

## Annual Implementation Plan - 2025

Windsor Primary School (1896)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Select annual goals and KIS

| Four-year strategic goals          | Is this selected for focus this year? | Four-year strategic targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12-month target                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                    |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.                                                                                                                                                                                                                                                                                              |
| Improve student learning outcomes. | Yes                                   | <p>By 2028, increase or maintain the 2024 percentage of year 3 students in the NAPLAN strong and exceeding level:</p> <ul style="list-style-type: none"> <li>• reading from 64% to 70%</li> <li>• writing from 76% to 80%</li> <li>• numeracy at 68%.</li> </ul> <p>By 2028, increase or maintain the 2024 percentage of year 5 students in the NAPLAN strong and exceeding level:</p> <ul style="list-style-type: none"> <li>• numeracy from 56% to 67%</li> <li>• reading at 75%</li> <li>• writing at 88%.</li> </ul> | <p><b>Year 3 Naplan</b><br/>reading from 64% to 66%<br/>writing from 76% to 77%<br/>numeracy at 68%</p> <p><b>Year 5 Naplan</b><br/>numeracy from 56% to 59%<br/>reading at 75%<br/>writing at 88%</p> <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 (EAL &amp; trauma impacted students exempt)</p> |
|                                    |                                       | <p>By 2028, increase or maintain the percentage of students in reading and viewing achieving at and above expected growth (Teacher Judgement):</p> <ul style="list-style-type: none"> <li>• foundation, year 1 and year 2 students from 74% (average of Foundation, year 1 and year 2 in 2023) to 75%</li> <li>• year 3, year 4, year 5 and year 6 students at 85% (average of year 3, year 4, year 5 and year 6 in 2023).</li> </ul>                                                                                    | <p><b>Reading</b><br/>Teacher Judgement At or Above Expected Growth<br/>Foundation - Year 2 students from 74% (average of Foundation - Year 2 in 2023) to 75%</p> <p>Year 3 - Year 6 students at 85% (average of Year 3 - Year 6 in 2023).</p>                                                                                                                                                      |

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|  |  | <p>By 2028, increase or maintain the percentage of students in writing at and above expected growth (Teacher Judgement)::</p> <ul style="list-style-type: none"> <li>• foundation, year 1 and year 2 students from 77% (average of Foundation, year 1 and year 2 in 2023) to 80%</li> <li>• year 3, year 4, year 5 and year 6 students at 86% (average of year 3, year 4, year 5 and year 6 in 2023).</li> </ul> <p>**Placeholder target to be confirmed with the introduction of Mathematics version 2.0</p> <p>By 2028, maintain the percentage of students in number and algebra at and above expected growth In number and algebra (Teacher Judgement):</p> <ul style="list-style-type: none"> <li>• foundation, year 1 and year 2 students at 91% (average of Foundation, year 1 and year 2 in 2023) - TBC</li> <li>• year 3, year 4, year 5 and year 6 students at 88% (average of year 3, year 4, year 5 and year 6 in 2023) - TBC</li> </ul> | <p><b>Writing</b><br/>Teacher Judgement At or Above Expected Growth<br/>Foundation - Year 2 students from 77% (average of Foundation - Year 2 in 2023) to 80%</p> <p>Year 3 - Year 6 students at 86% (average of Year 3 Year 6 in 2023).</p>                               |
|  |  | <p>By 2028, increase or maintain the 2023 percentage of positive responses on the School Staff Survey( SSS):</p> <ul style="list-style-type: none"> <li>• Collective focus on student learning from 75% to 80%</li> <li>• Teacher collaboration from 52% to 75%</li> <li>• Professional learning through peer observation from 38% to 60%.</li> <li>• Plan differentiated learning activities at 88%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Staff Survey Positive Endorsement</b><br/>Collective focus on student learning from 75% to 80%<br/>Teacher collaboration from 52% to 60%<br/>Professional learning through peer observation from 38% to 60%.<br/>Plan differentiated learning activities at 88%.</p> |
|  |  | <p>By 2028, increase the 2024 percentage of positive responses on the AToSS:</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 69% to 75%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Student Survey</b><br/>Stimulated learning from 69% to 75%</p>                                                                                                                                                                                                       |

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| Strengthen student wellbeing and inclusion outcomes | Yes | <p>By 2028, increase or maintain the 2023 percentage positive responses on the SSS:</p> <ul style="list-style-type: none"> <li>Promote student ownership of learning from 63% to 80%</li> <li>Use student feedback to improve practice at 75%.</li> </ul>                                                                                                                                                              | <p><b>Student Survey</b><br/>Promote student ownership of learning from 63% to 69%</p> <p>Use student feedback to improve practice at 75%.</p>                                                                       |
|                                                     |     | <p>By 2028, increase the 2024 percentage of positive responses on the AToSS:</p> <ul style="list-style-type: none"> <li>Managing bullying from 62% to 75%</li> <li>Respect for diversity from 64% to 80%</li> <li>Self-regulation and goal setting from 74% to 80%</li> <li>Sense of confidence from 65% to 80%</li> <li>Student voice and agency from 44% to 70%</li> <li>Teacher concern from 60% to 77%.</li> </ul> | <p><b>Student Survey</b><br/>Self-regulation and goal setting from 74% to 77%</p> <p>Sense of confidence from 65% to 70%</p> <p>Student voice and agency from 44% to 55%</p> <p>Teacher concern from 60% to 68%.</p> |
|                                                     |     | <p>Parent Opinion Survey (POS)</p> <p>By 2028, increase or maintain the 2023 percentage of positive responses for:</p> <ul style="list-style-type: none"> <li>Not experiencing bullying from 63% to 75%</li> <li>Teacher communication at 80%.</li> </ul>                                                                                                                                                              | <p><b>Parent Survey</b><br/>Not experiencing bullying from 63% to 68%</p> <p>Teacher communication at 80%.</p>                                                                                                       |
|                                                     |     | <p>By 2028, decrease the 2023 percentage of Foundation to year 6 students who are absent for 20 - 29.5 days from 12% to 10%.</p>                                                                                                                                                                                                                                                                                       | <p><b>Attendance</b><br/>Decrease the percentage of Foundation to Year 6 students who are absent for 20 - 29.5 days to 10%</p>                                                                                       |

