

# Annual Implementation Plan - 2025

Bell Primary School (4309)



Submitted for review by Emma Heywood (School Principal) on 20 December, 2024 at 03:55 PM

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 1.1</b>	<p>Numeracy: Increase the percentage of students in the strong or exceeding bands Year 3 from 74% (2024) to 83% (2025) to match similar schools.</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 79% (2024) to 83% (2025) to match similar schools.</p> <p>By 2026, reduce the number of NAS students in each of Numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Teacher judgement Increase the percentage of students at or above age expected levels from 95% (2024) to 98% (2025)</p>
<b>12-month target 1.2</b>	<p>Reading: Maintain the percentage of students in the strong or exceeding bands Year 3 at 91% (2024)</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 85% (2024) to 89%(2025) to match similar schools.</p> <p>By 2026, reduce the number of NAS students in each of Reading in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Teacher judgement Increase the percentage of students at or above age expected levels from 94% (2024) to 98% (2025)</p>
<b>12-month target 1.3</b>	<p>Writing: Increase the percentage of students in the strong or exceeding bands Year 3 from 86% (2024) to 89% (2025) to match similar schools.</p> <p>Increase the percentage of students in the strong or exceeding bands Year 5 from 83% (2024) to 85% (2025) to match similar schools.</p>

	<p>Teacher judgement</p> <p>Increase the percentage of students at or above age expected levels from 89% (2024) to 94% (2025)</p>
<b>12-month target 1.4</b>	<p>Increase the percentage of positive endorsement for the factor instructional leadership from 69% (2024) to 76% (2025).</p> <p>Increase the percentage of positive endorsement for the factor collective efficacy from 76% (2024) to 86% (2025).</p>
<b>KIS 1.a</b> Building practice excellence	Develop and implement an effective school instructional model
<b>Actions</b>	<p>Implementation of both instructional and explorative lesson structures.</p> <p>Further explore High Impact Teaching strategies and instructional practices within both models and across curriculum areas.</p> <p>Focus on instructional practices for Writing, Mathematics and Inquiry learning.</p>
<b>Outcomes</b>	<p>Teachers will use students' data to identify point of need teaching for individuals, small groups and/or class cohorts and prioritise the best lesson structure and HITS to ensure differentiation occurs.</p> <p>Teams will use unit overviews during collaborative planning times, to develop sequences of lessons and plan for appropriate instructional practices using instructional and explorative lesson structures.</p> <p>Students will know how lessons are structured and how this supports their learning for both instructional and explorative lessons.</p> <p>Teachers will be supported at an individual and/or team level to develop their use of High Impact Teaching strategies including direct/explorative lessons and instructional practices through whole staff professional learning and coaching.</p> <p>Increased staff knowledge and skills relating to instructional practices in key learning areas.</p>
<b>Success Indicators</b>	<p>Staff work programs will reflect the agreed upon lesson structures, timing and language, and will include core elements of direct instruction or explorative lessons to plan for differentiation.</p> <p>Key learning area curriculum maps, High Impact Teaching strategies/relevant instructional practices and explorative/instructional lesson structures and across will be evident through peer observations, learning walks, PDP meetings and team planning documentation.</p> <p>Students will be able to articulate core elements and linked actions to each part of a direct instruction or explorative lesson structure.</p> <p>Increased percentage of students in the strong or exceeding bands Year 3 &amp; 5 for Reading, Writing &amp; Mathematics.</p> <p>Increased percentage of positive endorsement for the factor instructional leadership and collective efficacy.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of both instructional and explorative lesson structures.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Further explore High Impact Teaching strategies and instructional practices within both models and across curriculum areas.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Focus on instructional practices for Writing, Mathematics and Inquiry learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.b</b> Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum			
<b>Actions</b>	Continue to develop a whole school curriculum map (Guaranteed and viable curriculum) to ensure a comprehensive and sequential teaching and learning program across key curriculum areas including: -Reading, Mathematics and Wellbeing scope and sequence documents aligned with Victorian Curriculum 2.0. -Writing (including spelling) and Inquiry scope and sequence documents drafted and aligned with Victorian Curriculum 2.0. Develop agreed upon assessment and reporting practices for Mathematics 2.0 Curriculum			
<b>Outcomes</b>	Teaching teams will have a common understanding of essential learnings; knowledge and skills across key learning areas and year levels.			

	<p>Teaching teams will implement curriculum maps and required timings through termly planners and weekly work programs.</p> <p>A sequential curriculum map will ensure appropriate timing and teaching of essential learnings across a year level, as well as vertical coherence across the school.</p> <p>Curriculum maps will align with Victorian Curriculum 2.0. adjustments.</p> <p>Teachers will have clarity regarding assessment and reporting measures for Mathematics 2.0 Curriculum.</p>			
<b>Success Indicators</b>	<p>Draft/revised scope and sequence documents for key learning areas showing scaffolded learning expectations from P-6 based on the Victorian Curriculum.</p> <p>Clear links between scope and sequence documents, term overviews and work programs.</p> <p>Key questions for Inquiry units for each year level with Learning Assets incorporated in a sequential manner to complement Victorian Curriculum learning areas of Health, Humanities, Science, Technologies, Civics and Citizenship.</p> <p>Links to Literacy and Numeracy will be referenced within Inquiry units and Specialist subjects for holistic learning opportunities.</p> <p>Revised assessment schedule documenting assessment and reporting measures for Mathematics 2.0 Curriculum.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Continue to develop a whole school curriculum map (Guaranteed and viable curriculum) to ensure a comprehensive and sequential teaching and learning program across key curriculum areas including: -Reading, Mathematics and Wellbeing scope and sequence documents aligned with Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Continue to develop a whole school curriculum map (Guaranteed and viable curriculum) to ensure a comprehensive and sequential teaching and learning program across key curriculum areas including:  -Writing (including spelling) and Inquiry scope and sequence documents drafted and aligned with Victorian Curriculum 2.0.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Develop agreed upon assessment and reporting practices for Mathematics 2.0 Curriculum	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>KIS 1.c</b> Evaluating impact on learning	Develop the effective use of data to inform and differentiate teaching and learning.			
<b>Actions</b>	<p>Year level teams will continue to investigate problems of practice through scheduled times to engage in reflective practice, evaluation, curriculum planning, assessment and lessons through the PLC Improvement Cycle.</p> <p>Review of progress with work programs, ensuring planning documents are reflective of differentiated classroom practices such as DI, differentiation, data literacy skills and diagnostic assessments.</p> <p>Implementation of measures including Improvement Cycles, peer observations, coaching/mentoring, learning walks and revised PDP processes that support staff to implement school priorities.</p>			
<b>Outcomes</b>	<p>Teacher knowledge and practice will improve through a continued focus on student learning needs identified from data sources with a combination of whole school and/or individual team priorities (PLC Improvement Cycle).</p> <p>Staff will actively engage in coaching/mentoring focused on a particular area- Literacy, Mathematics, Wellbeing, that is determined through student data and/or staff reflection.</p> <p>Staff will actively engage in feedback and reflection through PDP processes, peer observations and learning walks.</p> <p>Teachers will confidently identify and respond to students' individual learning needs, including those requiring both support and extension and will provide opportunities for students to work at their level through differentiation.</p> <p>Tiered systems of support will be strengthened and identified within individual classrooms/ teams and/or through external intervention (where relevant) and evidenced in work programs.</p>			
<b>Success Indicators</b>	<p>Demonstrated adjustments to learning strategies with a clear a link to team foci from PLC improvement cycle.</p> <p>Ongoing use of data to identify students requiring additional time and support with their learning.</p> <p>Continued support for instructional/ team leaders to facilitate PLC Improvement Cycles, with adjustments made to suit the context of different teams, foci and professional learning needs, as guided by data sets and implementation strategies.</p> <p>Documented assessment schedule, teacher records and observations of student progress.</p> <p>Evidence of student assessments (pre/ongoing) to inform planning at an individual classroom level.</p> <p>Work programs demonstrate evidence of student learning at different levels and targeted differentiation adjustments,</p>			

	<p>strategies/ resources as supports</p> <p>Leadership oversight of work program/ planners and assistance provided to teachers to support differentiation.</p> <p>Support for in class intervention or differentiation for students provided through collaboration with Intervention Coordinator/Learning Specialists/Maths Specialists/AP/Prin.</p> <p>Strengthened staff capacity in developing, implementing and documenting progress within Individual Education Plan cycle.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Year level teams will continue to investigate problems of practice through scheduled times to engage in reflective practice, evaluation, curriculum planning, assessment and lessons through the PLC Improvement Cycle.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Timetable coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review of progress with work programs, ensuring planning documents are reflective of differentiated classroom practices such as DI, differentiation, data literacy skills and diagnostic assessments.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of measures including Improvement Cycles, peer observations, coaching/mentoring, learning walks and revised PDP processes that support staff to implement school priorities.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 2</b>	Improve student independence, engagement and motivation in learning.			
<b>12-month target 2.1</b>	<p>Increase the percentage of positive endorsement for the factors:</p> <p>Student voice and agency (SVA) from 64% (2024) to 65% (2025).</p> <p>Self-regulation and goal setting from 81% (2024) to 84% (2025).</p> <p>Stimulating learning from 73% (2024) to 77% (2025).</p> <p>Motivation and interest from 74% (2024) to 78% (2025).</p>			

