


2025 Annual Improvement Plan – Gardenvale Primary School

GOAL 1 (SSP)		Learning: Maximise learning growth for all students		
12-MONTH TARGETS	NAPLAN Maintain the number of students assessed 'Needs Additional Support' in Year 3 and 5 Year 3 Reading – maintain at 1% Year 5 Reading – maintain at 0% Year 3 Writing – maintain at 0% Year 5 Writing – maintain at 0% Year 3 Numeracy – maintain at 1% Year 5 Numeracy – maintain at 1% Increase the number of students assessed as 'Strong' and 'Exceeding' in Years 3 and 5 Year 3 Reading – maintain at 93% (2025) Year 5 Reading – from 91% (2024) to 93% (2025) Year 3 Writing – maintain at 97% in (2025) Year 5 Writing – maintain at 93% (2025) Year 3 Numeracy – from 93% (2024) to 95% (2025) Year 5 Numeracy – from 83% (2024) to 87% (2025) SCHOOL STAFF SURVEY Professional Learning (overall) - from 74% (2024) to 79% in 2025 Use of Pedagogical Model – from 79% (2024) to 83% (2025) Seek Feedback to Improve Practice – from 68% (2024) to 73% (2025) School Leadership (overall) – from 77% (2024) to 80% (2025) ATTITUDES TO SCHOOL SURVEY Stimulated learning – maintain at above 90% in (2025)			
	KIS Develop and embed consistent whole school pedagogical practices.			
	ACTIONS	Build staff capability to apply, with consistency, explicit teaching, the VTLM 2.0 , and the GPS Instructional Model.  victorian-teaching-and-learning-model-2-0-2816 (1).pdf		
	OUTCOMES	<ul style="list-style-type: none">• Leaders will communicate, model and coach staff in the key features of Daily Review (CLT & Retrieval Practice).• Leaders will organise monthly learning walks to observe changes in staff practice and provide feedback.• Leaders will evaluate the growth in knowledge attained by teachers and the impact of their approach.• Teachers can articulate and demonstrate with confidence the 'what', 'how' and 'why' of Cognitive Load Theory/ Retrieval Practice/ Daily Review.• Teachers will apply, with consistency, their shared understanding of VTLM 2.0 (Daily Review) in lessons through planning and ongoing reflection/assessment practices.• Teachers will provide and receive peer feedback through regular classroom observations.• Students will be actively engaged during Daily Review• Students' confidence, motivation and progress will increase through the implementation of Daily Review.		
SUCCESS INDICATORS	<u>Coaching conversations</u> will provide evidence of staff increasing knowledge and understanding of explicit teaching. <u>Classroom Observations Templates</u> will show consistent, efficient and effective practices across the school. <u>Professional Learning Exit tickets</u> will provide evidence of staff learning and increasing satisfaction. <u>Teaching focus groups</u> will provide positive endorsement for our approach/implementation plan. <u>Student focus groups</u> will indicate a positive change in engagement – interest, inclusion and motivation. <u>Planning documentation</u> will provide evidence of teachers understanding and application of GPS Instructional Model for Mathematics			
ACTIVITIES Term 1 PL		PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN
1. EXPLORE – The 'Why' - Review guidance and research on VTLM 2.0.		Assistant Principal	No	From Term 1 To Term 1

2. EXPLORE - Cognitive Load Theory / Explicit Teaching	Principal Assistant Principal Learning Specialists Teachers	Yes	From Term 1 To Term 1
3. PREPARE – Establish a working group to revise a whole school curriculum plan. a. Continue developing P-2 Literacy Scope and Sequence	Learning Specialists Teachers	Yes	From Term 1 To Term 4
4. PREPARE & DELIVER - Design and deliver professional learning modules on VTLM 2.0, that meets the needs of current staff a. cognitive load b. elements of explicit teaching c. Nathaniel Swain PD	Principal Assistant Principal Learning Specialists	Yes	From Term 1 To Term 2
5. PREPARE & DELIVER -Build and implement a coaching timetable to support the professional learning sequence. a. Nathaniel Swain as Critical Friend	Assistant Principal Learning Specialists	Yes	From Term 1 To Term 4
6. DELIVER - Follow each PL with modelling, observations, learning walks and coaching of a specific feature of explicit teaching. a. cross level observations b. school visits	Learning Specialists	Yes	From Term 1 To Term 4
7. DELIVER – Develop and revise resources (Instructional Model and Curriculum documentation) to support the implementation of VLTm 2.0.	Principal Assistant Principal Learning Specialists	Yes	From Term 2 To Term 4
1. SUSTAIN - Identify ‘champions’ to assist with sustainability of the practice.			

