2025 Annual Implementation Plan

for improving student outcomes

Burnside Primary School (5502)

BURNSIDE
Primary School
Inspired minds thrive

Submitted for review by Katy Lawley (School Principal) on 14 February, 2025 at 02:32 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 18 February, 2025 at 12:17 PM
Awaiting endorsement by School Council President

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	

	FISO 2.0 Dimensions	Self-evaluation level
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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

	FISO 2.0 Dimensions	Self-evaluation level
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 and achievement of every student.	Yes	By 2028, maintain or increase the 2024 percentage of Year 3 and Year 5 students assessed in NAPLAN 'exceeding or strong' proficiency levels: • Year 3 Reading at 82% • Year 3 Numeracy from 65% to 70% • Year 5 Reading from 72% to 76%. • Year 5 Numeracy from 75% to 80%.	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.
		By 2028, increase the percentage of students (Years 1 to 6) assessed as being at or above expected growth in Teacher Judgement Growth (Time Series): • Reading and viewing from 81% (2023) to 85% • Mathematics 2.0 from xx% (202x) to x% (TBC when data is available).	By the end of 2025, the percentage of students (Year 1-6) assessed at being at or above expected growth in Teacher Judgement Growth to be:Reading & Viewing 82%Numeracy 2.0 (TBC)
		Placeholder to measure NAPLAN benchmark growth when data is available. For example, By 2028, increase the percentage of Year 5 students making 'insert growth measure here' from xx% (2025) to xx%.	TBC

		By 2028, maintain the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): • Stimulated learning at 92% • Differentiated learning challenge at 95%.	By the end of 2025, we will maintain the percentage of positive endorsments on the student Attitudes of School Survey (AtoSS): Stimulated learning at 92%Differentiated learning challenge at 95%.
		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Seek feedback to improve practice from 58% to 70%. • Professional learning through peer observation from 24% to 50%. • Active participation (in professional learning) from 58% to 72%.	By the end of 2025, the percentage of positive endorsement on the School Staff Survey (SSS): Seek feedback to improve practice from 58% (2024) to 60%Professional Learning through peer observation from 24% (2024) to 28%Active participation (in professional learning) from 58% (2024) to 60%
Maximise student engagement and wellbeing.	Yes	By 2028, maintain the 2024 percentage of positive responses on the AtoSS: • Connectedness to school at 90% • Emotional regulation and awareness at 87% • Managing bullying at 93% • Student voice and agency at 88%.	By the end of 2025, the percentage of positive responses on the AtoSS will be maintained:Connectedness to school at 90%Emtional regulation and awareness at 87%Managing bullying at 93%Student voice and agency at 88%
		By 2028, the 2023 attendance rate will increase from 90% to 92%.	By the end of 2025, the attendance rate will maintain at 90%.

Goal 1	Optimise the learning growth and achievement of every student.
12-month target 1.1	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.

12-month target 1.2	By the end of 2025, the percentage of students (Year 1-6) assessed at being at or above expected growth in Teacher Judgement Growth to be: Reading & Viewing 82% Numeracy 2.0 (TBC)
12-month target 1.3	TBC
12-month target 1.4	By the end of 2025, we will maintain the percentage of positive endorsments on the student Attitudes of School Survey (AtoSS): Stimulated learning at 92% Differentiated learning challenge at 95%.
12-month target 1.5	By the end of 2025, the percentage of positive endorsement on the School Staff Survey (SSS): Seek feedback to improve practice from 58% (2024) to 60% Professional Learning through peer observation from 24% (2024) to 28% Active participation (in professional learning) from 58% (2024) to 60%
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Enhance the capability of middle leaders to effectively lead effective implementation of school teaching and learning priorities.	Yes
KIS 1.b Leadership	To deepen the capacity of all teaching staff to inform best evidence-based teaching practice.	No
KIS 1.c Leadership	Strengthen a whole school approach to collaborative curriculum planning and develop the collective efficacy of PLCs.	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.	Enhance the capability of middle leaders to effectively lead effective implementation of school teaching and learning priorities. This KIS was selected in reference to our school review last year. We have made huge human and financial investment in having extra middle leadership in 2025 and want to ensure that best practice is effectively led by our Learning Specialists. Prin class to model effective implementation of school Teaching and Learning priorities.	
Goal 2	**Maximise student engagement and wellbeing.**	
12-month target 2.1	By the end of 2025, the percentage of positive responses on the AtoSS will be maintained: Connectedness to school at 90% Emtional regulation and awareness at 87% Managing bullying at 93% Student voice and agency at 88%	
12-month target 2.2	By the end of 2025, the attendance rate will maintain at 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Establish a school-wide approach to student voice, agency and leadership.	No
KIS 2.b Leadership	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion by effectively mobilising available resources to support students' mental health and wellbeing.	Yes
KIS 2.c Leadership	Develop a range of tools and approaches to strengthen partnerships within the parent/carer community to effectively support the learning and development of their children.	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.	At Burnside Primary School, we are committed to fostering an environment where all students feel supported, valued, and capable of thriving academically and socially. Recognising the profound impact that mental health and wellbeing have on student engagement, learning outcomes, and overall development, we have chosen to focus on embedding multi-tiered systems of support (MTSS) as a key improvement strategy. This decision aligns with our vision of ensuring that every student has access to the resources and interventions they need to succeed, both inside and outside the classroom.

