

# 2025 Annual Implementation Plan

## for improving student outcomes

Point Cook Prep - Year 9 College (4159)



Submitted for review by Tracy Peters (School Principal) on 19 December, 2024 at 11:58 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 31 December, 2024 at 10:16 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2025

	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.	Evolving
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	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	Evolving
	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	Evolving

	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.	Evolving
	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	Evolving
	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	Evolving

	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>We will continue to work on embedding SWPBs across the college for all staff. We still do not have a consistent approach with managing behaviours. We need to focus on work on the flow charts for each sub school and ensure this is made clear in our teaching.</p> <p>We are continuing to build staffs capacity to teach numeracy, and will continue to develop our curriculum documentation and approach. The college will continue to build in approaches learnt through Margarita Breeds Professional Learning.</p> <p>As Maths has been a focus for a number of years now, we would like to build a more consistent approach to writing and in turn improve student outcomes in writing for all students across the college. We will continue to engage with a consultant ( Mardi Gorman and Terri Campbell) to do so.</p> <p>Student Voice and Agency remains a focus for us in 2025. We have had a number of PLCs undertaking inquiries into this area and trial different approaches to building SVA. Moving into 2025, we would like for students to be setting their learning goals in maths and writing.</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
Maximise the learning growth for all students across all areas of the curriculum	Yes	<p>Writing:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> <li>• Year 5 from 21% (2019) to 26% (2025)</li> <li>• Year 7 from 25% (2019) to 29% (2025)</li> <li>• Year 9 from 22% (2019) to 25% (2025).</li> </ul> <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> <li>• Year 3 from 61% (2019) to 63% (2025)</li> <li>• Year 5 from 19% (2019) to 24% (2025)</li> <li>• Year 7 from 14% (2019) to 20% (2025)</li> <li>• Year 9 from 6% (2019) to 12% (2025).</li> </ul>	By 2026, reduce the number of NAS students in each of writing in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
		<p>Reading:</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> <li>• Year 3 from 59% (2019) to 62% (2025)</li> <li>• Year 5 from 38% (2019) to 45% (2025)</li> <li>• Year 7 from 22% (2019) to 30% (2025)</li> <li>• Year 9 from 15% (2019) to 24% (2025).</li> </ul>	By 2026, reduce the number of NAS students in each of reading in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
		<p>Numeracy:</p>	By 2026, reduce the number of NAS students in each of numeracy in Year

		<p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> <li>• Year 5 from 22% (2019) to 26% (2025)</li> <li>• Year 7 from 33% (2019) to 36% (2025)</li> <li>• Year 9 from 19% (2019) to 22% (2025).</li> </ul> <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> <li>• Year 3 from 52% (2019) to 56% (2025)</li> <li>• Year 5 from 32% (2019) to 38% (2025)</li> <li>• Year 7 from 31% (2019) to 38% (2025)</li> <li>• Year 9 from 19% (2019) to 24% (2025).</li> </ul>	<p>3, 5, 7 and 9 compared to the number of NAS students in 2024.</p>
		<p>Teacher judgement: Increase percentage of students at or above expected levels in teacher judgement Years P-6:</p> <ul style="list-style-type: none"> <li>• Writing from 83% (2019) to 86% (2025)</li> <li>• Reading from 87% (2019) to 90% (2025)</li> <li>• Number and algebra from 84% (2019) to 88% (2025).</li> </ul>	<p>By the end of 2025 we will increase the percentage of students at or above expected levels in teacher judgement for writing to 86%, Reading to 90% and Number and Algebra to 88%.</p>
		<p>School Staff Survey: Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 43% (2019) to 54% (2025)</li> <li>• collective efficacy from 52% (2019) to 58% (2025).</li> </ul>	<p>Increase staff positive endorsement of academic emphasis from 39% (2024) to 45% (2025) Increase staff positive endorsement of collective efficacy from 49% (2024) to 55% (2025).</p>
		<p>AtoSS: Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> <li>• stimulated learning from 71% (2019) to 74% (2025).</li> </ul>	<p>Increase student positive endorsement of stimulated learning from 58% (2024) to 65% (2025).</p>

Improve voice and agency for all students in their learning.	No	<p>AtoSS :</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• self-regulation and goal setting from 74% (2019) to 78% (2025)</li> <li>• student voice and agency (SVA) from 60% (2019) to 65% (2025).</li> </ul>	
		<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• use student feedback to improve practice from 53% (2019) to 62% (2025)</li> <li>• promote student ownership of learning goals from 53% (2019) to 62% (2025).</li> </ul>	
		<p>Parent Opinion Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• student motivation and support from 63% (2019) to 73% (2025)</li> <li>• student agency and voice from 69% (2019) to 76% (2025).</li> </ul>	
Improve the health and wellbeing, resilience and social capabilities of each student.	No	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 69% (2019) to 72% (2025)</li> <li>• teacher concern from 63% (2019) to 66% (2025)</li> <li>• resilience from 69% (2019) to 72% (2025)</li> </ul>	

