

# 2025 Annual Implementation Plan

## for improving student outcomes

McKinnon Primary School (4366)



Submitted for review by Suzanne Khatib (School Principal) on 17 March, 2025 at 06:22 PM  
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 18 March, 2025 at 08:46 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Excelling
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	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	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	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	
<b>Assessment</b>	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	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

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

<b>Future planning</b>	<p>Further, refine F-2 literacy practice.</p> <p>Continue to work towards a collective understanding of the elements of learning and teaching within our instructional model.</p> <p>Continue to work towards consistency of Tier 1 expectations relating to positive classroom management strategies.</p>
<b>Documents that support this plan</b>	

## 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 the learning growth of every student.	Yes	By 2026, the percentage of Year 5 students achieving above benchmark growth in NAPLAN will increase in: <ul style="list-style-type: none"> <li>• Writing from 29% (2021) to 33%</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2026, the percentage of Year 5 students achieving below benchmark growth in NAPLAN will decrease in: <ul style="list-style-type: none"> <li>• Reading from 21% (2021) to 15%</li> <li>• Writing from 17% (2021) to 10%</li> <li>• Spelling from 25% (2021) to 15%</li> </ul>	To improve the number of students from 30% (2024) exceeding to 32% exceeding in Writing in Year 5.
		By 2026, the percentage of Year 1 to 6 students making above expected growth against the Victorian Curriculum (Semester 2 2021 to Semester 2 2022) will increase in: <ul style="list-style-type: none"> <li>• Reading and Viewing from 15% to 19%</li> <li>• Writing from 12% to 20%</li> <li>• Number and Algebra from 26% to 30%</li> </ul>	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 2024.2024 Outcome:• Yr 5 Reading – Developing & NA: 4%• Yr 5 Writing – Developing & NA: 8%• Yr 5 Spelling – Developing & NA: 9%
		By 2026, the percentage of staff reporting positive endorsement on the School Staff Survey (SSS) will increase in the following factors:	To improve 'Understand how to analyse data (Teaching and Learning: Evaluation) from 89% to 90%.To

		<ul style="list-style-type: none"> <li>• Academic emphasis (School climate) from 66% (2022) to 72%</li> <li>• Understand how to analyse data (Teaching and Learning: Evaluation) from 64% (2022) to 72%</li> </ul>	improve Academic emphasis (School Climate) from 72% to 74%.
To improve student voice and agency in learning.	No	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 54% (2022) to 65%</li> <li>• Motivation and interest from 71% (2022) to 80%</li> <li>• Self-regulation and goal setting from 76% (2022) to 84%.</li> </ul>	
		<p>By 2026, the percentage of staff reporting positive endorsement on the SSS teaching and learning module (evaluation) will increase in the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 73% in (2022) to 85%</li> </ul>	
To improve the health and wellbeing of all students.	Yes	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement on the AtoSS will increase in the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 63% (2022) to 70%</li> <li>• Sense of confidence from 70% (2022) to 78%</li> </ul>	The percentage of Year4 to 6 students reporting positive endorsement on the AtoSS will increase:Teacher concern – (2024) 72% to 74%Sense of confidence – (2024) 83% to 84%

<b>Goal 1</b>	<b>To maximise the learning growth of every student.</b>
<b>12-month target 1.1</b>	To improve the number of students from 30% (2024) exceeding to 32% exceeding in Writing in Year 5.