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning growth and achievement of every student.
12-month target 1.1	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.
12-month target 1.2	By the end of 2025, the percentage of students (Year 1-6) assessed at being at or above expected growth in Teacher Judgement Growth to be: Reading & Viewing 82% Numeracy 2.0 (TBC)
12-month target 1.3	TBC
12-month target 1.4	By the end of 2025, we will maintain the percentage of positive endorsments on the student Attitudes of School Survey (AtoSS): Stimulated learning at 92% Differentiated learning challenge at 95%.
12-month target 1.5	By the end of 2025, the percentage of positive endorsement on the School Staff Survey (SSS): Seek feedback to improve practice from 58% (2024) to 60% Professional Learning through peer observation from 24% (2024) to 28% Active participation (in professional learning) from 58% (2024) to 60%
KIS 1.a 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	Enhance the capability of middle leaders to effectively lead effective implementation of school teaching and learning priorities.

Actions	1. Learning Specialists (Middle Leaders) to complete Growth Coaching training. 2. Assistant Principals to act as instructional leaders, attending PLC's and upskilling LS and PLC leaders to ensure we are adhering to our Teaching and Learning priorities (VTML 2.0 and Phonics/Reading Approach F-2) 3- Provide targeted Leadership opportunities through fortnightly Leadership meetings to enhance the effective implementation of our priorities (middle leaders and PLC leaders). 4 - Learning Specialist will coach/mentor colleagues in their targeted cohorts (Prep, 1-2, 3-4 and 5-6) to embed best-practice.
Outcomes	Leadership will be transparent and visible in monitoring and evaluating teaching and learning programs and priorities, monitoring impact of phonics plus and increased awareness of resources that the department have on offer to support the effective implementation. Middle Leaders will have a portfolio of coaching to monitor and evaluate how we are tracking against our AIP targets, implementing best-practice for phonics and the reading approach F-2 and embedding the VTML 2.0. Improved ability to diagnose and intervene when teachers need support with their teaching and learning capabilities and how to effectively plan to differentiate for all students. Teachers will have increased understanding of the VTLM 2.0 and how to effective use explicit practice to improve student outcomes. Teachers will willingly complete coaching cycles around our teaching and learning priorities and enhance the use of peer-observation to improve practice, aligned to VTML 2.0. Students will understand why their teachers are using phonics and the reading approach to improve their reading in F-2 and explicit practice will be understood and students will be able to articulate how their teachers helps them learn and how to extend their learning. Community: Families will understand the importance of phonics and the reading approaching, parents will be able to see the alignment of the new initiatives through our weekly community update newsletter, parent information sessions and published continuous assessments aligned to Victorian Curriculum 2.0.
Success Indicators	- The BPS Teaching and Learning cycle will be embedded through tracking of each essential learning (proficiency scale) against the Victorian Curriculum to compare student achievement and growth data. - Teaching and Learning team (Curriculum AP 3X LS) will successfully monitor and evaluate the effective impact of PL developed throughout the year - Conduct regular formative assessment checks for teaching and learning priorities (develop a checker and conduct Year 1 Phonics Check mid-year). - Analyse student performance data in Phonics (F-2) assessments before and after the implementation of the literacy workshop block and introduction of Phonics Plus to measure improvements in achievement. - Evaluate the consistency of assessment practices across different grade levels through the analysis of assessment artefacts.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Growth Coaching for Learning Specialists	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$4,000.00 ☑ Other funding will be used
Curriculum Day (March 7th) to unpack Phonics Plus, VTML 2.0 and English 2.0 implementation.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Appointment of 2X extra Middle Leaders (Learning Specialist) to monitor and evaluate our impact 0.5 EFT out of the classroom	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$130,000.00 ☑ Other funding will be used
Elastik PL + Management of Triangulation Assessment	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used

Goal 2	Maximise student engagement and wellbeing.
12-month target 2.1	By the end of 2025, the percentage of positive responses on the AtoSS will be maintained: Connectedness to school at 90% Emtional regulation and awareness at 87% Managing bullying at 93% Student voice and agency at 88%
12-month target 2.2	By the end of 2025, the attendance rate will maintain at 90%.

