2025 Annual Implementation Plan

for improving student outcomes

Lara Lake Primary School (0769)

Submitted for review by Zane Moylan (School Principal) on 22 December, 2024 at 11:04 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 02 January, 2025 at 01:32 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.	

		Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

		Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	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.	
	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	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student in literacy and numeracy.	Yes	NAPLAN, Reading Targets. By 2027: • Increase the proportion of students in Grade 3 who are 'exceeding', in Reading, as measured by NAPLAN to more than 18% (2023, baseline) • Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 26% (2023, baseline) • Increase the proportion of students in Grade 5 who are 'exceeding', in Reading, as measured by NAPLAN to more than 22% (2023, baseline) • Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Reading, as measured by NAPLAN to less than 20% (2023, baseline)	Increase the proportion of students in Grades 3 who are 'exceeding' or 'strong' in Reading as measured by NAPLAN to more than 83%Decrease the proportion of students in Grade 3 who are 'developing' or 'needs attention', in Reading, as measured by NAPLAN to less than 17% Increase the proportion of students in Grades 5 who are 'exceeding' or 'strong' in Reading as measured by Naplan to more than 88%Decrease the proportion of students in Grade 5 who are 'developing' or 'needs attention', in Reading, as measured by NAPLAN to less than 12%
		NAPLAN, Numeracy Targets. By 2027: • Increase the proportion of students in Grade 3 who are 'exceeding', in Number, as measured by NAPLAN to more than 7% (2023, baseline) • Decrease the proportion of students in Grade 3 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 29% (2023, baseline)	Increase the proportion of students in Grades 3 who are 'exceeding' or 'strong' in Number as measured by NAPLAN to more than 73%Decrease the proportion of students in Grade 3 who are 'developing' or 'needs attention', in Number, as measured by NAPLAN to less than 27%Increase the proportion of students in Grades 5

		• Increase the proportion of students in Grade 5 who are 'exceeding', in Number, as measured by NAPLAN. to more than 7% (2023, baseline) • Decrease the proportion of students in Grade 5 who are 'developing' and 'needs attention', in Number, as measured by NAPLAN to less than 34% (2023, baseline)	who are 'exceeding' or 'strong' in Number as measured by NAPLAN to more than 76%Decrease the proportion of students in Grade 5 who are 'developing' or 'needs attention', in Number, as measured by NAPLAN to less than 24%
		By 2027, improve the percentage of positive responses for the following School Staff Survey factors: • Instructional Leadership from 81% (2022) to 85% • Understand formative assessment from 83% (2022) to 87% • Academic emphasis from 63% (2022) to 70%	Improve the percentage of positive responses for the following School Staff Survey factors: Instructional Leadership from 92% (2024) to 94%Understand formative assessment from 80% (2024) to 83%Academic emphasis from 77% (2024) to 80%
		By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Stimulated Learning from 71% (2023) to 77% • Differentiated learning from 82% (2023) to 86% • Effective Teaching Time from 80% (2023) to 85% • Learning Confidence from 69% (2023) to 75%	Improve the percentage of positive responses for the following Attitudes to School Survey factors:Stimulated Learning from 75% (2024) to 77%Differentiated learning from 83% (2024) to 85%Effective Teaching Time from 82% (2024) to 84%Sense of Confidence from 74% (2024) to 76%
Enhance the wellbeing of all students.	Yes	By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors: • Classroom behaviour from 76% (2023) to 82% • Teacher concern from 71% (2023) to 76% • Perseverance from 67% (2023) to 72% • Sense of Connectedness from 72% (2023) to 78%	Improve the percentages of positive responses for the following Attitude to School Survey factors:Teacher Concern from 71% (2024) to 73%Classroom Behaviour from 80% (2024) to 82%Sense of

		Connectedness from 75% (2024) to 78%
	By 2027, improve the percentage of positive responses for the following School Staff Survey factors: • Parent and community involvement from 63% (2022) to 70% • Trust in students and parents from 68% (2022) to 74%	Improve the percentage of positive responses in the School Staff Survey on the following factors: Parent and community Involvement from 75% (2024) to 77%Trust in students and parents from 78% (2024) to 80%
	By 2027, reduce the percentage of students with 20+ days absence from 68% to 40%.	Reduce the percentage of students with 20+ days absence from 37% to 35%

