2025 Annual Implementation Plan

for improving student outcomes

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

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	Embedding
	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	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

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

Future planning	Overall the school progressed well towards it's 4-year goals and targets. Goal 1 (literacy and numeracy) outcomes was mostly achieved. The school review panel agreed that continuing to pursue high learning growth and achievment in the next SSP should be a priority. Especially in the areas of literacy (using Big 6 Reading strategies & phonics) and to decrease the number of students making low relative growth in reading. This target will become clear once NAPLAN data is accessible in 2025. It;s recommended that a future AIP goal is to increase the percentage of year 1-6 students acheiving above expected growth using teacher judgements.

AtoSS and Parent survey data suggest that the school is required to strengthen it's approach to student voice and agency. Goal setting in classrooms was partially met, it still remains inconsistent and will be a focus in next year's AIP. There are inconsistencies in the implemenation of universal and targeted wellbeing strategies across the school. Future goals should develop staff capability in understadning how to embed wellbeing practices in all areas and to develop ane implement a whole school tiered approach to wellbeing and inclusion. Targets link to this goal include improving teacher concern, school connectedness, respect for diversity and treating each other with repsect. This data is to be evaluated from AtoSS.

The school's strategy towards attendance continued to be a highlight with 2.1 unexplained days in 2023 and almost 0 in 2024 with a reduction in the percetage of students with more than 20 absent days. The average absent days per student fell in 2024. The school will continue to communicated absent data to parents, follow up with phone calls and inform staff through the evaluation of data. |
| **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.
Maximise the learning growth for all students	Yes	By 2028, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for: • Reading from 24% (2024) to 35% • Writing from 24% (2024) to 30% • Numeracy from 23% (2024) to 36%	In 2025, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for reading from 24% (2024) to 28%.In 2025, to increase the percentage of students achieving exceeding in writing to 25%.In 2025, increase the percentage of Year 3 students achieving exceeding in numeracy to 32%.Maintain the number of NAS students in 2023 in each of reading and numeracy in Year 3 at zero for 2025.
		By 2028, reduce the percentage of Year 5 students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy% and maintain the percentage of students achieving high benchmark growth at xx% (2025). Placeholder target. This target should be reviewed in 2025 to include NAPLAN benchmark growth.	In 2025, reduce the percentage of students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy%.In 2025, reduce the number of students achieving low relative growth from 18% to 12%.In 2025, maintain the percentage of students achieving high benchmark growth at xx% (2025)

		By 2028, increase the percentage of Years 1 to 6 students achieving above expected growth using Teacher judgements in writing from 13% (2023) to 20%.	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%.
		By 2028, increase or maintain the percentage positive endorsement on the Attitudes to School Survey for: • Student voice and agency from 68% (2024) to 70% • Student motivation and interest from 77% (2024) to 80% • Goal setting and self-regulation at 86% (2024)	In 2025, increase or maintain the percentage of positive endorsement on the Attitudes to School Survey for:Student voice and agency from 68% (2024) to 70%Student motivation and interest from 77% (2024) to 80%Maintain goal setting and self-regulation at 86% (2024)
		By 2028, increase or maintain the percentage positive endorsement on the School Staff Survey for: • Academic emphasis from 75% (2023) to 80% • Understand how to analyse data from 65% (2023) to 75% • Instructional leadership at 86% (2023)	In 2025, increase or maintain the percentage positive endorsement on the School Staff Survey for:Academic emphasis from 72% (2024) to 74%Maintain how to analyse data from 87% (2024)Increase the positive endorsement of instructional leadership 78%(2024) to 80%
Optimise student wellbeing outcomes	Yes	By 2028, improve attendance by: •　decreasing unapproved absences from 2.1 days (2023) to 1.9 days per student •　reducing the percentage of students with 20 or more days absence from 23% (2023) to 19% •　maintaining the average days absence at 15.5 days per student (2023)	In 2025, improve attendance by reducing the percentage of students with 20 or more days absence from 20% (2024) to 19%In 2025, decrease unapproved absences from 2.2 to 2.1.In 2025, maintain below 15 days (2024 14.9%) of students with average days absence.
		By 2028, increase the percentage positive endorsement on the Attitudes to School Survey for: •　Teacher concern from 64% (2024) to 72%	In 2025, increase the percentage positive endorsement on the Attitudes to School Survey for:• Teacher

