

Annual Implementation Plan 2025

Yalingbu Yirramboi - The Royal Children's Hospital School



Goal 1

In 2025, we will continue to focus on student learning – with an increased focus on numeracy – and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.

1.a Learning Priority - Numeracy

FISO Elements: *Teaching and Learning + Assessment*

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| Target | By 2026, 75% of students will demonstrate progress towards their IEP numeracy goal within 10 education sessions. |
| KIS | Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <ul style="list-style-type: none">• Establish and embed consistent approaches to formative assessment• Build staff capacity in assessment and differentiation in numeracy to identify and meet students' individual learning needs |
| Outcomes | <ul style="list-style-type: none">• Students will gain a clear understanding of their baseline numeracy capabilities via non-confrontational assessment tools and targeted feedback• Students will be equipped with actionable steps to advance their learning at their point of need• Students will have achievable and rigorous numeracy goals in their Individual Education Plans (IEPs), which will be routinely monitored and evaluated• Students will report higher levels of confidence with numeracy skills, allowing them to reengage with their base school• Teachers will commit to a numeracy focus in their Statement of Expectation• Teachers will identify student learning needs in numeracy, based on diagnostic assessment data• Teachers will utilise the elements of learning and teaching from the Victorian Teaching and Learning Model (VTLM) 2.0 and High Impact Teaching Strategies (HITS) to support students in achieving their numeracy IEP goals• Teachers will make reasonable adjustments for students with disabilities in accordance with the Disability Standards for Education• Teachers will liaise with base schools to ensure a continuum of education in numeracy• Leaders will ensure Statement of Expectations align with the numeracy AIP target• Leaders will support all teaching staff to build capacity in assessment, differentiation and inclusive practices and engage in evidence-based professional learning• Leaders will promote Professional Learning Communities (PLCs) as a vehicle for collective efficacy and improving numeracy outcomes• Leaders and Numeracy PLCs will engage in reflective practice and evaluate the effectiveness of whole-school numeracy assessment practices |

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| Success indicators | <p><i>Early indicators:</i></p> <ul style="list-style-type: none"> • 100% of teachers will have undertaken the ‘<i>Numeracy Gap Identification Formative Toolkit</i>’ professional learning • Teachers utilise the ‘<i>Numeracy Gap Identification Formative Toolkit</i>’ to identify student need as evidenced in Compass • Each student’s IEP includes numeracy goals tailored to their needs, accompanied by teaching strategies, supports and adjustments to facilitate goal achievement • Implementation, monitoring and evaluation of targeted numeracy goals in IEPs are documented for students and audited each term • Professional learning attendance and engagement with shared readings are documented • Teacher observations of student progress are recorded in Compass • Numeracy PLCs show a cycle of inquiry to improve numeracy outcomes documented in the rolling agenda | <p><i>Late indicators:</i></p> <ul style="list-style-type: none"> • Curriculum documentation shows plans for differentiation in numeracy and mathematics • Teacher records in Compass show an increase in engagement in numeracy and reduced mathematics anxiety for students • Discharge reports/IEPs provided to base school outline preparedness for school re-entry and document strategies, supports and adjustment to enable continuity of education • An increase in IEP numeracy goal achievement across the school as evidenced in audits • Teacher feedback demonstrates increased confidence in delivering numeracy assessment and content as demonstrated in the SSS • The numeracy and mathematics resource bank has a broad range of accessible teaching and learning resources |
| Activities | <ul style="list-style-type: none"> • Implement a ‘<i>Numeracy Gap Identification Formative Toolkit</i>’ to identify and meet the individual needs of students in a non-confrontational way • Develop a bank of resources and curriculum documentation that details targeted interventions for identified learning gaps • Students are involved in co-creating their IEP numeracy goal/s to enable student agency and target learning needs • Create exemplar goals (linked to the Victorian Curriculum) to ensure consistent use of numeracy-specific vocabulary and support capacity building • Record and implement teaching strategies, supports and adjustments based on the VTLM 2.0 and HITS in students’ IEPs, including reasonable adjustments for students with disabilities, to support achievement of their Numeracy goal • Provide base schools with student discharge reports/IEPs that document goals and teaching strategies, supports and adjustments to facilitate successful school re-entry and continuity of education • Attendance of teaching staff at monthly Numeracy Showcases to observe, differentiate and embed best practices • Provide staff with evidence-based numeracy research to engage with, and discuss implications as a team • Build capacity through professional learning opportunities and coaching, including the use of assessment tools and targeted interventions • Research best-practice approaches to formative assessment and leverage existing expertise as well as industry leaders and DE resources to design professional learning for staff • PLC lead and designated team members will use their findings from the Intake 8 PLC Core Professional Learning Program to implement numeracy PLCs and embed the PLC framework into these • The numeracy PLCs will use an inquiry cycle to evaluate the effectiveness of formative assessment and targeted interventions • Establish a process for auditing and monitoring school-wide data, using the Compass portal • Provide protected time within staff supervision to discuss student IEP goal progress, student engagement and assessment data to identify students and teachers requiring additional support • Provide scheduled coaching sessions to address teacher proficiency and confidence | |