	<p>Parent Opinion Survey Increase the percentage of positive endorsement for the factors</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 80% (2019) to 86% (2025)</li> <li>• teacher communication from 60% (2019) to 68% (2025)</li> <li>• confidence and resiliency skills from 74% (2019) to 80% (2025)</li> </ul>	
	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 18 days (2025)</li> <li>• Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 35% (2025).</li> </ul>	

<b>Goal 2</b>	<b>Maximise the learning growth for all students across all areas of the curriculum</b>
<b>12-month target 2.1-month target</b>	By 2026, reduce the number of NAS students in each of writing in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.2-month target</b>	By 2026, reduce the number of NAS students in each of reading in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.3-month target</b>	By 2026, reduce the number of NAS students in each of numeracy in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.4-month target</b>	By the end of 2025 we will increase the percentage of students at or above expected levels in teacher judgement for writing to 86%, Reading to 90% and Number and Algebra to 88%.



<b>12-month target 2.5-month target</b>	Increase staff positive endorsement of academic emphasis from 39% (2024) to 45% (2025) Increase staff positive endorsement of collective efficacy from 49% (2024) to 55% (2025).	
<b>12-month target 2.6-month target</b>	Increase student positive endorsement of stimulated learning from 58% (2024) to 65% (2025).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build teacher understanding of, and capability to effectively implement, the Victorian Curriculum.	No
<b>KIS 2.b</b> Excellence in teaching and learning	Develop, implement and embed a whole-school approach to formative and summative assessment	No
<b>KIS 2.c</b> Excellence in teaching and learning	Build teacher capability to differentiate learning tasks by utilising data.	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.	<p>Due to the revised and introduction of 2.0 curriculum and new department initiatives we will have a strong emphasis on developing a strengths based approach to teaching and learning that will support us in moving into our school review in early 2025.</p> <p>The focus for teachers needs to be understanding the curriculum and understanding the students as learners. Our student data for each cohort of students is wide and varied. Teachers tend to focus their teaching towards students who at at expected level and not towards students needs. This then impacts of student engagement and connectedness to the teacher.</p> <p>As a college we need to increase the use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model which is implemented through positive and supportive student-staff relationships.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise the learning growth for all students across all areas of the curriculum
<b>12-month target 2.1 target</b>	By 2026, reduce the number of NAS students in each of writing in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.2 target</b>	By 2026, reduce the number of NAS students in each of reading in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.3 target</b>	By 2026, reduce the number of NAS students in each of numeracy in Year 3, 5, 7 and 9 compared to the number of NAS students in 2024.
<b>12-month target 2.4 target</b>	By the end of 2025 we will increase the percentage of students at or above expected levels in teacher judgement for writing to 86%, Reading to 90% and Number and Algebra to 88%.
<b>12-month target 2.5 target</b>	Increase staff positive endorsement of academic emphasis from 39% (2024) to 45% (2025) Increase staff positive endorsement of collective efficacy from 49% (2024) to 55% (2025).
<b>12-month target 2.6 target</b>	Increase student positive endorsement of stimulated learning from 58% (2024) to 65% (2025).
<b>KIS 2.c</b> Curriculum planning and assessment	Build teacher capability to differentiate learning tasks by utilising data.
<b>Actions</b>	Build staff data literacy, so all students can be supported at their point of need in all learning areas. Strengthen the instructional model, with a focus on the new VTLM 2.0 Build a culture of coaching and setting high expectations
<b>Outcomes</b>	Teachers will identify students who need targeted support in their classes. Teachers will use the VTLM 2.0 to build connections with students to provide a supportive and engaging learning environment. Students will receive support in class targeted to their learning needs.

