

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Huntingdale Primary School (4716)



Submitted for review by Anthony Rowe (School Principal) on 02 December, 2024 at 12:58 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 17 December, 2024 at 02:41 PM

Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth for all students
12-month target 2.1 target	<p>In 2025, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for reading from 24% (2024) to 28%.</p> <p>In 2025, to increase the percentage of students achieving exceeding in writing to 25%.</p> <p>In 2025, increase the percentage of Year 3 students achieving exceeding in numeracy to 32%.</p> <p>Maintain the number of NAS students in 2023 in each of reading and numeracy in Year 3 at zero for 2025.</p>
12-month target 2.2 target	<p>In 2025, reduce the percentage of students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy%.</p> <p>In 2025, reduce the number of students achieving low relative growth from 18% to 12%.</p> <p>In 2025, maintain the percentage of students achieving high benchmark growth at xx% (2025)</p>
12-month target 2.3 target	In 2025, increase the percentage of Years 1 to 6 students achieving above expected growth using Teacher Judgements in writing from 13% (2023) to 15%.
12-month target 2.4 target	<p>In 2025, increase or maintain the percentage of positive endorsement on the Attitudes to School Survey for:</p> <p>Student voice and agency from 68% (2024) to 70%</p> <p>Student motivation and interest from 77% (2024) to 80%</p> <p>Maintain goal setting and self-regulation at 86% (2024)</p>
12-month target 2.5 target	<p>In 2025, increase or maintain the percentage positive endorsement on the School Staff Survey for:</p> <p>Academic emphasis from 72% (2024) to 74%</p>

	<p>Maintain how to analyse data from 87% (2024)</p> <p>Increase the positive endorsement of instructional leadership 78%(2024) to 80%</p>
<p>KIS 2.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</p>	<p>Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership</p>
<p>Actions</p>	<p>Build the skills, knowledge and confidence of staff to lead others in the area of literacy and numeracy.</p> <p>Develop consistent planning and teaching practices to reflect the Victorian Curriculum 2.0.</p> <p>Embed the TLI program with a strong focus on students who need additional support and/or are developing according to NAPLAN data sets.</p>
<p>Outcomes</p>	<p>Principal</p> <ul style="list-style-type: none"> - Will strategically allocate physical and financial resources to ensure the TLI program is well supported. - Will support all teaching staff to build assessment practices, data literacy and differentiation through consistent and clear processes. <p>Assistant Principal</p> <ul style="list-style-type: none"> - Will lead the TLI program and work closely with teachers to ensure there is clear documentation of planners and communication between staff. - Will support the middle leaders to build their capacity in modelling high-level teaching practices to all staff. <p>Learning Specialists</p> <ul style="list-style-type: none"> - Will facilitate and organise professional learning to support the implementation of the Mathematics and English 2.0 curriculum.

	<ul style="list-style-type: none"> - Provide instructional support in relation to MSL and the 'Big 6' in Reading. <p>Wellbeing Team</p> <ul style="list-style-type: none"> - Will evolve and support the implementation of Student Voice and Agency in the classroom. - Will be able to provide all staff with professional learning regarding Student Voice and Agency in the classroom. <p>Teachers</p> <ul style="list-style-type: none"> - Will plan for, report on and implement the English and Mathematics Victorian Curriculum 2.0. - Will plan, document and teach 25 minutes of phonics, and the 'Big 6' reading strategies every day in the classroom. <p>Tutors</p> <ul style="list-style-type: none"> - Will be able to, monitor and review data of students in the TLI program to create TLI groups at point of need. - Will report on TLI student outcomes/progress with teachers, leaders and parents. <p>Students</p> <ul style="list-style-type: none"> - Will be able to explain what the learning intention and success criteria is and how they can progress. - Will report improved growth in literacy and numeracy. - Will be able to explain what student voice and agency is how it's used in the school.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> -AIP targets and KIS are documented in agendas. -TLI program has clear student groups and planners. -Classroom planners/overviews show evidence of the new curriculum. -Planners, timetables and lessons indicate that phonics and reading strategies are being taught daily in the 2-hour literacy block. -Observation process documents the implementation of the Victorian Curriculum 2.0. -Meeting agendas include items/minutes relating to department initiatives and school's AIP. -Student Agency resources are displayed in the classroom. -School budgets and AIP document funding to support professional learning of staff. -Goal setting is evident in student classrooms. -Learning intentions and success criteria are visible and utilised in all classrooms. <p>Late indicators:</p> <ul style="list-style-type: none"> -NAPLAN data to show a reduction in NAS students. -PAT assessments show student growth.