<b>12-month target 1.2</b>	<p>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>2024 Outcome:</p> <ul style="list-style-type: none"> <li>• Yr 5 Reading – Developing &amp; NA: 4%</li> <li>• Yr 5 Writing – Developing &amp; NA: 8%</li> <li>• Yr 5 Spelling – Developing &amp; NA: 9%</li> </ul>	
<b>12-month target 1.3</b>	<p>By 2026, the percentage of students making expected growth against the VC:</p> <p>Reading and Viewing to 19%</p> <p>Writing to 20%</p> <p>Number and Algebra 30%</p>	
<b>12-month target 1.4</b>	<p>To improve 'Understand how to analyse data (Teaching and Learning: Evaluation) from 89% to 90%.</p> <p>To improve Academic emphasis (School Climate) from 72% to 74%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Enhance the capability of all teachers to consistently deliver the school's instructional model	Yes
<b>KIS 1.b</b> Teaching and learning	Further develop teacher capability to inform differentiated teaching and learning practices	No
<b>KIS 1.c</b> Leadership	Embed the Professional Learning Communities (PLC) initiative across the school.	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.	Focus on further improving the whole school approach to teaching and learning, by exploring the instructional model and how it relates to the VTLM 2.0	
<b>Goal 3</b>	<b>To improve the health and wellbeing of all students.</b>	
<b>12-month target 3.1</b>	<p>The percentage of Year4 to 6 students reporting positive endorsement on the AtoSS will increase:</p> <p>Teacher concern – (2024) 72% to 74%</p> <p>Sense of confidence – (2024) 83% to 84%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Strengthen staff capability to understand and support student health and wellbeing needs	Yes
<b>KIS 3.b</b> Support and resources	Further develop and enhance response to intervention approaches, curriculum and supports.	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.	Align with the Positive Classroom Management Strategies and increase consistency across the school.	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To maximise the learning growth of every student.
<b>12-month target 1.1</b>	To improve the number of students from 30% (2024) exceeding to 32% exceeding in Writing in Year 5.
<b>12-month target 1.2</b>	<p>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>2024 Outcome:</p> <ul style="list-style-type: none"> <li>• Yr 5 Reading – Developing &amp; NA: 4%</li> <li>• Yr 5 Writing – Developing &amp; NA: 8%</li> <li>• Yr 5 Spelling – Developing &amp; NA: 9%</li> </ul>
<b>12-month target 1.3</b>	<p>By 2026, the percentage of students making expected growth against the VC:</p> <p>Reading and Viewing to 19%</p> <p>Writing to 20%</p> <p>Number and Algebra 30%</p>
<b>12-month target 1.4</b>	<p>To improve 'Understand how to analyse data (Teaching and Learning: Evaluation) from 89% to 90%.</p> <p>To improve Academic emphasis (School Climate) from 72% to 74%.</p>
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Enhance the capability of all teachers to consistently deliver the school's instructional model

safe and orderly learning environment					
Actions	Develop a collective understanding of the elements of learning and teaching within our instructional model.				
Outcomes	<p>Leaders will:</p> <p>Rework the instructional model to align with the VTLM 2.0</p> <p>Support teaching staff to have consistent practice through learning walks, instructional coaching, professional learning</p> <p>Design and present professional learning around the use of the updated instructional model to staff, with the inclusion of elements of the AERO report</p> <p>Provide instructional coaching on the effective implementation of the updated instructional model with staff</p> <p>Teachers will:</p> <p>Participate in professional learning sessions and PLC cycles</p> <p>Participate in instructional coaching sessions focusing on the implementation of the updated instructional model</p> <p>Demonstrate an understanding of the elements of teaching and learning in planning documents</p> <p>Document regular assessments and checks as part of their teaching and learning cycles</p> <p>Students will:</p> <p>Be supported at their point of need</p> <p>Receive feedback on their learning and identify the next steps</p> <p>Recognise the structure of common practices across the school</p>				
Success Indicators	<ul style="list-style-type: none"><li>- Evidence from instructional coaching sessions and learning walks.</li><li>- Evidence of the the elements of teaching and learning in planning documentation.</li><li>- PLC planners</li><li>- Tracking changes of McKinnon PS Instructional model and VLTM to show greater alignment.</li><li>- Evidence of consistent implementation across F-2 for Reading (LLLL)</li></ul>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

SIT team rework the instructional model to align with the VTLM 2.0 and provide professional learning and coaching to ensure implementation is consistent across the school.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Refine and embed a consistent approach to the teaching and learning of F-2 Reading (LLLL)	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Monitor and evaluate the implementation of all components of the reworked instructional model and measure the impact on staff knowledge and practice against each component.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 3</b>	To improve the health and wellbeing of all students.			
<b>12-month target 3.1</b>	The percentage of Year4 to 6 students reporting positive endorsement on the AtoSS will increase:  Teacher concern – (2024) 72% to 74% Sense of confidence – (2024) 83% to 84%			
<b>KIS 3.a</b> Documented teaching and learning program based on	Strengthen staff capability to understand and support student health and wellbeing needs			