	Leaders through coaching/mentoring will support teachers to read, collect, and use data effectively to support students targeted learning needs.			
<b>Success Indicators</b>	<p>Students will be engaged in their learning</p> <p>Curriculum planning documentation will show plans for differentiation in each class,</p> <p>Teachers will be able to provide evidence of collecting purposeful supporting them to differentiate for students.</p> <p>Teacher judgement data will be more accurate and show growth</p> <p>Learning walks with leaders will allow teachers to change their practice in class to provide students with purpose learning support.</p> <p>Coaching notes from cycles will show growth in teacher capacity to cater for the needs of all students/</p> <p>SOS data will show growth with more staff positively endorsing in academic emphasis and collective efficacy</p> <p>AToSS data will show growth with more students positively endorsing stimulated learning environment</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>
Schedule consistent PLC time in to our meeting schedule	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement learning walks for all staff to see exemplar teachers and change their own practice to support all learners in their class.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Schedule and organise Data Literacy professional learning	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed coaching cycles across the college	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Schedule and organise Professional Learning to develop staff understanding of the VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Strengthen and communicate process for staff to build connections with families to build a safe and supportive learning environment	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Organise for a Writing consultant to provide professional learning for all staff	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$230,334.50	\$170,000.00	\$60,334.50
Disability Inclusion Tier 2 Funding	\$295,287.07	\$173,000.00	\$122,287.07
Schools Mental Health Fund and Menu	\$128,324.02	\$127,576.00	\$748.02
<b>Total</b>	<b>\$653,945.59</b>	<b>\$470,576.00</b>	<b>\$183,369.59</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and organise Data Literacy professional learning	\$5,000.00
Organise for a Writing consultant to provide professional learning for all staff	\$10,000.00
<b>Totals</b>	<b>\$15,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule and organise Data Literacy professional learning	from: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

	to: Term 4		
Organise for a Writing consultant to provide professional learning for all staff	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$15,000.00	

### Activities and milestones - Disability Inclusion Funding

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

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

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

### Additional funding planner – Total Budget

Activities and milestones	Budget
Develop SWPB processes and documentation	\$5,000.00

Continue to embed the Canine Comprehension with students across the college	
Employment of allied Health Services to support students	\$44,000.00
Partnering with Psychs in Schools to support students	
Employment of a Disability and Inclusion Leader	\$129,000.00
Employment of a Social Workers at the college	\$120,000.00
Employment of Curriculum Assistant Principal to develop and embed curriculum documentation and practices	\$100,000.00
<b>Totals</b>	<b>\$398,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop SWPB processes and documentation	from: Term 1 to: Term 4		
Continue to embed the Canine Comprehension with students across the college	from: Term 1 to: Term 2		
Employment of allied Health Services to support students	from: Term 1 to: Term 4		

Partnering with Psychs in Schools to support students	from: Term 1 to: Term 4	\$55,000.00	<input checked="" type="checkbox"/> Support services
Employment of a Disability and Inclusion Leader	from: Term 1 to: Term 4		
Employment of a Social Workers at the college	from: Term 1 to: Term 4		
Employment of Curriculum Assistant Principal to develop and embed curriculum documentation and practices	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$155,000.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop SWPB processes and documentation	from: Term 1 to: Term 4		
Continue to embed the Canine Comprehension with students across the college	from: Term 1		



	to: Term 2		
Employment of allied Health Services to support students	from: Term 1 to: Term 4	\$44,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Other Employing a Speech Path and OT to visit the college on a weekly basis</li> </ul>
Partnering with Psychs in Schools to support students	from: Term 1 to: Term 4		
Employment of a Disability and Inclusion Leader	from: Term 1 to: Term 4	\$129,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
Employment of a Social Workers at the college	from: Term 1 to: Term 4		
Employment of Curriculum Assistant Principal to develop and embed curriculum documentation and practices	from: Term 1 to: Term 4		
<b>Totals</b>		\$173,000.00	

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

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

Develop SWPB processes and documentation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Continue to embed the Canine Comprehension with students across the college	from: Term 1 to: Term 2	\$7,576.00	<input checked="" type="checkbox"/> Canine Comprehension School Programs
Employment of allied Health Services to support students	from: Term 1 to: Term 4		
Partnering with Psychs in Schools to support students	from: Term 1 to: Term 4		
Employment of a Disability and Inclusion Leader	from: Term 1 to: Term 4		
Employment of a Social Workers at the college	from: Term 1 to: Term 4	\$115,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Employment of Curriculum Assistant Principal to develop and embed curriculum documentation and practices	from: Term 1 to: Term 4		
<b>Totals</b>		\$127,576.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implement learning walks for all staff to see exemplar teachers and change their own practice to support all learners in their class.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise Data Literacy professional learning	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> Off-site The Academy
Embed coaching cycles across the college	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise Professional Learning to develop staff understanding of the VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Strengthen and communicate process for staff to build connections with families to build a safe and supportive learning environment	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Organise for a Writing consultant to provide professional learning for all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
--	---	----------------------------------	---	--	--	---