	-School reports will show the transition to the new Victorian Curriculum. -AtoSS factors: student voice, motivation and goal setting.			
Activities	People responsible	Is this a PL priority	When	
Review current TLI practices and processes to explore the non-negotiables, processes and documentation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Support PLC teams with school actions and targets to guide inquiry cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Audit current school expectations (Ways of Working) to identify a perceived gap in understanding.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Review observation timeline and feedback process for teachers to build their capacity with department initiatives.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Audit planners and curriculum documents to ensure the school's non-negotiables are evident. In particular: learning	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	

intentions & success criteria, phonics, reading strategies and HITS.			to: Term 4	
Schedule professional learning to support staff with their understanding and implementation of student voice and agency in the classroom.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Provide staff with additional coaching to build capacity in data literacy to differentiate and support the TLI, DI and PLC process. Data-driven School Improvement Course (Victorian Academy of Teaching and Leadership) Fully subsidised.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Numeracy learning specialist appointed to support the bilingual program and implementation of the Victorian Curriculum 2.0 (Mathematics).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Appoint a member of staff as a tutor to support students in years 2-6 who need additional support or are in the developing proficiency according to NAPLAN.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build the capacity of middle leaders with the MSL approach to support the ongoing school-wide approach to phonics. (Morphology and MSL Workshops - Institute of MSL Education)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Build the instructional capacity of Middle Leaders to coach staff in regards to the 'Big 6' in reading.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs</p>
<p>Actions</p>	<p>Build upon the whole school approach towards differentiation in the teaching and learning program.</p> <p>Embed the school's instructional model into all lessons, everyday,</p> <p>Have a consistent approach to all literacy planners across the school.</p>
<p>Outcomes</p>	<p>Principal</p> <ul style="list-style-type: none"> - Will support the continuous development of documentation, development and revision of the whole school teaching and learning program. - Will strategically allocate time and professional development opportunities for staff to build their capacity with differentiation. <p>Assistant Principal</p> <ul style="list-style-type: none"> - Will support learning specialists to ensure their is collective efficacy in the continuous development of school wide teaching documents. - Will support the supervision of teaching programs to ensure high level teaching practices are consistent. <p>Learning Specialists</p> <ul style="list-style-type: none"> - Will support teachers to develop planning documents that show adjustments in content, process or product. - Will model and coach exemplary teaching practices that support differentiation in the classroom. <p>Teachers</p> <ul style="list-style-type: none"> - Will be able to recognise and co-create documents to implement adjustments in planners to support students' individual learning needs. - Will be able to respond to students' individual needs throught the application of High Impact Teaching Strategies in the classroom.

	<p>Students</p> <ul style="list-style-type: none"> - Will report an increase in engagement and motivation towards their learning. - Will be able to explain how they have agency in their learning through the co-creation of goals and success criteria. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> -Curriculum documentation will show adjustments for students with additional learning needs. -Classroom learning walks reflect the implementation of learning intentions and success criteria across the school. -IEPs will document adjustments, goals and high impact teaching strategies. -Notes from observations will show how staff are embedding differentiation in the classroom. -Student goals will be visible in classrooms. <p>Late Indicators</p> <ul style="list-style-type: none"> -AtoSS factors: motivation and agency will report a positive endorsement increase. -SSS factors: instructional leadership and academic emphasis will show a positive endorsement increase. -Students will be able to confidently discuss how they have agency in success criteria and IEP goals. 			
Activities	People responsible	Is this a PL priority	When	
Individual Education Plans consistently show adjustments for students who have been identified for the DI process and/or additional support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Observation and walkthrough process to have a specific focus on differentiation for teachers to build their capacity.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Audit planners and curriculum documents to ensure non-negotiables are evident. In particular: high impact teaching strategies, adjustments, learning intentions and success criteria.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>Provide staff with additional coaching to build knowledge and skill application in high-level teaching strategies to adjust programs and embed differentiation.</p> <p>Engage with MLTAV specialist Linton Roe to support staff development for the bilingual literacy program and differentiation in the classroom. (Goldilocks and the Porridge Workshop)</p> <p>Schedule professional learning to support staff with their understanding and implementation of high-level differentiation practices in the classroom.</p> <p>Literacy Pedagogy and Practice (Victorian Academy of Teaching and Leadership) Fully subsidised.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
Goal 3	Optimise student wellbeing outcomes			
12-month target 3.1 target	<p>In 2025, improve attendance by reducing the percentage of students with 20 or more days absence from 20% (2024) to 19%</p> <p>In 2025, decrease unapproved absences from 2.2 to 2.1.</p> <p>In 2025, maintain below 15 days (2024 14.9%) of students with average days absence.</p>			
12-month target 3.2 target	<p>In 2025, increase the percentage positive endorsement on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Teacher concern from 64% (2024) to 66% • School connectedness from 80% (2024) to 83% • Respect for diversity from 71% (2024) to 73% • Students at this school treat each other with respect from 57% (2024) to 65% 			
12-month target 3.3 target	<p>In 2025, increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • Trust in students and parents from 75% (2024) to 78% • Staff in my school are able to educate the most challenging students from 74% (2023) to 78% 			
KIS 3.b	Develop and implement a whole school tiered approach to wellbeing and inclusion			