1.b Wellbeing Priority

FISO Element: *Teaching and Learning + Assessment*

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| Target | <p>By 2026, two wellbeing interventions will be embedded into education sessions, targeting individual student-level and multi-age classroom groupings</p> <ul style="list-style-type: none"> Introduce and embed an evidence-based wellbeing survey, with a minimum of 20% completion rate Documented curriculum for three wellbeing factors, identified as priority areas through student data | |
| KIS | Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | |
| Actions | <ul style="list-style-type: none"> Build staff capacity to collect, analyse and respond to student wellbeing data using the PERMAH Wellbeing Survey Students with emerging or acute wellbeing needs identified and referred appropriately | |
| Outcomes | <ul style="list-style-type: none"> Students with emerging or acute wellbeing needs will be identified and referred by teachers to allied and mental health services Students will understand the key PERMAH pillars of wellbeing (Positive emotion, Engagement, Relationships, Meaning, Accomplishment, Health), and develop an understanding that wellbeing ebbs and flows over time Students will understand the factors that influence wellbeing (wellbeing ability, motivation and psychological safety), including the importance of self-compassion elements (self-talk, mindfulness and connection) Teachers will make reasonable adjustments for students with disabilities in accordance with the Disability Standards for Education Teachers will be able to recognise and respond to students' wellbeing needs Teachers will incorporate trauma-informed practices in classes and when planning units of work Teachers will implement a range of individualised interventions in their teaching and learning to support student wellbeing Leaders will ensure Statement of Expectations align with the wellbeing AIP targets Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will promote Professional Learning Communities (PLCs) as a vehicle for collective efficacy and improving student wellbeing outcomes | |
| Success indicators | <p><i>Early indicators:</i></p> <ul style="list-style-type: none"> 100% of teaching staff are formally credentialled in facilitating student debriefs from The Wellbeing Lab's PERMAH Wellbeing Survey 100% of students who complete the PERMAH Wellbeing Survey will receive a personalised results report from The Wellbeing Lab Each student's IEP includes Personal and Social Capabilities goal that reflects their Wellbeing Action Plan, accompanied by teaching strategies, supports and adjustments to facilitate goal achievement Each survey/debrief completed is recorded in Compass Staff Handbook updated to include best practice referral processes to internal RCH departments (such as mental health or social work) Identified student wellbeing concerns are escalated via referrals recorded in the EMR | <p><i>Late indicators:</i></p> <ul style="list-style-type: none"> PERMAH Wellbeing Survey aggregate data is used to identify wellbeing needs within year level Documented curriculum for three PERMAH wellbeing factors linked to the Victorian Curriculum: Personal and Social Capabilities and to the Resilience, Rights and Respectful Relationships (RRRR) program Teacher judgements will reflect increased student awareness of the PERMAH pillars of wellbeing Teachers will observe an increase in students' ability to apply appropriate strategies to support and manage their own wellbeing |

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| Activities | <ul style="list-style-type: none"> • Provide training to staff to deliver The Wellbeing Lab's PERMAH Wellbeing Survey • Implement a training initiative to enhance staff proficiency to conduct debrief sessions for individual student results derived from the PERMAH Wellbeing Survey • Continued partnership with the Michelle McQuaid Group/The Wellbeing Lab for on demand support • Conduct surveys and complete debriefs with students in relation to their PERMAH Wellbeing Survey results • Facilitate discussion around Wellbeing Action Cards with students, and use this to generate a Wellbeing Action Plan • Develop a consistent approach to facilitate high-quality referrals to internal RCH departments (such as mental health or social work) • Incorporate student's personalised Wellbeing Action Plan goal into IEPs (contributing to their Personal and Social Capability goal) • Record and implement teaching strategies, supports and adjustments based on the VTLM 2.0 and High Impact Wellbeing Strategies (HIWS) in students' IEPs, including reasonable adjustments for students with disabilities, to support achievement of their Personal and Social Capability goal • Audit current curriculum documents to ensure that wellbeing and Personal and Social Capabilities are embedded into learning programs • Design and document a scope and sequence for the teaching of wellbeing and Personal and Social Capabilities underpinned by the PERMAH pillars of wellbeing • Designated team members will engage in the Intake 8 PLC Core Professional Learning Program to enhance understanding and utilisation of the PLC framework to support the future development of a PLC with a student wellbeing focus. |
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