Goal 1	Maximise the learning growth of every student in literacy and numeracy.
12-month target 1.1	Increase the proportion of students in Grades 3 who are 'exceeding' or 'strong' in Reading as measured by NAPLAN to more than 83% Decrease the proportion of students in Grade 3 who are 'developing' or 'needs attention', in Reading, as measured by NAPLAN to less than 17% Increase the proportion of students in Grades 5 who are 'exceeding' or 'strong' in Reading as measured by Naplan to more than 88% Decrease the proportion of students in Grade 5 who are 'developing' or 'needs attention', in Reading, as measured by NAPLAN to less than 12%
12-month target 1.2	Increase the proportion of students in Grades 3 who are 'exceeding' or 'strong' in Number as measured by NAPLAN to more than 73% Decrease the proportion of students in Grade 3 who are 'developing' or 'needs attention', in Number, as measured by NAPLAN to less than 27% Increase the proportion of students in Grades 5 who are 'exceeding' or 'strong' in Number as measured by NAPLAN to more than 76%

	Decrease the proportion of students in Grade 5 who are 'developing' or 'needs attention', in Number, as measured by NAPLAN to less than 24%
12-month target 1.3	Improve the percentage of positive responses for the following School Staff Survey factors: Instructional Leadership from 92% (2024) to 94% Understand formative assessment from 80% (2024) to 83% Academic emphasis from 77% (2024) to 80%
12-month target 1.4	Improve the percentage of positive responses for the following Attitudes to School Survey factors: Stimulated Learning from 75% (2024) to 77% Differentiated learning from 83% (2024) to 85% Effective Teaching Time from 82% (2024) to 84% Sense of Confidence from 74% (2024) to 76%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop, document and embed an evidence-informed instructional model.	Yes
KIS 1.b Teaching and learning	Further develop, document and embed whole school approaches to curriculum planning and instructional practices.	Yes
KIS 1.c Assessment	Build teacher capacity to utilise formative and summative assessments to drive teaching and learning.	Yes
KIS 1.d Leadership	Strengthen instructional leadership across the school.	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.	The school have selected the above KIS as they are the logical next steps as we work toward achieving the targets/outcomes set in our SSP. Year one of our SSP has been hugely successful with the establishment of a range of resources and approaches which will be implemented in 2025.	
Goal 2	**Enhance the wellbeing of all students.**	
12-month target 2.1	Improve the percentages of positive responses for the following Attitude to School Survey factors: Teacher Concern from 71% (2024) to 73% Classroom Behaviour from 80% (2024) to 82% Sense of Connectedness from 75% (2024) to 78%	
12-month target 2.2	Improve the percentage of positive responses in the School Staff Survey on the following factors: Parent and community Involvement from 75% (2024) to 77% Trust in students and parents from 78% (2024) to 80%	
12-month target 2.3	Reduce the percentage of students with 20+ days absence from 37% to 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	Yes
KIS 2.b Engagement	Embed a whole-school approach to improving attendance rates.	Yes

KIS 2.c Leadership	Strengthen staff capacity to respond to the wellbeing and learning needs of all students.	Yes
KIS 2.d Leadership	Strengthen school and family partnerships.	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.	2025 will be a year of further refinement after allocating significant human resourcing to address the wellbeing needs of the school in 2024. Much of the work which will take place in 2025 is a continuation of the excellent work which was commenced in 2024.	

Define actions, outcomes, success indicators and activities

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KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and embed an evidence-informed instructional model.
Actions	Implementation of a whole school instructional model.
Outcomes	Teachers will consistently implement the instructional model using their knowledge of evidence based instructional practices. Students will understand how lessons are structured and how this supports their learning.
Success Indicators	Instructional model will be clearly defined, documented and discussed at whole school and PLC meetings. Whole school professional learning will reflect a focus on embedding consistent instructional routines and practices. Evidence of consistent implementation of the whole school instructional model through observations of practice P-6.