		• School connectedness from 81% (2024) to 89% • Respect for diversity from 71% (2024) to 80% • Students at this school treat each other with respect from 57% (2024) to 70%	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%
		By 2028, increase the percentage positive endorsement on the School Staff Survey for: • Trust in students and parents from 82% (2023) to 86% • Staff in my school are able to educate the most challenging students from 74% (2023) to 78%	In 2025, increase the percentage positive endoresment on the School Staff Survey for:• 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%

Goal 1	Maximise the learning growth for all students
12-month target 1.1	In 2025, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for reading from 24% (2024) to 28%. In 2025, to increase the percentage of students achieving exceeding in writing to 25%. In 2025, increase the percentage of Year 3 students achieving exceeding in numeracy to 32%. Maintain the number of NAS students in 2023 in each of reading and numeracy in Year 3 at zero for 2025.
12-month target 1.2	In 2025, reduce the percentage of students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy%. In 2025, reduce the number of students achieving low relative growth from 18% to 12%. In 2025, maintain the percentage of students achieving high benchmark growth at xx% (2025)

12-month target 1.3	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 1.4	In 2025, increase or maintain the percentage of positive endorsement on the Attitudes to School Survey for: Student voice and agency from 68% (2024) to 70% Student motivation and interest from 77% (2024) to 80% Maintain goal setting and self-regulation at 86% (2024)	
12-month target 1.5	In 2025, increase or maintain the percentage positive endorsement on the School Staff Survey for: Academic emphasis from 72% (2024) to 74% Maintain how to analyse data from 87% (2024) Increase the positive endorsement of instructional leadership 78%(2024) to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership	Yes
KIS 1.b Teaching and learning	Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs	Yes
KIS 1.c Teaching and learning	Build teacher and student capability to activate student agency in 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.	Goal 2 addresses the need for students to reach their full potential regardless of their background or skill level. It supports those students who may face additional challenges and helps close achievement gaps, promote fairness and an equitable learning environment. Investing in the staff cohort will maximize learning growth through the delivery of a differentiated bilingual program and equip staff and students with life skills to adapt to the ever changing needs of the world. Student agency empowers students to take ownership of their learning process. They are more likely to be invested in the process and be driven by internal factors. Students can personalize their own topics and learning strategies that align with their interests and strengths. To support our bilingual approach we will continue to have a strong focus on the delivery of synthetic phonics in every classroom across the school over the 4-year period. The school will invest in professional development to build the capacity of teachers and their pedagogical skills and work towards having a consistent approach with the consolidation and application of learning and embed the high impact teaching strategies in the classroom. The Big 6 Reading Framework will have a staggered rollout to support student literacy skills beginning with synthetic phonics and ensuring the 6 essential components are embedded in planning and lessons across the 4 years. The teaching of literacy will be reviewed to ensure these components are incorporated in the curriculum and teaching approaches for literacy.
Goal 2	**Optimise student wellbeing outcomes**
12-month target 2.1	In 2025, improve attendance by reducing the percentage of students with 20 or more days absence from 20% (2024) to 19% In 2025, decrease unapproved absences from 2.2 to 2.1. In 2025, maintain below 15 days (2024 14.9%) of students with average days absence.
12-month target 2.2	In 2025, increase the percentage positive endorsement on the Attitudes to School Survey for: • 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 2.3	In 2025, increase the percentage positive endoresment on the School Staff Survey for: • 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%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop staff capability and a shared culture and understanding to embed wellbeing practices in all areas	No
KIS 2.b Leadership	Develop and implement a whole school tiered approach to wellbeing 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.	This goal is critical in supporting the wellbeing of students so the feel safe and connected in their educational environment. By optimizing the wellbeing of students it can help mitigate stress, anxiety and foster healthy relationships with peers and teachers. By investing in the development of staff capabilities students are more likely to achieve academic success and build their skills to navigate challenges in and outside the classroom. The school will continue to implement the Disability Inclusion in Victorian schools framework by building staff knowledge of the framework, the functional needs across the 6 domains and 31 educational activities. Staff will receive professional development to build their capacity to accurately match the student's functional and cognitive needs through adjustments in planning and practice in the classroom.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth for all students
12-month target 1.1	In 2025, increase the percentage of students achieving exceeding proficiency in NAPLAN in Year 3 for reading from 24% (2024) to 28%. In 2025, to increase the percentage of students achieving exceeding in writing to 25%. In 2025, increase the percentage of Year 3 students achieving exceeding in numeracy to 32%. Maintain the number of NAS students in 2023 in each of reading and numeracy in Year 3 at zero for 2025.
12-month target 1.2	In 2025, reduce the percentage of students achieving low NAPLAN benchmark growth in reading from xx% (2025) to yy%. In 2025, reduce the number of students achieving low relative growth from 18% to 12%. In 2025, maintain the percentage of students achieving high benchmark growth at xx% (2025)
12-month target 1.3	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 1.4	In 2025, increase or maintain the percentage of positive endorsement on the Attitudes to School Survey for: Student voice and agency from 68% (2024) to 70% Student motivation and interest from 77% (2024) to 80% Maintain goal setting and self-regulation at 86% (2024)
12-month target 1.5	In 2025, increase or maintain the percentage positive endorsement on the School Staff Survey for: Academic emphasis from 72% (2024) to 74%