| Goal 2                                  | Improve student learning outcomes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Key Improvement Strategies</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KIS 2.a</b><br>Leadership            | Embed a whole school culture of high expectations for learning and wellbeing.<br>Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Actions</b>                          | Develop and implement a whole school understanding and structures of explicit teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Outcomes</b>                         | <p>The school will introduce and maintain whole school terminology and meaning around explicit instruction<br/> The school will set and maintain explicit instruction accountability norms<br/> The school will provide explicit instruction development opportunities through the PLC process</p> <p>Teachers will have a communal understanding of explicit teaching<br/> Teachers will deliver explicit instruction consistently throughout the school</p> <p>Students will articulate the explicit intention of a lesson<br/> Students will link explicit teaching points to the intention of the lesson</p> |
| <b>Success Indicators</b>               | Attitude Towards School Survey<br>Local check in surveys<br>Observation feedback as part of PLC inquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Key Improvement Strategies</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KIS 2.b</b><br>Teaching and learning | Build and embed staff capacity to consistently implement evidence based pedagogical practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Actions</b>                          | Further improve the implementation of a Foundation - Year 2 program that includes a minimum of 25 minutes of daily explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach.<br>Develop and begin to implement a Year 3-6 program that includes oral language, vocabulary, fluency and comprehension (with phonics and phonological awareness as intervention priorities).                                                                                                                                                                                              |

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| <b>Outcomes</b>           | <p>The school prioritises and regulates a Foundation - Year 2 program that meets the DoE content and time requirements</p> <p>The school will have a whole school Reading program framed around the 'Big Six' reading elements</p> <p>Teachers use a clear scope and sequence of increasingly complex grapheme-phoneme correspondences and morphology.</p> <p>Teachers instruct students to segment sounds and spell words to make the link between reading and writing.</p> <p>Teachers use decodable texts to practice the letter-sound combinations that students have been taught.</p> <p>Teachers will have an improved understanding of the six reading elements</p> <p>Teachers will have aligned components in planning documentation to the six elements</p> <p>Students first learn to pronounce single letters and sounds and then blend them to form words.</p> <p>Students build skills so they develop automaticity and so can read words quickly and accurately</p> <p>Students have an awareness of the six reading elements they are developing</p> <p>Students will be able to articulate which reading element is being taught in each reading session</p> |
| <b>Success Indicators</b> | <p>The published school timetable will show the F-2 Literacy block prioritised</p> <p>School Literacy planners will have references to the 'Big Six' reading elements</p> <p>Teachers will record student progress using the LLARS assessment</p> <p>Foundation students will have completed Stage 4 of the Little Learners Foundation teaching sequence by the end of Term 2 (EAL &amp; trauma impacted students exempt)</p> <p>Foundation students will have completed Stage 6 of the Little Learners Foundation teaching sequence by the end of Term 4 (EAL &amp; trauma impacted students exempt)</p> <p>Year 1 students will have completed Stage 7.3 of the Little Learners Foundation teaching sequence by the end of Term 2 (EAL &amp; trauma impacted students exempt)</p> <p>Year 1 students will have completed Stage 7.4 of the Little Learners Foundation teaching sequence by the end of Term 4 (EAL &amp; trauma impacted students exempt)</p> <p>Year 3-6 students to meet the DIBELS 'A' or 'B' profile at each benchmark (EAL &amp; trauma impacted students exempt)</p>                                                                                    |

| Goal 3                                                                 | Strengthen student wellbeing and inclusion outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Key Improvement Strategies</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KIS 3.a</b><br>Engagement                                           | Build teacher capacity to enable students to direct, monitor and self-regulate their learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Actions</b>                                                         | Develop and implement a whole school understanding and structures of regulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Outcomes</b>                                                        | <p>The school will introduce and maintain whole school terminology and meaning around regulation<br/> The school will set and maintain regulation accountability norms<br/> The school will provide regulation development opportunities through the PLC process<br/> Teachers will have a communal understanding of regulation</p> <p>Teachers will deliver regulation instruction consistently throughout the school<br/> Teachers will use school wide endorsed strategies with consistency to manage un-regulated situations</p> <p>Students will articulate the regulation strategies that they have been taught<br/> Students will link and implement regulation learning and strategies to situations</p> |
| <b>Success Indicators</b>                                              | Attitude Towards School Survey<br>Local check in surveys<br>Observation feedback as part of PLC inquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Explain why the school has selected this KIS as a focus for this year. | To allow focus on the system priority of Positive Classroom Management Strategies and the Victorian Teaching and Learning Model 2.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |