2025 Annual Implementation Plan

for improving student outcomes

Millwarra Primary School (5441)

Submitted for review by Melanie Hancock (School Principal) on 04 September, 2025 at 04:06 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 04 September, 2025 at 04:09 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise the learning growth of all students.	Yes	By 2029, increase the percentage of students assessed in the NAPLAN exceeding or strong proficiency levels in: Year 3 • Reading from 38% (2-year average 2023-24) to 58%. • Numeracy from 42% (2-year average 2023-24) to 59%. • Writing from 71% (2-year average 2023-24) to 78%. • Spelling from 34% (2-year average 2023-24) to 45% Year 5 • Reading domain from 58 % (2-year average 2023-24) to 70%. • Numeracy domain from 55% (2-year average 2023-24) to 65%. • Writing domain from 55% (2-year average 2023-24) to 66%. • Spelling domain from 53% (2-year average 2023-24) to 62%.	Year 3Reading from 38% (2-year average 2023-24) to 48%.Numeracy from 42% (2-year average 2023-24) to 49%.Writing from 71% (2-year average 2023-24) to 75%.Spelling from 34% (2-year average 2023-24) to 40%Year 5 Reading domain from 58 % (2-year average 2023-24) to 63%.Numeracy domain from 55% (2-year average 2023-24) to 60%.Writing domain from 55% (2-year average 2023-24) to 60%.Spelling domain from 53% (2-year average 2023-24) to 58%.
		By 2029, increase the percentage of students (Years 1 to 6) assessed as being at or above the expected level against the Victorian Curriculum according to teacher judgements in: • Reading and viewing from 65% (2023-24) to 75% • Writing from 71% (2023-24) to 80% • Mathematics 2.0 from 63% (2025) to 75%	Reading and viewing from 65% (2023-24) to 70%Writing from 71% (2023-24) to 75%Mathematics 2.0 from 63% (2025) to 67%.

		By 2029, increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN for: • Reading from 63% (2025) to 70% • Writing from 38% (2025) to 50% • Numeracy from 75% (2025) to 82%	Reading from 60% (2025) to 65%Writing from 30% (2025) to 35%Numeracy from 60% (2025) to 65%
		By 2029, maintain or increase the percentage of positive responses to the following factors on the School Staff Survey: • Guaranteed and Viable curriculum at or above 85%. • Collective efficacy at or above 87%. • Academic emphasis at or above 70%. • Moderate assessment tasks together at or above 74%. • Collective focus on student learning at or above 90%. Note: The 2024 School Staff Survey results were unavailable, and since the school's 2023 results only had three respondents, the panel agreed to base its targets on Similar school results from 2024.	Unable to assess.
		By 2029, increase the percentage of positive responses to the following factors on the student Attitudes to School Survey: • Effort from 67% (2024) to 70%. • Sense of confidence from 74% (2024) to 77%. • Stimulated learning maintained at or above 94% (2024).	Effort from 67% (2024) to 70%.Sense of confidence from 74% (2024) to 77%.Stimulated learning maintained at or above 94% (2024).

Optimise student engagement and wellbeing.	Yes	By 2029, maintain or increase the percentage of positive responses to the following factors on the Parent /Carer /Guardian Opinion Survey: • Student Agency and Voice at or above 80% (2024 similar schools). • Teacher communication at or above 80% (2024 similar schools). Note: The 2024 and 2023 Parent/Guardian/Caregiver Survey results were unavailable. Consequently, the panel agreed to base its targets on Similar school results from 2024.	Unable to assess.
		By 2029, maintain or increase the percentage of positive responses to the following factors on the student Attitudes to School Survey: • Emotional awareness and regulation at or above 80% (2024). • Managing bullying at or above 93% (2024). • School connectedness at or above 88% (2024). • Stimulated learning at or above 94% (2024). • Student voice and agency at or above 79% (2024).	Emotional awareness and regulation at or above 80% (2024).Managing bullying at or above 93% (2024).School connectedness at or above 88% (2024).Stimulated learning at or above 94% (2024).Student voice and agency at or above 79% (2024).
		By 2029, maintain or increase the percentage of positive responses to the following factors on the School Staff Survey: • Use student feedback to improve practice at or above 80% (2024 similar schools). • Active participation in professional learning beat or above 80% (2024 similar schools). • Feedback at or above 80% (2024 similar schools). • Monitor effectiveness using data at or above 70% (2024 similar schools). Note: The 2024 School Staff Survey results were unavailable, and since the school's 2023 results only had	Unable to assess.

		three respondents, the panel agreed to base its targets on Similar school results from 2024.	
		By 2029, increase the attendance rate from 86% (2024) to 92%.	Increase the attendance rate from 86% (2024) to 89%.

