**Annual Implementation Plan - 2025**

**Define actions, outcomes, success indicators and activities**

Point Lonsdale Primary School (3322)



Submitted for review by Fay Agterhuis (School Principal) on 24 December, 2024 at 02:54 PM  
Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 14 February, 2025 at 02:07 PM

**Define actions, outcomes, success indicators and activities**

The Annual Implementation plan is a key document that underpins the work of school leaders and

teachers. It is outcome focused and designed to provide a guide to next steps.

An AIP is developed annually and references the targets set in the school’s strategic plan.

By their very nature AIP’s are acronym full as they are a teaching and learning document, a departmental

tool and not widely circulated beyond the school or Department of Education. Should parents wish to know

more please do not hesitate to call the principal to discuss.

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| **Goal 1** | Optimise the learning growth of every student in literacy and numeracy |
| 12-month target 1.1 | Increase the percentage of Year 5 students making above benchmark growth in NAPLAN:  In Reading from 22% (2021) to 48% in 2025 In Numeracy from 14% (2021) to 25% in 2025 Decrease the percentage of Year 5 students making below benchmark growth in NAPLAN writing from 26% (2021) to 22% in 2025  \*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 1.2 | Increase the percentage of F-6 students working above level against the Victorian Curriculum in:  Reading and viewing from 55% (2021) to 60% Writing from 45% (2021) to 50%  Number and algebra from 44% (2021) to 50% |
| 12-month target 1.3 | Year 3: increase the percentage of students in the top two writing NAPLAN bands from 43% (2021) to 50%  Year 5: increase the percentage of students in the top two writing NAPLAN bands from 38% (2021) to 40% |
| KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Develop the capabilities of PLTs to expertly use data and the FISO 2.0 improvement cycle to optimise learning outcomes for all students |
| **Actions** | Develop data literacy of all staff to inform understanding of student needs and identifying areas for support and extension  Provide in class support (ES) for students in need so they can access timely curriculum interventions  Build staff capacity in assessment and differentiation in Mathematics and English in order to meet, identify and address student needs  Embed PLT structure to be first and foremost data focused, and supportive of cross team collaboration and skill sharing Creation of Whole School F-6 Rubric in Number Concepts (Counting, Place Value, Addition, Subtraction, Multiplication & Division) aligned with Mathematics 2.0 & Literacy 2.0.  Implement Vic Reading program F-2 and continue fluency, syntax and morphology work 3-6 |
| **Outcomes** | Teachers will have strengthened understanding of the whys of differentiation and identify at point of need  Teachers will use data consistently to both inform and triangulate teaching and assessment decisions  PLTs will focus on timely interventions and teaching routines Teachers and tutors will collaboratively plan interventions and monitor ES staff in the co-delivery  Students will be targeted for support and extension in Mathematics and English and their achievement closely monitored Students will be able to articulate next steps in their learning  Leaders will support teaching staff to develop the whole of school assessment and differentiation practice as part of both curriculum and assessment rubrics Leaders will budget for timely and appropriate professional learning |
| **Success Indicators** | Curriculum planners and unit and teacher planners all have a differentiation throughline in English and Mathematics Assessment schedules will be multi layered allowing for pre, post and in the moment attainments. Scheduled assessments will be moderated and annotated as part of the PLT process and at mid-term further cross team moderations will be scheduled and discussions annotated  Data will be analysed and inform planning   Teacher judgements will show increased learning growth and a positive % increase in exception reports F-2 in English and Mathematics. |