	Maintain how to analyse data from 87% (2024) Increase the positive endorsement of instructional leadership 78%(2024) to 80%
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	Build the instructional and shared leadership capability of all staff with a specific focus on developing middle level leadership
Actions	Build the skills, knowledge and confidence of staff to lead others in the area of literacy and numeracy. Develop consistent planning and teaching practices to reflect the Victorian Curriculum 2.0. Embed the TLI program with a strong focus on students who need additional support and/or are developing according to NAPLAN data sets.
Outcomes	Principal - 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. Assistant Principal - 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. Learning Specialists - Will facilitate and organise professional learning to support the implementation of the Mathematics and English 2.0 curriculum.

	- Provide instructional support in relation to MSL and the 'Big 6' in Reading. Wellbeing Team - 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. Teachers - 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. Tutors - 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. Students - 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, and how it's used in the school.
Success Indicators	Early indicators: -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. Late indicators: -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	Activity cost and funding streams
Review current TLI practices and processes to explore the non-negotiables, processes and documentation.	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Support PLC teams with school actions and targets to guide inquiry cycles.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Audit current school expectations (Ways of Working) to identify a perceived gap in understanding.	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review observation timeline and feedback process for teachers to build their capacity with department intiatives.	☑ Assistant principal ☑ Learning specialist(s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Audit planners and curriculum documents to ensure the school's non-negotiables are evident. In particular: learning	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1	$0.00

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.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
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.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Other funding will be used
Numeracy learning specialist appointed to support the bilingual program and implementation of the Victorian Curriculum 2.0 (Mathematics).	☑ Assistant principal ☑ Numeracy leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$121,523.00 ☑ Other funding will be used
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.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$43,383.00 ☑ Equity funding will be used ☑ Other funding will be used
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)	☑ Assistant principal ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used

Build the instructional capacity of Middle Leaders to coach staff in regards to the 'Big 6' in reading.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the Huntingdale Primary School bilingual literacy approach to the delivery of curriculum and differentiated to individual student needs
Actions	Build upon the whole school approach towards differentiation in the teaching and learning program. Embed the school's instructional model into all lessons, every day, Have a consistent approach to all literacy planners across the school.
Outcomes	Principal - 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. Assistant Principal - Will support learning specialists to ensure there 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. Learning Specialists - 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.