Goal 1	Optimise the learning growth of all students.
12-month target 1.1	Year 3 Reading from 38% (2-year average 2023-24) to 48%. Numeracy from 42% (2-year average 2023-24) to 49%. Writing from 71% (2-year average 2023-24) to 75%. Spelling from 34% (2-year average 2023-24) to 40% Year 5 Reading domain from 58 % (2-year average 2023-24) to 63%. Numeracy domain from 55% (2-year average 2023-24) to 60%. Writing domain from 55% (2-year average 2023-24) to 60%. Spelling domain from 53% (2-year average 2023-24) to 58%.
12-month target 1.2	Reading and viewing from 65% (2023-24) to 70% Writing from 71% (2023-24) to 75% Mathematics 2.0 from 63% (2025) to 67%.
12-month target 1.3	Reading from 60% (2025) to 65% Writing from 30% (2025) to 35% Numeracy from 60% (2025) to 65%
12-month target 1.4	Unable to assess.

12-month target 1.5	Effort from 67% (2024) to 70%. Sense of confidence from 74% (2024) to 77%. Stimulated learning maintained at or above 94% (2024).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.	Yes
KIS 1.b Teaching and learning	Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.	No
KIS 1.c Teaching and learning	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.	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.	In 2024, Millwarra Primary School's teacher judgement data indicated that 60% of Foundation to Year 6 students were at or above the expected level in Reading and Viewing, and 61% in Writing, which was below similar schools, network, and state averages. Speaking and Listening results were stronger at 83%, though still slightly lower than benchmarks. NAPLAN results highlighted a need for improvement in literacy and numeracy, with Year 3 Reading and Numeracy showing significantly fewer students at 'Exceeding' or 'Strong' levels compared to similar schools, while Year 5 results, though improved, remained below state means. These findings underpin our 2025 priority areas: strengthening literacy and numeracy through an embedded whole-school approach; increasing student voice, agency, and leadership; enhancing staff capacity to provide adjustments and deliver explicit instruction; and ensuring consistent attendance expectations. Key actions include implementing VTLM 2.0, a common instructional model, and a documented teaching and learning program; developing scope and sequence for literacy and numeracy; building teacher capability through targeted professional learning and PLC inquiry; and embedding data-informed practices to monitor progress and drive improvement.	
Goal 2	Optimise student engagement and wellbeing.	
12-month target 2.1	Unable to assess.	

12-month target 2.2	Emotional awareness and regulation at or above 80% (2024). Managing bullying at or above 93% (2024). School connectedness at or above 88% (2024). Stimulated learning at or above 94% (2024). Student voice and agency at or above 79% (2024).	
12-month target 2.3	Unable to assess.	
12-month target 2.4	Increase the attendance rate from 86% (2024) to 89%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen and embed processes and practices that enhance student agency and active engagement with learning.	No
KIS 2.b Leadership	Develop a whole-school, multi-tiered approach to student wellbeing, engagement, and inclusion.	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.	In 2025, Millwarra Primary School will strengthen student engagement and wellbeing through consistent, evidence-based practices that promote inclusion, agency, and high expectations. Attendance remains a priority, as 2024 data showed only 24% of students achieved 95% or higher attendance, while 32% recorded 20 or more absent days, highlighting the need for ongoing focus despite being below state and network levels. Students will set and monitor learning goals, supported by transparent data and feedback opportunities. We will refine Individual Education Plans and embed a multi-tiered system of support to meet diverse needs, including Koorie learners and vulnerable cohorts. A staged response to behaviour and Berry Street Education Training will ensure consistency, while strong communication with families and student leadership opportunities will enhance engagement and connection.	

