

2025 Annual Implementation Plan

for improving student outcomes

Spensley Street Primary School (3146)



Submitted for review by Richard Olsen (School Principal) on 20 December, 2024 at 10:33 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 19 February, 2025 at 02:22 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p>Future planning</p>	<p>The strengthening of our PLC cycle of inquiry has seen great development and a strong sense of collective efficacy across the school. It has developed teacher confidence in using data to inform teacher practice. Additionally consistent and regular whole school professional learning such as; differentiation in numeracy, Maths Curriculum 2.0 and the 6+1 traits of writing has also seen an increase in staff confidence. This has translated to an increase in teacher judgements (6 months growth) and we look forward to analysing the teacher judgement 12 month growth from semester 2 2023 to 2024 to see what impact these activities have had.</p> <p>Targets around Garunteed and viable curriculum as well as AtoS data centred on student agency has decreased. The next body of work and foci for 2025 are:</p> <ul style="list-style-type: none"> *Document and implement an agreed pedagogical approach to learning and teaching, consistent with the school's philosophy. *Develop and implement a consistent approach and practice to inquiry learning, goal setting and feedback. *Develop and implement a common language, understanding and practice of student agency in learning.
<p>Documents that support this plan</p>	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning growth for all students in literacy and numeracy.	Yes	<p>Teacher Judgement:</p> <p>By 2025 the percentage of students achieving at or above 2 years expected growth as measured by teacher judgement in:</p> <ul style="list-style-type: none"> • Reading will increase from 65% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024). • Writing will increase from 58% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024). • Numeracy will increase from 65% (combined average 2017-2019 and 2018-2020) to 75% (combined average 2021-2023, 2022-2024). 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve teacher judgement in reading, writing, and numeracy to or above 75% combined average for 24 months growth in 24 months.</p>
		<p>NAPLAN</p> <p>By 2025, the percentage of students meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading to increase from 70% (2021) to 80%. • Writing to increase from 83 % (2021) to 88%. • Numeracy to increase from 19% (2021) to 29%. 	<p>To improve NAPLAN growth for reading from 38% to 40%To improve NAPLAN growth for numeracy from 40% to 42%.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>Staff Opinion Survey: By 2025, increase the percentage positive endorsement for the Guaranteed and Viable Curriculum factor from 74% (average 2017-2020) to 84% (average 2022-2025).</p>	To improve the Guaranteed and Viable Curriculum factor in the Staff Opinion Survey from 72% to 80%.
		<p>Parent Opinion Survey: By 2025 to increase the Student Cognitive Engagement factor from 85% (average 2017-2020) to 90% (average 2022-2025).</p>	To improve the Student motivation and support factor in the parent opinion survey from 71% to 80%.
		<p>Student Attitudes to School Survey: By 2025 to increase the percentage positive endorsement for the Differentiated Learning Challenge from 77% (average 2017-2020) to 85% (average 2022-2025).</p>	To improve Differentiated Learning Challenge factor in the Student Attitudes to School survey from 83% to 87%.
To improve student wellbeing and engagement through increased student agency.	Yes	<p>Student Attitudes to School targets. By 2025 to increase the percentage positive endorsement for the:</p> <ul style="list-style-type: none"> • Self-regulation and Goal Setting factor from 79% (average 2017-2020) to 85% (average (2022-2025)). • Student Voice and Agency factor from 62% (2017-2020) to 72% (2022-2025) • Sense of Connectedness factor from 79% (2017-2020) to 84% (2022-2025) • Managing Bullying factor from 80% (2017-2020) to 85% (2022-2025) • Psychological Resilience factor from 74% (2020) to 80% (average 2022-2025) • Peer Relations factor from 83% (2021) to 90% (average 2022-2025) 	To improve the student voice and agency factor in the Student Attitudes to School survey from 70% to exceed 75%. To improve the sense of connectedness factor in the Student Attitudes to School survey from 76% to 80%. To improve the managing bullying factor in the Student Attitudes to School survey from 80% to 85%.

		By 2025, increase the percentage positive endorsement for the Promote Student Ownership of Learning Goals factor on the Staff Opinion Survey from 83% (2017-2020) to 88% (average 2022-2025).	To improve the percentage positive endorsement for the Promote Student Ownership of Learning Goals factor on the Staff Opinion Survey from 78% to 88%.
		By 2025, increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 77% (average 2017- 2020) to 80% (average 2022-2025).	To improve Student Agency and Voice factor in the Parent Opinion Survey from 78% to 85%.