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	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion by effectively mobilising available resources to support students' mental health and wellbeing.
Actions	1. Provide professional development for all staff on mental health awareness, trauma-informed practices, and effective strategies for supporting diverse learners. 2. Continue to implement the Positive Education Curriculum and Respectful Relationships Resources across the school from Prep to Year 6 to foster skills such as emotional regulation, empathy, and relationship building among students. 3. Foster partnerships with families and local organisations to provide resources and support for students. Ensure that students and families are aware of available internal and external mental health resources and programs. 4. Regularly analyse data related to student wellbeing and engagement to inform interventions and track progress over time. 5. Explore Mental Health Menu and External Tier 3 supports for our most vulnerable students.
Outcomes	A supportive school culture that provides an increased awareness of mental health and fosters a proactive response towards wellbeing of students. Students will demonstrate improved skills in resilience, empathy, communication, and conflict resolution, fostering healthier relationships with peers and adults. A noticeable increase in students seeking help and utilising available mental health resources when needed. Students will show higher levels of engagement in school activities, leading to improved academic performance and attendance.
Success Indicators	An increase in staff reporting feeling equipped to support student mental health and wellbeing. Reduction in behavioural issues and increased attendance rates linked to the implementation of support systems. Increased student satisfaction regarding their wellbeing and support services. AToSS to measure student responses in regards to their wellbeing, engagement and inclusion.

	Parent Opinion Survey to collect parent/caregiver/guardian opinions and to use this information to assist with future planning and improvement. School Staff Survey to provide feedback on factors of the school environment proven by research to have an effect on student outcomes.				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Appointment of a Leading Teacher (Disability Inclusion) to facilitate coaching across the school to: • Enhanced teachers understanding mental health challenges and the impact on students' learning. • Improve teachers' ability to implement classroom strategies that support the diverse needs of students in Tiers 2 and 3, fostering an inclusive learning environment. • Provide opportunities for Teachers will develop collaboration skills through participation in multidisciplinary support teams. • Improve teachers' expertise to identify early signs of mental health issues and implement timely interventions.	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
House Spirit - Student voice and leadership membership and PL	☑ Assistant principal ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other 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	$72,753.20	$0.00	$72,753.20
Disability Inclusion Tier 2 Funding	$205,594.37	$0.00	$205,594.37
Schools Mental Health Fund and Menu	$47,629.77	$0.00	$47,629.77
Total	**$325,977.34**	**$0.00**	**$325,977.34**

Activities and milestones – Total Budget

Activities and milestones	Budget
Elastik PL + Management of Triangulation Assessment	$15,000.00
Appointment of a Leading Teacher (Disability Inclusion) to facilitate coaching across the school to: • Enhanced teachers understanding mental health challenges and the impact on students' learning. • Improve teachers' ability to implement classroom strategies that support the diverse needs of students in Tiers 2 and 3, fostering an inclusive learning environment. • Provide opportunities for Teachers will develop collaboration skills through participation in multidisciplinary support teams.	$100,000.00

• Improve teachers' expertise to identify early signs of mental health issues and implement timely interventions.	
House Spirit - Student voice and leadership membership and PL	$5,000.00
Totals	$120,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Elastik PL + Management of Triangulation Assessment	from: Term 1 to: Term 4		
Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Appointment of a Leading Teacher (Disability Inclusion) to facilitate coaching across the school to: • Enhanced teachers understanding mental health challenges and the impact on students' learning.	from: Term 1 to: Term 4		

• Improve teachers' ability to implement classroom strategies that support the diverse needs of students in Tiers 2 and 3, fostering an inclusive learning environment. • Provide opportunities for Teachers will develop collaboration skills through participation in multidisciplinary support teams. • Improve teachers' expertise to identify early signs of mental health issues and implement timely interventions.			
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Appointment of a Leading Teacher (Disability Inclusion) to facilitate coaching across the school to: • Enhanced teachers understanding mental health challenges and the impact on students' learning. • Improve teachers' ability to implement classroom strategies	from: Term 1 to: Term 4		

that support the diverse needs of students in Tiers 2 and 3, fostering an inclusive learning environment. • Provide opportunities for Teachers will develop collaboration skills through participation in multidisciplinary support teams. • Improve teachers' expertise to identify early signs of mental health issues and implement timely interventions.			
House Spirit - Student voice and leadership membership and PL	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$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
Growth Coaching for Learning Specialists	☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Learning specialist	☑ Off-site Melbourne CBD Feb 19th and 20th
Curriculum Day (March 7th) to unpack Phonics Plus, VTML 2.0 and English 2.0 implementation.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ Literacy expertise ☑ Learning specialist	☑ On-site
Appointment of 2X extra Middle Leaders (Learning Specialist) to monitor and evaluate our impact 0.5 EFT out of the classroom	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Elastik PL + Management of Triangulation Assessment	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site

Appointment of a Leading Teacher (Disability Inclusion) to facilitate coaching across the school to: • Enhanced teachers understanding mental health challenges and the impact on students' learning. • Improve teachers' ability to implement classroom strategies that support the diverse needs of students in Tiers 2 and 3, fostering an inclusive learning environment. • Provide opportunities for Teachers will develop collaboration skills through participation in multidisciplinary support teams. • Improve teachers' expertise to identify early signs of mental health issues and implement timely interventions.	☑ Disability inclusion coordinator ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site