<b>12-month target 2.2</b>	<p>Increase the percentage of positive endorsement for the factor: Use student feedback to improve practice 59% (2024) to 65% (2025).</p> <p>Maintain the percentage of positive endorsement for the factor: Promote student ownership of learning goals 79% (2024).</p>
<b>12-month target 2.3</b>	<p>Increase the percentage of positive endorsement for the factors: Student motivation and support 80% (2024) to 86% (2025). Stimulating learning environment 85% (2024) to 88% (2025).</p>
<b>KIS 2.b</b> Empowering students and building school pride	Develop student learning opportunities that are targeted, challenging, engaging and promote curiosity
<b>Actions</b>	<p>Implementation of areas to maintain and modify as identified from the formal reporting survey.</p> <p>Complete Inquiry Scope and Sequence with evidence of sustainability linked as a cross curricular priority.</p> <p>Expand initiatives within the Resource Smart Program for students to engage in authentic learning experiences and sustainability projects that link to established Inquiry units of work at various year levels.</p>
<b>Outcomes</b>	<p>Refinement of reporting/communication processes that engage/inform parents/carers of their child's learning.</p> <p>Increased staff understanding of links to sustainability within classroom learning opportunities.</p> <p>Improved implementation of a sequential approach to Inquiry across the school that integrates key Capability and Humanities learning areas.</p> <p>Students engaging in authentic learning experiences as part of Resource Smart program.</p> <p>Initiatives led by Sustainability Key Improvement Team and student Sustainability representatives.</p>
<b>Success Indicators</b>	<p>Formal reporting survey data collated and analysed for trends.</p> <p>Continued attendance of parents/carers at Information Nights, Celebrations of Learning and other opportunities for school involvement.</p> <p>Sequential approach to Inquiry mapped out that encompasses Capabilities and Humanities learning areas.</p> <p>Continued involvement of staff, students and parents/carers as part of sustainability club/ parent-carer working party.</p> <p>Elements of sustainability education evident through cross curricular links within Inquiry units and STEAM specialist.</p>



Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of areas to maintain and modify as identified from the formal reporting survey.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Complete Inquiry Scope and Sequence with evidence of sustainability linked as a cross curricular priority.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Expand initiatives within the Resource Smart Program for students to engage in authentic learning experiences and sustainability projects that link to established Inquiry units of work at various year levels including kitchen garden, composting and waste managements programs.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> STEM coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.c</b> Evaluating impact on learning	Develop and implement opportunities for students to set learning goals, be reflective and self-monitoring learners.			
<b>Actions</b>	Develop whole school understanding of student voice and agency within the classroom learning environment.			
<b>Outcomes</b>	<p>All stakeholders (staff, students and parents/carers) will have a shared understanding of Student Voice, Agency and Leadership.</p> <p>Student voice and agency will be evident in the classroom through student learning goals and knowledge of success criteria in key curriculum areas.</p> <p>Students will be able to verbalise their current learning foci and demonstrate increased ownership over the learning process.</p> <p>Student voice in whole school processes/ decision making, where appropriate will be maintained as will the house system to continue to build school pride and foster stronger connectedness across the school.</p> <p>All grade 6s with a position of responsibility will build a stronger level of student leadership to model across the school.</p>			