Goal 1	To maximise learning growth for all students in literacy and numeracy.	
12-month target 1.1	To improve teacher judgement in reading, writing, and numeracy to or above 75% combined average for 24 months growth in 24 months.	
12-month target 1.2	To improve NAPLAN growth for reading from 38% to 40% To improve NAPLAN growth for numeracy from 40% to 42%. 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	
12-month target 1.3	To improve the Guaranteed and Viable Curriculum factor in the Staff Opinion Survey from 72% to 80%.	
12-month target 1.4	To improve the Student motivation and support factor in the parent opinion survey from 71% to 80%.	
12-month target 1.5	To improve Differentiated Learning Challenge factor in the Student Attitudes to School survey from 83% to 87%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Excellence in teaching and learning	Document and implement an agreed pedagogical approach to learning and teaching, consistent with the school's philosophy.	Yes
KIS 1.b Excellence in teaching and learning	Embed rigorous collaborative practices and data literacy to inform teaching and learning.	No
KIS 1.c Excellence in teaching and learning	Build staff capability to differentiate learning to ensure all students are challenged.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>In 2024, the major foci were: 1) embedding the 6+1 traits of writing, and 2) preparing for mathematics 2.0. Further work is required to build upon these explicit concepts and identify the additional conceptual tools which are required to meet our curriculum and pedagogical needs. The 2024 Staff Opinion Survey factors of teacher collaboration (65%), academic emphasis (71%), and guaranteed and viable curriculum (72%) are three of the four lowest areas of the School Climate module. Shielding and buffering in the other low factor. Lack of confidence in the school's pedagogical model is also seen as a major contributing factor to the discrepancy between our NAPLAN results and our teacher judgement results.</p> <p>The goal "document and implement an agreed pedagogical approach to learning and teaching, consistent with the school's philosophy" is the strategic goal we have made the least progress during the first three years of this strategic plan. Additional, the leadership team, and the wider staff have indicated that the lack of an agreed pedagogical approach, and the lack of consensus regarding the school's philosophy is a major inhibitor for the school's longer-term success. As we move into the final year of our strategic plan and prepare for our review in term four, it is crucial that we undertake this work as a matter of urgency.</p>	
Goal 2	To improve student wellbeing and engagement through increased student agency.	
12-month target 2.1	<p>To improve the student voice and agency factor in the Student Attitudes to School survey from 70% to exceed 75%.</p> <p>To improve the sense of connectedness factor in the Student Attitudes to School survey from 76% to 80%.</p> <p>To improve the managing bullying factor in the Student Attitudes to School survey from 80% to 85%.</p>	

12-month target 2.2	To improve the percentage positive endorsement for the Promote Student Ownership of Learning Goals factor on the Staff Opinion Survey from 78% to 88%.	
12-month target 2.3	To improve Student Agency and Voice factor in the Parent Opinion Survey from 78% to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Develop and implement a consistent approach and practice to inquiry learning, goal setting and feedback.	Yes
KIS 2.b Excellence in teaching and learning	Develop and implement a common language, understanding and practice of student agency in learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Aligned with our pedagogical model focus, a key focus will be in develop a shared understand of the pedagogical model and the principles of learning which underpin it. This includes student agency and how the wider developmental goals we have for children are developed, assessed, celebrated, and communicated.</p> <p>Work has begun in term four of 2024 in strengthening the staff's capacity to engage in challenging pedagogical conversations in a psychologically safe way. The school has leadership team has engaged Dr Richard Chambers to provide professional learning and coaching for staff and the leadership team. The school has also joined Melbourne University's New Metrics research project.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth for all students in literacy and numeracy.
12-month target 1.1	To improve teacher judgement in reading, writing, and numeracy to or above 75% combined average for 24 months growth in 24 months.
12-month target 1.2	To improve NAPLAN growth for reading from 38% to 40% To improve NAPLAN growth for numeracy from 40% to 42%. 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
12-month target 1.3	To improve the Guaranteed and Viable Curriculum factor in the Staff Opinion Survey from 72% to 80%.
12-month target 1.4	To improve the Student motivation and support factor in the parent opinion survey from 71% to 80%.
12-month target 1.5	To improve Differentiated Learning Challenge factor in the Student Attitudes to School survey from 83% to 87%.
KIS 1.a Building practice excellence	Document and implement an agreed pedagogical approach to learning and teaching, consistent with the school's philosophy.
Actions	<ol style="list-style-type: none"> 1) Refocus and document the multi-age, inquiry learning and teaching model. 2) Embed a culture of learning amongst staff through protocols and collaborative active research. 3) Refresh the physical learning areas to enable the pedagogical model to be implemented. 4) Communicate a clear vision for teaching and learning to the school community.
Outcomes	<p>The leadership team will plan, communicate, and lead the action research process.</p> <p>Teachers engaged in thoughtful action research.</p> <p>Documented pedagogical model.</p> <p>Documented intentionally designed learning spaces.</p> <p>Explicit concepts and content included in the SSPS big ideas and through lines framework document.</p> <p>Thriving school culture and identity.</p> <p>Partnerships established with experts and critical friends to deepen the action research.</p>