the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
<b>Actions</b>	Build consistency of Tier 1 expectations relating to specific positive classroom management strategies.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Lead professional learning into positive classroom management strategies and develop common practices guidelines for McKinnon context (playbook)</li> <li>- Design and lead PLC cycles into specific practices, using vertical teams to promote consistency across the school</li> <li>- Monitor consistent implementation of practices across the school through learning walks, observations and coaching</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Engage in vertical PLC teams to research, design and publish 'playbooks' for specific McKinnon classroom management strategies</li> <li>- Be aware of the resources available to them relating to positive classroom management strategies</li> <li>- Engage in collaborative professional development relating to supporting Tier 1</li> <li>- Implement McKinnon classroom management strategies in their teaching</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Reduce their cognitive load by working within classrooms that have consistent common practices and expectations</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>-PLC planners for vertical teams engaging in classroom procedures and routines.</li> <li>-Visuals developed around classroom procedures and routines.</li> <li>-Documentation outlining guidelines for McKinnon playbook for positive classroom management strategies with focus on classroom procedures and routines.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Focus on elements of the PCMS during PLC cycles to build a common expectation of how this is integrated into teaching &	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

learning and wellbeing practices consistently across the school.			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 2: 'Classroom procedures and routines' and develop documents to support implementation of this across the school.	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 3 'Encouraging Expected Classroom Behaviour' and develop documents to support implementation of this across the school.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
--	--	--	--	-------------------------

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$9,887.00	\$10,000.00	-\$113.00
Disability Inclusion Tier 2 Funding	\$222,388.45	\$29,000.00	\$193,388.45
Schools Mental Health Fund and Menu	\$77,275.96	\$18,000.00	\$59,275.96
<b>Total</b>	<b>\$309,551.41</b>	<b>\$57,000.00</b>	<b>\$252,551.41</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
SIT team rework the instructional model to align with the VTLM 2.0 and provide professional learning and coaching to ensure implementation is consistent across the school.	\$5,000.00
Refine and embed a consistent approach to the teaching and learning of F-2 Reading (LLLL)	\$10,000.00
Monitor and evaluate the implementation of all components of the reworked instructional model and measure the impact on staff knowledge and practice against each component.	\$2,000.00
Focus on elements of the PCMS during PLC cycles to build a common expectation of how this is integrated into teaching & learning and wellbeing practices consistently across the school.	\$15,000.00

Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 2: 'Classroom procedures and routines' and develop documents to support implementation of this across the school.	\$10,000.00
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 3 'Encouraging Expected Classroom Behaviour' and develop documents to support implementation of this across the school.	\$15,000.00
<b>Totals</b>	<b>\$57,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
SIT team rework the instructional model to align with the VTLM 2.0 and provide professional learning and coaching to ensure implementation is consistent across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Refine and embed a consistent approach to the teaching and learning of F-2 Reading (LLLL)	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 2: 'Classroom procedures and	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> CRT



routines' and develop documents to support implementation of this across the school.	to: Term 4		
<b>Totals</b>		\$10,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Refine and embed a consistent approach to the teaching and learning of F-2 Reading (LLLL)	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>
Monitor and evaluate the implementation of all components of the reworked instructional model and measure the impact on staff knowledge and practice against each component.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>
Focus on elements of the PCMS during PLC cycles to build a common expectation of how this is integrated into teaching & learning and wellbeing practices consistently across the school.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li></li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 3	from: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Whole school</li> </ul>

'Encouraging Expected Classroom Behaviour' and develop documents to support implementation of this across the school.	to: Term 4		<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>Other observations</li> </ul>
<b>Totals</b>		\$29,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Focus on elements of the PCMS during PLC cycles to build a common expectation of how this is integrated into teaching & learning and wellbeing practices consistently across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 2: 'Classroom procedures and routines' and develop documents to support implementation of this across the school.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Bully Stoppers (free) <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>Employ CRT to release staff member</li> </ul>
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 3	from: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)

'Encouraging Expected Classroom Behaviour' and develop documents to support implementation of this across the school.	to: Term 4		
<b>Totals</b>		\$18,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Totals		\$0.00	
--------	--	--------	--

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Refine and embed a consistent approach to the teaching and learning of F-2 Reading (LLLL)	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Focus on elements of the PCMS during PLC cycles to build a common expectation of how this is integrated into teaching & learning and wellbeing practices consistently across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants e.g. Anthea Naylor-Engaging with inclusion supports VSM to support PCMS implementation <input checked="" type="checkbox"/> Departmental resources PCMS resources	<input checked="" type="checkbox"/> On-site
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 2: 'Classroom procedures and routines'	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

and develop documents to support implementation of this across the school.					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Engage in observations and use the coaching menu to improve consistency of tier 1 Practice 3 'Encouraging Expected Classroom Behaviour' and develop documents to support implementation of this across the school.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Team leader(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site