning.  Increased focus on the triangulation of student achievement data sets including Little Learners Love Literacy, PAT, Essential, DIBELS, and NAPLAN increased clarity for Teacher Judgements.  Data walls showed the growth of every student.  Literacy and Numeracy Leaders began framing a F-6 scope and sequence curriculum based on VCS 2.0. They created exemplary unit plans and supported teams with weekly planning. Resources including Numicon were purchased. They modelled teaching approaches in all classrooms.  Peer observations were beneficial for the teachers. Feedback articulated confidence and initiated the discussion about consistency across cohorts and the whole-school. Walkthroughs provided the Leadership Team opportunities to identify strengths and weaknesses in continuity and practices.  **In 2025**, we will continue to focus on excellence in teaching and learning.  Major work will be the continued development of F-6 scope and sequence documents that promote high quality teaching and learning in Literacy and Numeracy.  We will continue to build the capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction.  Building a culture of teacher collaboration through the implementation of PLCs will continue as a whole-school team, focusing on the classroom environment, routines, and explicit teaching. |
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| **Goal** | **Maximise the learning growth for all students.** |
| **Targets** | Year 5 students rated **Strong - Exceeding in NAPLAN** for: Reading and Viewing 40%, Writing 25%, Numeracy 30%  80% of students at **Benchmark Growth** in NAPLAN for: Reading, Writing, Numeracy  Reduce the number of NAS students in Reading, Number and Algebra in Year 3 and 5  80% of students **At or Above Levels** for: Reading and Viewing, Writing, Number and Algebra  80% positive teacher endorsement for: **Analyse Data, Moderate Assessment, Academic Emphasis, Collective Efficacy** |

| Strategy | **Develop scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.** |
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| **Actions** | Increase staff knowledge of and lead them in the continued development of the school's new Literacy and Numeracy scope and sequence frameworks based on OCHRE. |
| **Outcomes** | **Leaders**   * Support teachers to develop meaningful units of work that align to the new scope and sequence frameworks. * Enable teachers to access ongoing professional learning.   **Teachers**   * Consistently implement units of work aligned to the scope and sequence frameworks. * Use evidence-based teaching practices that manage the cognitive load of students. * Have increased understanding of the VTLM 2.0, in particular Explicit Teaching.   **Students**   * Have access to the same instructional practices and lesson content across every year level cohort. * Can regularly review previously learnt content at purposefully planned intervals. |
| **Success Indicators** | Curriculum documentation shows alignment with the OCHRE scope and sequence frameworks.  Planning documentation highlights skill development sequence.  Visual and content consistency is evident in classrooms.  Successful integration of daily review practices in English and Maths lessons.  Staff implement strategies to reduce cognitive load in English and Maths, in line with *Universal Supports: Positive Classroom Management Strategies*.  Staff increase their understanding of learning gaps and how to respond accordingly.  Checking for student understanding will be evident in teaching and collective planning. |
| KIS 2: Build capability of staff to capture, analyse and utilise data to evaluate the impact of instructional strategies and determine the next stage of instruction. | |
| **Actions** | Conduct school-based workshops of professional learning in data fluency.  In planning meetings, leaders support teachers to interpret achievement data and student work samples to plan differentiation content and teaching approaches in English and Maths.  Mandate school-wide consistent feedback and student response strategies including the use of mini whiteboards. |
| **Outcomes** | **Leaders**   * Support teaching staff to implement and analyse formative assessment methods. * Lead planning of differentiated content. * Investigate and initiate an extension process for students that are high achieving.   **Teachers**   * Refer to the *Universal Supports of Active Supervision and Opportunities to Respond* to improve their checks for understanding and formative feedback opportunities. * Use and analysis of formative assessments tasks. * Identify students in need of support or extension referring to achievement data sets.   **Students**   * Access lesson content at their learning point of need based on evidence of prior learning. * Access targeted support for intervention or extension in English and Maths. |
| **Success Indicators** | Formative assessment tasks embedded in planning documents e.g., *Active Supervision and Opportunities to Respond.*  Increased use of whiteboards to check for understanding and foster responsive teaching.  Professional learning conversations around data analysis to identify students' intervention and extension support needs.  Student response rates increased to three per minute.  80% of students achieve 12 months growth in Number and Algebra, Reading and Viewing.  Teachers follow an assessment schedule comprising clear formative and summative measurement tasks to support teacher judgements.  A review of the reporting to parent modes, particularly the student semester report format. |
| Professional Learning | VTLM 2.0 - Explicit Teaching  Data Fluency  Scope and Sequence (English and Maths)  Consistent classroom expectations, procedures and routines  Peer observations linked to instructional / content practices  Walkthroughs  Time release for teachers to develop English and Maths units including CRT cover for staff planning days. |