<p>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</p>	
<p>Actions</p>	<p>Continue to monitor and evolve the whole school strategy towards attendance by using Compass to support.</p> <p>Establish a whole school approach to physical/social/emotional wellbeing using the High Impact Wellbeing strategies.</p> <p>Develop a whole school process to identifying students who are eligible for referral to the DI process.</p>
<p>Outcomes</p>	<p>Principal</p> <ul style="list-style-type: none"> - Will ensure that Compass is used as a tool to support staff and families with attendance. - Provide professional learning to all staff on how to use attendance tools and data in Compass. - Promote attendance at school assemblies, newsletter and on the website. - Allocate physical and financial resources. <p>Assistant Principal</p> <ul style="list-style-type: none"> - Will oversee the wellbeing team to ensure they are supported with the DI referral process and have an understanding of DIP meetings. - Engage in professional learning about High Impact Wellbeing Strategies and provide PD to staff. - Support staff with the implementation of adjustments through IEPs and classroom practice to be able to educate the most challenging students. <p>Mental Health Support Teacher</p> <ul style="list-style-type: none"> - Develop, implement and build teacher capacity regarding the DI referral process. - Will lead professional learning to upskill staff regarding the Wellbeing HITS. - Create HPS wellbeing non-negotiables and monitor staff practice by scheduling walkthroughs and observations. <p>Teachers</p> <ul style="list-style-type: none"> - Will document and implement wellbeing HITS into the teaching and learning program.

	<ul style="list-style-type: none"> - Will be able to indentify and refer students to the DI process. - Will be able to log attendance data in Compass and use data sets to inform student attendance plans to take necessary action. <p>Education Support Staff</p> <ul style="list-style-type: none"> - Will support the DI process by collating evidence and particpating in the DIP meeting. - Will support targeted students with their learning goals and regularly confrence with them regarding next steps. - Will embed wellbeing HITS into their practice to support students with additional needs. <p>Students</p> <ul style="list-style-type: none"> - Will report an increase in one to one time with teachers in regards to student wellbeing. - In need of targeted academic and social support will be idenitfied and supported through the DI process. - Will have an increase in attendance and feel more connected to school. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> -Classroom and peer observations show a positive change in practice. -Monthly Compass attendance data is being reported and communciated with staff and parents. -Documented DI referral process. -Adjustments are documented in planners to support targeted students. -Regular attendance at internal and external professional learning. -Wellbeing agend item in every PLC and SIT meeting. -Promotion of attendance is evident through school website, events and Compass news items. -High Impact Wellbeing strategies are evident in school documentation. -Wellbeing non-negotiables are documents and communicated with all staff. -Disability Inclusion Profile meetings are sheduled and completed. <p>Late Indicators</p> <ul style="list-style-type: none"> -SSS perception results: trust in students, educate most challenging. -AtoSS perception results: teacher concern, school connectedness, respect for diversity and respect for each other. -School is successfull in obtaining funding for students through the DI process. 			
Activities	People responsible	Is this a PL priority	When	

<p>Professional development for all staff regarding Compass to be scheduled in Term 1 curriculum days. This will include reporting on attendance, creating wellbeing chronicles and how to extract and analyse data sets. (Principal)</p> <p>Establish and document standard Compass protocols for uploading and following through with attendance processes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
<p>Office administration and principal class to review monthly attendance and report to community via Compass news item and newsletter. Principal to forward on attendance to staff and use as evidence in PLCS and SIT to support targeted cohorts or individual students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
<p>Creation of Wellbeing Learning Team (Principal) and scheduled wellbeing team meetings every second Tuesday to review data, support the DI process and create referral form.</p> <p>Wellbeing team will plan professional learning regarding DI process and HITS for staff and will deliver on Wednesdays at staff workshops.</p> <p>Co-create wellbeing non-negotiables in teams and schedule learning walks and observations that target specific wellbeing strategies.</p> <p>Review IEPs to ensure wellbeing non-negotiables are evident.</p> <p>Schedule a practice DI profile meeting to include the leadership, middle leaders and wellbeing team.</p> <p>Purchasing of additional resources/personnell to support mental health (chaplain).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>Update year level overviews, term planners and weekly plans to ensure wellbeing non-negotiables are documented.</p> <p>Follow through with DI protocols by referring to the HPS DI flow chart. Add wellbeing agenda item to each PLC meeting to discuss adjustments, student needs and attendance data.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	
<p>Review lesson observation and walkthrough protocols to include observation of wellbeing HITS to ensure there is a consistent approach to collegiality and professional learning for all staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	
<p>Mental Health Leader appointed for 2025 school year to lead the DI process and tiered approach to wellbeing.</p> <p>Support students and staff with the purchase of tactile tools, technology and other resources to support engagement and learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	
<p>Review the professional calendar to allocate time for the wellbeing team to plan p/l and for teachers to attend professional development.</p> <p>Staff linked to support Tier 2 students and the DI process to be released to make resources, attend profile meetings, attend external p/l and/or coordinate timetables.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	
<p>Continue to employ an ES Staff Leader (1.0) to support ES staff with the DI process, DIP meeting and high impact strategies in the classroom.</p> <p>Continue to employ an ES staff member to support identified students and the DI process.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	

Engage with external specialists (psychs in schools) to support any identified students with emotional, physical or cognitive needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Offer financial support towards extra curricular activities for equity families.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Appoint an allied health professional (Occupational Therapist 0.5) to support students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	