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning growth of all students.
12-month target 1.1	Year 3 Reading from 38% (2-year average 2023-24) to 48%. Numeracy from 42% (2-year average 2023-24) to 49%. Writing from 71% (2-year average 2023-24) to 75%. Spelling from 34% (2-year average 2023-24) to 40% Year 5 Reading domain from 58 % (2-year average 2023-24) to 63%. Numeracy domain from 55% (2-year average 2023-24) to 60%. Writing domain from 55% (2-year average 2023-24) to 60%. Spelling domain from 53% (2-year average 2023-24) to 58%.
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12-month target 1.3	Reading from 60% (2025) to 65% Writing from 30% (2025) to 35% Numeracy from 60% (2025) to 65%
12-month target 1.4	Unable to assess.
12-month target 1.5	Effort from 67% (2024) to 70%. Sense of confidence from 74% (2024) to 77%. Stimulated learning maintained at or above 94% (2024).
KIS 1.a The strategic direction and deployment of resources to create and reflect shared	Develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Collaborative Planning and Documentation: Implement structured, ongoing collaborative planning sessions across year levels to co-develop, document, and refine curriculum plans, instructional strategies, and scope and sequences aligned to the school's instructional model. Shared Curriculum Approach: Establish a whole-school approach to curriculum planning by creating shared documentation, resources, and planning tools, enabling staff to collaboratively design and review consistent, high-quality instructional practices.
Outcomes	Principal Ensures allocation of resources, including time for collaborative planning and engagement with the Learning Specialist. Supports professional learning and coaching initiatives to build staff capacity. Evidence at SIT meetings using current research and evidence to evaluate whole school practices. Learning Specialist Provides coaching, modelling, and feedback to strengthen teacher practice and curriculum alignment. Development Instructional Model, planners, scope and sequences and overviews. Evidence of team planning meetings using consistent documentation. Teachers Participate in collaborative planning to design, document, and refine curriculum and instructional approaches. Apply consistent, evidence-based instructional strategies aligned to the school's instructional model. Education Support (ES) Staff Support teachers in delivering planned instruction and assisting with small group or individual interventions. Provide adjustments to meet the diverse learning needs of students. Students Provide feedback to teachers and contribute to discussions about their learning. Take ownership of their learning, reflect on progress, and develop the ability to articulate their growth.

Success Indicators	Principal SIT self assessment of Leaderships improves from embedding to excelling against FISO 2.0. Whole school growth against the High Impact Teaching continuum. Evidence of school-wide alignment in curriculum planning and instructional approaches. The three-year rolling average for Year 3 and Year 5 NAPLAN results will show improvement, moving the school closer to Victorian state averages. Learning Specialist Collaborative planning sessions show active participation. Teacher confidence and capability in implementing the instructional model increases (as measured via observation, feedback, or surveys). Curriculum documentation, overviews, and resources are developed, maintained, and used by staff. Teachers Curriculum plans, scope and sequences, and assessment schedules are consistently documented and used. Evidence of consistent, high-quality instructional strategies across classrooms. Teacher judgement is aligned to NAPLAN outcomes. Education Support (ES) Staff ES staff are actively supporting teaching programs and interventions as planned. Students receiving targeted support show engagement and measurable progress. Contributions to planning and documentation are evident and consistent. Students Student achieving 12 months growth. Increased student engagement and participation in learning activities. Demonstrated improvement in learning outcomes across literacy, numeracy, and other curriculum areas.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Learning Specialist to work with staff to update documents	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

VTLM 2.0 Professional Learning	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Leading Literacy Program	☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 4	$700.00 ☑ Other funding will be used
Junior teachers complete Little Learners Love Literacy Professional Learning	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$4,530.85
Top 10 Maths Professional Learning	☑ All staff	☑ PLP Priority	from: Term 3 to: Term 3	$2,268.20
Staff complete Top 10 Maths Planning Day	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$4,389.00

Goal 2	Optimise student engagement and wellbeing.
12-month target 2.1	Unable to assess.
12-month target 2.2	Emotional awareness and regulation at or above 80% (2024). Managing bullying at or above 93% (2024). School connectedness at or above 88% (2024).

	Stimulated learning at or above 94% (2024). Student voice and agency at or above 79% (2024).
12-month target 2.3	Unable to assess.
12-month target 2.4	Increase the attendance rate from 86% (2024) to 89%.
KIS 2.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	Develop a whole-school, multi-tiered approach to student wellbeing, engagement, and inclusion.
Actions	Tiered Support Systems: Develop and implement MTSS frameworks for universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) supports for learning, behaviour, and wellbeing. Behaviour Management: Implement a whole-school staged response to behaviour, informed by Berry Street Education Model strategies. Staff Professional Learning: Deliver ongoing BSEM professional learning and coaching for all staff to build capacity in trauma-informed practices and differentiated support.
Outcomes	Principal Leads the vision and implementation of a school-wide, BSEM-aligned multi-tiered approach to wellbeing. Allocates resources and schedules professional learning, planning, and student support. Monitors and evaluates the effectiveness of MTSS and BSEM-informed practices. Wellbeing Leader Provides coaching, modelling, and professional learning in BSEM strategies. Supports teachers to implement tiered interventions and trauma-informed approaches. Analyses wellbeing and engagement data to inform targeted interventions and monitor outcomes. Teachers Implement MTSS interventions using BSEM strategies to support all students.