	Teachers
	- 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 through the application of High Impact Teaching Strategies in the classroom. Students - 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	Early Indicators -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. Late Indicators -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	Activity cost and funding streams
Individual Education Plans consistently show adjustments for students who have been identified for the DI process and/or additional support.	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Observation and walkthrough process to have a specific focus on differentation for teachers to build their capacity.	☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

				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.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
Provide staff with additional coaching to build knowledge and skill application in high-level teaching strategies to adjust programs and embed differentiation. 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) Schedule professional learning to support staff with their understanding and implementation of high-level differentiation practices in the classroom. Literacy Pedagogy and Practice (Victorian Academy of Teaching and Leadership) Fully subsidised.	☑ Assistant principal ☑ Leading teacher(s) ☑ Literacy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,100.00 ☑ Other funding will be used	

Goal 2	Optimise student wellbeing outcomes
12-month target 2.1	In 2025, improve attendance by reducing the percentage of students with 20 or more days absence from 20% (2024) to 19% In 2025, decrease unapproved absences from 2.2 to 2.1. In 2025, maintain below 15 days (2024 14.9%) of students with average days absence.
12-month target 2.2	In 2025, increase the percentage positive endorsement on the Attitudes to School Survey for: • 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 2.3	In 2025, increase the percentage positive endoresment on the School Staff Survey for: • 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 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 and implement a whole school tiered approach to wellbeing and inclusion
Actions	Continue to monitor and evolve the whole school strategy towards attendance by using Compass to support. Establish a whole school approach to physical/social/emotional wellbeing using the High Impact Wellbeing strategies. Develop a whole school process to identifying students who are eligible for referral to the DI process.
Outcomes	Principal - 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. Assistant Principal - Will oversee the wellbeing team to ensure they are supported with the DI referral process and understand 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. Mental Health Support Teacher - 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. Teachers - Will document and implement wellbeing HITS into the teaching and learning program. - Will be able to identify 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. Education Support Staff - Will support the DI process by collating evidence and participating in the DIP meeting. - Will support targeted students with their learning goals and regularly conference with them regarding next steps. - Will embed wellbeing HITS into their practice to support students with additional needs. Students - Will report an increase in one-to-one time with teachers in regard to student wellbeing. - In need of targeted academic and social support will be identified and supported through the DI process. - Will have an increase in attendance and feel more connected to school.
Success Indicators	Early Indicators -Classroom and peer observations show a positive change in practice. -Monthly Compass attendance data is being reported and communicated 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 agenda 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 scheduled and completed.

	Late Indicators -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 successful in obtaining funding for students through the DI process.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
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) Establish and document standard Compass protocols for uploading and following through with attendance processes.	☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
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.	☑ Administration team ☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
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. Wellbeing team will plan professional learning regarding DI process and HITS for staff and will deliver on Wednesdays at staff workshops. Co-create wellbeing non-negotiables in teams and schedule	☑ Assistant principal ☑ Education support ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$25,552.00 ☑ Other funding will be used

learning walks and observations that target specific wellbeing strategies.

Review IEPs to ensure wellbeing non-negotiables are evident.

Schedule a practice DI profile meeting to include the leadership, middle leaders and wellbeing team.

Purchasing of additional resources/personnel to support mental health (chaplain).

Update year level overviews, term planners and weekly plans to ensure wellbeing non-negotiables are documented. 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.	☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
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.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Mental Health Leader appointed for 2025 school year to lead the DI process and tiered approach to wellbeing. Support students and staff with the purchase of tactile tools, technology and other resources to support engagement and learning.	☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$34,268.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Review the professional calendar to allocate time for the wellbeing team to plan p/l and for teachers to attend professional development. 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.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$8,969.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
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. Continue to employ an ES staff member to support identified students and the DI process.	☑ Education support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$84,574.00 ☑ Disability Inclusion Tier 2 Funding will be used
Engage with external specialists (psychs in schools) to support any identified students with emotional, physical or cognitive needs.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,280.00 ☑ Other funding will be used
Offer financial support towards extra curricular activities for equity families.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,467.00 ☑ Equity funding will be used
Appoint an allied health professional (Occupational Therapist 0.5) to support students.	☑ Assistant principal	☐ PLP Priority	from: Term 1	$60,000.00