Activities	People responsible	Is this a PL priority	When	
Ongoing whole staff professional learning on the instructional model.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	
Teaching and Learning SIT to complete regular learning walks.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	

Allocate time at PLC meetings for discussion on instructional model.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	
Refinement of documentation for whole school implementation e.g review guidelines, fluency instruction.	☑ Assistant principal ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school approaches to curriculum planning and instructional practices.			
Actions	Implement agreed scope and sequences across key learning areas. Implement the new instructional playbook.			
Outcomes	Leaders will develop clear, documented scope and sequences for key learning areas. Teachers will confidently understand and implement the agreed planning process and instructional practices. Students will experience high quality, consistent delivery of the Victorian Curriculum 2.0 P-6.			
Success Indicators	Planning guidelines will be clearly defined and clearly documented. PLC meeting minutes will reflect discussions of how to embed agreed planning process and instructional practices. Evidence of consistent and low variance curriculum planning and instructional practices through observations.			
Activities		**People responsible**	**Is this a PL priority**	**When**
Provide ongoing professional learning to support implementation of instructional playbook and scope and		☑ Assistant principal	☑ PLP Priority	from: Term 1

sequences.	☑ Teaching and learning coordinator		to: Term 4	
Teaching and Learning SIT to complete regular (bi-termly) learning walks.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	
Allocate regular time at PLC meetings for discussion about curriculum planning and instructional practices.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Allocate additional release time for weekly PLC development of PR1ME Maths slides.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	
Develop a P-6 scope and sequence for Humanities.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	
Participate in the Primary Maths and Science Specialist Program.	☑ Leading teacher(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	
Engage Emina McLean for whole school professional learning and to support the Teaching & Learning SIT.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	

KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to utilise formative and summative assessments to drive teaching and learning.
Actions	Implementation of revised assessment schedule and practices.
Outcomes	Teachers will select the most appropriate formative assessment to make informed judgements about teaching and learning. Teachers will make informed adjustments as they teach to support students at their point-of-need. Students will receive more targeted teaching which caters for their needs.
Success Indicators	Evidence of increased teacher knowledge of assessment practices as reflected in PLC meetings and professional learning. Evidence of teachers using student assessment data to make informed decisions to support student learning. Notes from learning walks and observations will show evidence of teachers using OTRs and CFUs.

Activities	People responsible	Is this a PL priority	When	
Provide ongoing professional development relating to short, medium and long cycle assessments.	☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	
Trial of Acadience Maths P-6.	☑ Assistant principal ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	

Allocate time at weekly PLC meetings for discussion on assessment.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Implementation of Student Maps.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	
Allocate time at T&L SIT for regular whole school data analysis.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	

KIS 1.d 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 instructional leadership across the school.
Actions	Establish an instructional coaching model. Establish clear processes to support the development of leaders (Learning Specialists and PLC Leaders).
Outcomes	Leaders will model, observe and provide feedback to teaching staff. Leaders will see themselves as instructional leaders. Leaders will develop the capacity of the PLC Leaders to confidently facilitate curriculum discussions at their PLC. Teachers engaged in feedback and coaching will refine instructional practices. Students will receive more targeted teaching as a result of feedback and coaching.

Success Indicators	Meeting schedules reflect that Principal Class Team, Learning Specialists and PLC Leaders meet regularly. Meeting agendas reflect a focus on leadership development, and whole school practice improvement. An instructional coaching model is documented and shared with all teaching staff.

Activities	People responsible	Is this a PL priority	When	
Develop a whole school coaching approach for 2025.	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	
Schedule PL for all staff to outline the whole school coaching approach.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	
Ongoing sharing and feedback by all staff at whole school meetings.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Share successes of Instructional Coaching with the community (students and families) via assemblies and Compass posts (e.g. The Wrap).	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	
Develop a professional learning plan for PLC Leaders to support whole school priorities.	☑ Assistant principal ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	
Goal 2	Enhance the wellbeing of all students.			