	Monitor student engagement, wellbeing, and behaviour, adjusting instruction and support as needed. Collaborate with colleagues and ES staff to plan and deliver inclusive, evidence-based support. Education Support (ES) Staff Assist teachers in delivering Tier 2 and Tier 3 interventions. Support students to engage meaningfully in learning and wellbeing programs. Contribute to data collection, progress monitoring, and implementation of BSEM strategies. Students Participate in MTSS interventions and wellbeing programs. Engage in leadership and feedback processes to develop agency and self-regulation. Experience targeted support that fosters engagement, resilience, and positive relationships.
Success Indicators	Principal Evidence of school-wide implementation of MTSS and BSEM strategies. Resources and time are allocated for professional learning, planning, and student support. Universal environmental checklist. Wellbeing Leader Teachers actively participate in BSEM professional learning and coaching. Classroom observations indicate effective implementation of tiered, trauma-informed interventions.. Staff report increased confidence in using BSEM strategies to support student wellbeing. Wellbeing HITS. Teachers Tiered interventions and trauma-informed practices are implemented consistently in classrooms. Students are engaged, and differentiated supports meet diverse needs. Education Support (ES) Staff Support Tier 2 and Tier 3 interventions effectively alongside teachers. Students access targeted support and engage in wellbeing programs. Contribute to consistent monitoring and data collection to inform interventions. Students Engage actively in MTSS interventions and wellbeing programs.

	Demonstrate agency, self-regulation, and resilience in learning and social-emotional contexts. Report feeling safe, supported, and included at school. Observable improvement in engagement, attendance, behaviour, and overall wellbeing.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Berry Street Education Model - Day 2 Professional Learning	☑ All staff	☑ PLP Priority	from: Term 3 to: Term 3	$3,884.10
Wellbeing Leader to complete classroom observations.	☑ Mental health and wellbeing leader ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Deliver ongoing BSEM professional learning and coaching.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$96,153.39	$0.00	$96,153.39
Disability Inclusion Tier 2 Funding	$71,282.70	$71,282.70	$0.00
Schools Mental Health Fund and Menu	$27,602.50	$7,768.20	$19,834.30
Total	$195,038.59	$79,050.90	$115,987.69

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	$0.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Student Support - staffing	$71,282.70
BSEM PL	$7,768.20
Totals	$79,050.90

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Student Support - staffing	from: Term 1 to: Term 4	$0.00	
BSEM PL	from: Term 2	$0.00	

	to: Term 3		
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Student Support - staffing	from: Term 1 to: Term 4	$71,282.70	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
BSEM PL	from: Term 2 to: Term 3	$0.00	
Totals		$71,282.70	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Student Support - staffing	from: Term 1 to: Term 4	$0.00	
BSEM PL	from: Term 2	$7,768.20	☑ Berry Street Education Model (BSEM)

	to: Term 3		
Totals		$7,768.20	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
VTLM 2.0 Professional Learning	☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Preparation ☑ Curriculum development	☑ Network professional learning	☑ Leadership partners	☑ On-site
Leading Literacy Program	☑ Learning specialist(s)	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Network professional learning	☑ Academy program/course	☑ Off-site Victorian Academy for Teaching and Learning
Junior teachers complete Little Learners Love Literacy Professional Learning	☑ Teacher(s)	from: Term 3 to: Term 3	☑ Planning ☑ Design of formative assessments	☑ Timetabled planning day	☑ External consultants Little Learners Love Literacy	☑ On-site
Top 10 Maths Professional Learning	☑ All staff	from: Term 3 to: Term 3	☑ Planning ☑ Design of formative assessments	☑ Whole school pupil free day	☑ External consultants Top 10 Maths	☑ On-site
Staff complete Top 10 Maths Planning Day	☑ Learning specialist(s)	from: Term 3	☑ Planning	☑ Timetabled planning day	☑ External consultants	☑ On-site

	☑ Teacher(s)	to: Term 3	☑ Moderated assessment of student learning		Top 10 Maths	
Berry Street Education Model - Day 2 Professional Learning	☑ All staff	from: Term 3 to: Term 3	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole school pupil free day	☑ External consultants BSEM	☑ On-site
Wellbeing Leader to complete classroom observations.	☑ Mental health and wellbeing leader ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site