<b>Success Indicators</b>	<p>Increased student connectedness and school pride factors in ATOSS data.</p> <p>Increased percentage of positive endorsement for the factors student voice and agency (SVA), stimulating learning environment, motivation and interest and student feedback to improve practice.</p> <p>Continued opportunities for student voice embedded and evident across a range of school processes including school based/ DE surveys, Grade 6 leaders, JSC, classroom meetings. Student survey data used in an ongoing manner throughout the year to ensure student voice is actively used as part of the classroom and broader school culture.</p> <p>Increased staff knowledge and understanding of Student Voice and Agency including where opportunities already exist and how these can be expanded on.</p> <p>A broad program of events and regular opportunities that promote a sense of belonging, inclusion and connectedness to the school and other students will be embedded.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop whole school understanding of student voice and agency within the classroom learning environment.	<input checked="" type="checkbox"/> Assistant principal <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	\$0.00
<b>Goal 3</b>	Enhance the health and wellbeing of all students.			
<b>12-month target 3.1</b>	<p>Maintain the percentage of positive endorsement for the factors: Sense of connectedness 80% (2024). Managing bullying 80% (2024).</p> <p>Increase the percentage of positive endorsement for the factor: Teacher concern from 69% (2024) to 72% (2025). Normal/high resilience 79% (2024) to 81% (2025)</p>			
<b>12-month target 3.2</b>	<p>Maintain the percentage of positive endorsement for the factors: Confidence and resiliency skills at 90% (2023/24) Promoting positive behaviour 92% (2024).</p>			
<b>KIS 3.a</b>	Build a whole-school approach to the development of the social and emotional wellbeing of students			

Health and wellbeing				
<b>Actions</b>	Implement evidence based approaches as part of a Tier 2 approach to social and emotional learning to provide early intervention, promotion of mental health and wellbeing and targeted individual/small group/ cohort supports. Review of agreed whole school Berry St strategies for consistency of implementation and identify/ explore any further whole school approaches.			
<b>Outcomes</b>	Whole school wellbeing framework embedded including explicit teaching of social and emotional learning, relevant school based policies and implementation of individualised/additional supports. Students will regularly engage in targeted social and emotional learning opportunities and demonstrate improved mental health and wellbeing outcomes. Teachers will plan for and implement social and emotional learning opportunities as part of the curriculum. Students with emerging wellbeing needs are referred to appropriate personnel for additional support measures and adjustments including the development of an Individual Education Plan. Staff will have knowledge of relevant policies and processes that reflect the school's approach. School staff and parents/carers will work in partnership to support the through Individual Education Plans and regular student support group meetings.			
<b>Success Indicators</b>	Teacher work programs will show plans for regular social and emotional learning opportunities. Individual Education Plans for students with specific social and emotional needs will be developed and, where relevant, shared with all staff. Increase the percentage of positive endorsement for ATOSS factors: sense of connectedness, teacher concern, resilience, confidence and managing bullying. All Child Safe Policies finalised and shared with key stakeholders.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement evidence based approaches as part of a Tier 2 approach to social and emotional learning to provide early intervention, promotion of mental health and wellbeing and targeted individual/small group/ cohort supports.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,486.55  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

		<input checked="" type="checkbox"/> Principal			funded or free items
Review of agreed whole school Berry St strategies for consistency of implementation and identify/ explore other whole school approaches.		<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.b</b> Health and wellbeing	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.				
<b>Actions</b>	Continue implementation of disability inclusion reforms, ensuring classroom practice and work programs demonstrate evidence of student learning at different levels and targeted differentiation adjustments, strategies/ resources as supports.				
<b>Outcomes</b>	<p>Teachers will implement consistent start up practices across the school that support the development of purposeful routines and a positive classroom environment.</p> <p>Staff will utilise student engagement and wellbeing data to inform team-based approaches to the start-up program and ongoing social and emotional learning opportunities.</p> <p>Students will have strong relationships with peers/staff including and an identified safety network.</p> <p>Teachers will implement a range of proactive interventions in the classroom to support student wellbeing and inclusion of students who have additional needs/require reasonable adjustments.</p> <p>Students 'at risk' will be supported in their learning through a partnership approach with all stakeholders.</p>				
<b>Success Indicators</b>	<p>Documentation of start-up program across teams with evidence of differentiation to length of time and foci based on cohort data within work programs.</p> <p>Ongoing use of student learning and wellbeing survey data to guide SEL planning and identification of individual students in need of additional social and emotional support.</p> <p>Development of Individual Education Plans/ Disability inclusion profiles aligned with Department of Education guidelines.</p> <p>Weekly work programs will reflect differentiation and adjustments required.</p> <p>Individual Education Plans, meeting timelines and communication processes with parents/carers are strengthened.</p>				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue implementation of disability inclusion reforms, ensuring classroom practice and work programs demonstrate evidence of student learning at different levels and targeted differentiation adjustments, strategies/ resources as supports.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Timetable coordinator <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00