12-month target 2.1	Improve the percentages of positive responses for the following Attitude to School Survey factors: Teacher Concern from 71% (2024) to 73% Classroom Behaviour from 80% (2024) to 82% Sense of Connectedness from 75% (2024) to 78%
12-month target 2.2	Improve the percentage of positive responses in the School Staff Survey on the following factors: Parent and community Involvement from 75% (2024) to 77% Trust in students and parents from 78% (2024) to 80%
12-month target 2.3	Reduce the percentage of students with 20+ days absence from 37% to 35%
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.
Actions	Allocate human resources to develop a 'Wellbeing SIT' Investigate data collection and analysis tools to further understand needs across the school Strengthen Lara Lake PS Behaviour Curriculum Review school-wide (Tier 1) approach to wellbeing and addressing the Personal and Social capability. Allocate resources to implement a range of additional supports at a Tier 2 and 3 level. Build stronger school connectedness from P-6.
Outcomes	Wellbeing SIT will systematically analyse and respond to Wellbeing data. Teachers will explicitly teach expected behaviours in the classroom setting. Students will report calm and safe learning environments. Students will be able to identify at least 3 trusted adults. Wellbeing SIT will have a clear understanding of how to address the Personal and Social Capability in 2026 and beyond.

Success Indicators	'Starting Right' program will be refined and implemented with fidelity. Students will be able to identify at least 3 trusted adults on a localised survey. Increase Attitude to School Survey factor: 'Sense of Connectedness'. Decrease amount of overall negative incidents. Xuno Student Mapping tool will refelct a broad range of wellbeing data.

Activities	People responsible	Is this a PL priority	When	
Students to identify 3 'Trusted Adults' via a survey. Staff to engage in PL around how to respond as a trusted adult.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Schedule professional learning for staff on the behaviour curriculum.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	
Investigate wellbeing data collection opportunities. Visit local schools, and establish protocols for data review at Wellbeing SIT level.	☑ Assistant principal ☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	
Investigate SWPBS. Visit local schools, meet with key regional staff and consider for implementation in 2026.	☑ Assistant principal ☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	
Review, resource and implement a range of Tier 2 & 3 supports (for example, The Hub, Passive Play etc.)	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	

KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole-school approach to improving attendance rates.			
Actions	Establish a whole school approach to enhancing attendance			
Outcomes	Leaders and teachers will prioritise improving attendance. Wellbeing SIT will proritise discussions around improving attendance and enahncing attendance practices across the school. Teachers will establish strong partnerships with families of students who have poor attendance. At-risk students will be identified and tracked by key Wellbeing staff. A breakfast club is established.			
Success Indicators	Overall attendance rate will increase Number of students with 30+ days absent to decrease Evidence that a whole-school approach to attendance has been communicated to staff (Professional learning schedule/meeting minutes). Evidence that a whole-school approach to attendance has been communicated to the community (Compass posts/information session). Evidence that a whole-school approach to attendance has been communicated to all students (Whole school meeting minutes/Assembly agendas/Leaders attending classrooms). Increase Student Attitude to School Survey factor: Attitudes to Attendance			

Activities	People responsible	Is this a PL priority	When	
Develop and implement a whole school attendance plan. Provide PL as appropriate.	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	

Wellbeing SIT to review attendance data weekly.	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	
Resource a 'Wellbeing SIT', including a dedicated Wellbeing AP, a DI LT, and a dedicated Student Wellbeing Teacher.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	
Continue to use Wellbieng Dogs to support students who are disengaging.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Investigate and initiate the setup of a Lara Lake Breakfast club.	☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	

KIS 2.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 staff capacity to respond to the wellbeing and learning needs of all students.
Actions	Increase staff capacity to address the wellbeing needs of all students BNC School Leaders will actively participate in Network Professional Learning to improve the learning growth of a priority cohort (Grade 6 Equity funded students).

Outcomes	Staff report greater confidence and understanding in relation to addressing student wellbeing concerns.
	Improved wellbeing outcomes for all students.
	Improved wellbeing outcomes for Grade 6 equity funded students

Success Indicators	Improved Attitude to school survey factors: Emotional Awareness and Regulation, Managing Bullying, School Connectedness, Stimulated Learning, Student Voice and Agency.
	Compass major incident data will redue from 2024 baseline.
	Living Ripples survey will show a decrease in the amount of students identified as depressed, anxious and depressed and anxious.

Activities	People responsible	Is this a PL priority	When	
Implement Living Ripples Survey from Grade 3-6. Analyse and discuss this data as a Wellbeing SIT.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 3	
Implement the HAT Program for our Grade 6 priority cohort (equity funded).	☑ Assistant principal ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	
Investigate opportunities for staff PL around wellbeing concern, trauma and additional needs.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	