Success Indicators	<p>Student's engaged in deep inquiry learning projects. Teachers able to clearly articulate, plan, and assess the explicit learning of the inquiry projects. Students able to clearly articulate their explicit learning of the inquiry projects. Parent able to clearly articulate their explicit learning and progress of their children. Curriculum framework aligns with the pedagogical model and the SSPS big ideas and through lines.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a professional learning plan for all staff to explore and refine the school's vision and identity.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$25,000.00 <input checked="" type="checkbox"/> Other funding will be used
Engage an education interior designer and architect to ensure the physical learning areas which are inclusive and align with the school's pedagogical model.	<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	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Review and improve triage processes to increase timeliness and effectiveness of responses to wellbeing concerns and incidents.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Disability inclusion and wellbeing leader to model and coach teaching staff in inclusive practices, building positive relationships, cultural responsiveness, and student behaviour.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Teacher-led action research projects which explore inquiry in a multi-age and open plan learning environment, including learning support and extension.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00
Goal 2	To improve student wellbeing and engagement through increased student agency.			
12-month target 2.1	To improve the student voice and agency factor in the Student Attitudes to School survey from 70% to exceed 75%. To improve the sense of connectedness factor in the Student Attitudes to School survey from 76% to 80%. To improve the managing bullying factor in the Student Attitudes to School survey from 80% to 85%.			
12-month target 2.2	To improve the percentage positive endorsement for the Promote Student Ownership of Learning Goals factor on the Staff Opinion Survey from 78% to 88%.			
12-month target 2.3	To improve Student Agency and Voice factor in the Parent Opinion Survey from 78% to 85%.			
KIS 2.a Empowering students and building school pride	Develop and implement a consistent approach and practice to inquiry learning, goal setting and feedback.			
Actions	1) Develop a plan and processes for coaching across the school. 2) Develop and document a consistent approach to inquiry learning.			
Outcomes	Rich inquiry learning projects which can be used as exemplars of practice. Planning documents show the development of the inquiry projects over time. A deeper understanding of multi-age learning at Spensley Street. A deeper understanding of how contemporary open-plan learning spaces are used.			

Success Indicators	Multi-age learning is intentionally planned and evidenced in planning documents. The use of the open-plan learning spaces are intentionally planned and evidenced in planning documents.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide release time learning specialist to coach teaching staff to develop learning environments which are inclusive and responsive.	<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	\$30,000.00 <input checked="" type="checkbox"/> Other funding will be used
Identify and document the explicit teaching (conceptual frameworks, models and strategies) that underpin literacy and numeracy as a core component.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Building practice excellence	Develop and implement a common language, understanding and practice of student agency in learning.			
Actions	1) Audit the SSPS successful learners model against the New Metrics complex competencies.			
Outcomes	Explicit teaching, assessment, and reporting of complex competencies. New Year 4's will transition successfully. Year 6 will be prepared for secondary school.			
Success Indicators	Teachers, students, and parents will trust New Metrics assessment is accurate reflection of their child as a learner.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in the New Metrics research project.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$107,812.67	\$107,812.67	\$0.00
Schools Mental Health Fund and Menu	\$30,708.33	\$30,708.33	\$0.00
Total	\$143,521.00	\$143,521.00	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Engage an education interior designer and architect to ensure the physical learning areas which are inclusive and align with the school's pedagogical model.	\$20,000.00
Review and improve triage processes to increase timeliness and effectiveness of responses to wellbeing concerns and incidents.	\$5,000.00
Totals	\$25,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage an education interior designer and architect to ensure	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Assets

the physical learning areas which are inclusive and align with the school's pedagogical model.	to: Term 4		
Totals		\$5,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage an education interior designer and architect to ensure the physical learning areas which are inclusive and align with the school's pedagogical model.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Review and improve triage processes to increase timeliness and effectiveness of responses to wellbeing concerns and incidents.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$15,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employing staff for Mental Health Support and Disability Inclusion	\$92,812.67
Literacy Support	\$41,572.00
Learning Specialist Coaching	\$80,056.00
Totals	\$214,440.67

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employing staff for Mental Health Support and Disability Inclusion	from: Term 1 to: Term 4		
Literacy Support	from: Term 1 to: Term 4		
Learning Specialist Coaching	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employing staff for Mental Health Support and Disability Inclusion	from: Term 1 to: Term 4	\$92,812.67	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Disability inclusion coordinator
Literacy Support	from: Term 1 to: Term 4		
Learning Specialist Coaching	from: Term 1 to: Term 4		
Totals		\$92,812.67	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employing staff for Mental Health Support and Disability Inclusion	from: Term 1 to: Term 4	\$30,708.33	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Literacy Support	from: Term 1		

	to: Term 4		
Learning Specialist Coaching	from: Term 1 to: Term 4		
Totals		\$30,708.33	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop and implement a professional learning plan for all staff to explore and refine the school's vision and identity.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Engage an education interior designer and architect to ensure the physical learning areas which are inclusive and align with the school's pedagogical model.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Interior designer with education learning experience	<input checked="" type="checkbox"/> On-site
Teacher-led action research projects which explore inquiry in a multi-age and open plan learning environment, including learning support and extension.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Provide release time learning specialist to coach	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

teaching staff to develop learning environments which are inclusive and responsive.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	professional learning sessions <input checked="" type="checkbox"/> Communities of practice		
Identify and document the explicit teaching (conceptual frameworks, models and strategies) that underpin literacy and numeracy as a core component.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Participate in the New Metrics research project.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site University of Melbourne