		☑ Principal		to: Term 4	☑ Disability Inclusion Tier 2 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	$21,359.50	$21,360.00	-$0.50
Disability Inclusion Tier 2 Funding	$146,750.52	$144,574.00	$2,176.52
Schools Mental Health Fund and Menu	$43,238.76	$43,237.00	$1.76
Total	**$211,348.78**	**$209,171.00**	**$2,177.78**

Activities and milestones – Total Budget

Activities and milestones	Budget
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.	$43,383.00
Mental Health Leader appointed for 2025 school year to lead the DI process and tiered approach to wellbeing. Support students and staff with the purchase of tactile tools, technology and other resources to support engagement and learning.	$34,268.00
Review the professional calendar to allocate time for the wellbeing team to plan p/l and for teachers to attend professional development. Staff linked to support Tier 2 students and the DI	$8,969.00

process to be released to make resources, attend profile meetings, attend external p/l and/or coordinate timetables.	
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. Continue to employ an ES staff member to support identified students and the DI process.	$84,574.00
Offer financial support towards extra curricular activities for equity families.	$10,467.00
Appoint an allied health professional (Occupational Therapist 0.5) to support students.	$60,000.00
Totals	**$241,661.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
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.	from: Term 1 to: Term 4	$10,893.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Offer financial support towards extra curricular activities for equity families.	from: Term 1 to: Term 4	$10,467.00	☑ Other Extra curricular activities.

Totals		$21,360.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
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. Continue to employ an ES staff member to support identified students and the DI process.	from: Term 1 to: Term 4	$84,574.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Appoint an allied health professional (Occupational Therapist 0.5) to support students.	from: Term 1 to: Term 4	$60,000.00	☑ Other workforces to support students with disability • Occupational therapy
Totals		$144,574.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Mental Health Leader appointed for 2025 school year to lead the DI process and tiered approach to wellbeing.	from: Term 1 to: Term 4	$34,268.00	☑ Employ teaching staff to support Tier 2 initiatives

Support students and staff with the purchase of tactile tools, technology and other resources to support engagement and learning.			
Review the professional calendar to allocate time for the wellbeing team to plan p/l and for teachers to attend professional development. 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.	from: Term 1 to: Term 4	$8,969.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		**$43,237.00**	

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
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.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Academy program/course	☑ Off-site Victorian Academy of Teaching and Leadership
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)	☑ Assistant principal ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional practice day	☑ Academy program/course	☑ Off-site Institute of MSL Education
Provide staff with additional coaching to build knowledge and skill application in high-level teaching strategies to adjust programs and embed differentiation. Engage with MLTAV	☑ Assistant principal ☑ Leading teacher(s) ☑ Literacy leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Academy program/course ☑ External consultants Linton Roe	☑ Off-site On-site (Linton Roe) Off-site (VATL)

| specialist Linton Roe to support staff development for the bilingual literacy program and differentiation in the classroom. (Goldilocks and the Porridge Workshop)

Schedule professional learning to support staff with their understanding and implementation of high-level differentiation practices in the classroom.

Literacy Pedagogy and Practice (Victorian Academy of Teaching and Leadership) Fully subsidised.						
Review the professional calendar to allocate time for the wellbeing team to plan p/l and for teachers to attend professional development.

Staff linked to support Tier 2 students and the DI process to be released to make resources, attend profile meetings, attend | ☑ Assistant principal
☑ Mental health and wellbeing leader
☑ Principal
☑ Wellbeing team | from: Term 1 to: Term 4 | ☑ Planning
☑ Preparation
☑ Curriculum development | ☑ Timetabled planning day
☑ Network professional learning
☑ Communities of practice | ☑ Literacy leaders
☑ Departmental resources
Workshops | ☑ Off-site
Network meetings, Department workshops. |

external p/l and/or coordinate timetables.						