GOAL 2 (SSP)	Wellbeing: Strengthen staff understanding of diversity to ensure all students are cognitively engaged and challenged.
12-MONTH TARGETS	<p>SCHOOL STAFF SURVEY</p> <p>Professional Learning (overall) - from 74% (2024) to 79% in 2025 Use of Pedagogical Model – from 79% (2024) to 83% (2025) Seek Feedback to Improve Practice – from 68% (2024) to 73% (2025) School Leadership (overall) – from 77% (2024) to 80% (2025)</p> <p>ATTITUDES TO SCHOOL SURVEY</p> <p>Maintain the percentage of students responding positively to the AtoSS Effective classroom behaviour – at 90% or above Effective teaching time – at 90% or above Motivation & Interest – at 90% or above</p> <p>PARENT CARER GUARDIAN SURVEY</p> <p>Increase the percentage of parents responding positively to the PCG Effective teaching – from 81% (2024) to 85% Student motivation and support - from 84% to 88%</p>
KIS	Strengthen teacher capability to cognitively engage and empower students as agents of their learning and wellbeing.
ACTIONS	Develop whole staff understanding of cognitive load theory and implementation of Tier 1 universal Positive Classroom Management Strategies - 6. Opportunities to Respond.
OUTCOMES	<ul style="list-style-type: none"> • Leaders will consciously protect privileged time for PL, coaching, classroom observations and modelling • Leaders will organise monthly learning walks to observe changes in staff practice and provide feedback. • Teachers will articulate, model, teach, and refer to classroom procedures regularly, Launch, I do , You Do, We do.

	<ul style="list-style-type: none">Teachers will include a range of verbal and non-verbal responses to actively engage all studentsStudents will be proficient in classroom procedures and routines contributing to a positive, collaborative classroom culture.Students will be actively engaged and on task using a range of verbal and non-verbal responses.		
SUCCESS INDICATORS	<p><u>PCMS Self-Assessment (pre and post)</u> show evidence of growth in practice and knowledge</p> <p><u>Leadership meeting minutes</u> show evidence of strategic and responsive implementation.</p> <p><u>Resources and Instructional Playbooks</u> align with the PCMS.</p> <p><u>Staff Survey</u> after Curriculum Day indicates high levels of engagement and satisfaction.</p> <p><u>Staff focus groups</u> provide evidence of staff increased confidence in managing challenging behaviours.</p> <p><u>Unit Planner Reflections</u> will provide evidence of increased instruction time by preventing behaviour errors.</p> <p><u>Student interviews</u> provide evidence of consistent practice.</p> <p><u>Newsletter, Compass Posts, Student Reports</u> all provide evidence of consistent language and messaging.</p>		
ACTIVITIES <u>Term 1 PL</u>	PEOPLE RESPONSIBLE	PROFESSIONAL LEARNING PRIORITY	WHEN
2. EXPLORE - Explore the The PCMS for Leaders and teachers complete PCMS Self-Assessment Tool	School Leaders Teachers Support Staff	Yes	From Term 1 To Term 1
3. EXPLORE – Organise and run focus groups with staff and students to seek feedback on PCMS.	Principal Assistant Principal	No	From Term 2 To Term 4
4. PREPARE – Key staff to visit South Melbourne Primary/Brandon Park to observe their practices in action.	Assistant Principal Learning Specialist Teachers Support Staff	Yes	From Term 1 To Term 1
5. DELIVER – Create a playbook outlining student and staff expectations for strategy 2 and 6.	Learning Specialist Teachers	Yes	From Term 2 To Term 4
6. SUSTAIN - Identify ‘champions’ to assist with sustainability of the practice.	Assistant Principal	Yes	From Term 3 To Term 4
7. SUSTAIN - Use PLC to contextualise the practice and facilitate collaborative problem solving and adaptability.	Assistant Principal Learning Specialist	Yes	From Term 4 To Term 4