2025 Annual Implementation Plan

for improving student outcomes

Diamond Creek East Primary School (5037)

Submitted for review by Stephen Campbell (School Principal) on 07 February, 2025 at 09:25 AM
Endorsed by Clare Read (Senior Education Improvement Leader) on 12 February, 2025 at 04:45 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.	

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

	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	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.	
	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	
	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	

	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.
To improve the learning growth of every student in literacy and numeracy	Yes	By 2026, increase the percentage of students in the Exceeding and Strong NAPLAN Proficiency Levels: **Year 3** - Improve Reading from 63 per cent in 2023 - Improve Writing from 82 per cent in 2023 - Improve Numeracy from 65 per cent in 2023 **Year 5** - Improve Reading from 83 per cent in 2023 - Improve Writing from 72 per cent in 2023 **Year 5** Increase the percentage of students in the Exceeding NAPLAN proficiency level: - Improve Numeracy from 7 per cent in 2023.	By 2025, increase the percentage of students in the Exceeding and Strong NAPLAN Proficiency Levels:Year 3:Improve Reading from 72 per cent in 2024 to 75 per cent in 2025Improve Writing from 84 per cent in 2024 to 87 per cent in 2025Improve Numeracy from 69 per cent in 2024 to 73 per cent in 2025Year 5:Improve Reading from 76 per cent in 2024 to 80 per cent in 2025Improve Writing from 79 per cent in 2024 to 81 per cent in 2025Improve Numeracy from 71 per cent in 2024 to 75 per cent in 2025By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.Year 3:Number of students in NAS for Reading in 2024 was 2 students. Number of students in NAS for Numeracy in 2024 was 3 students. Year 5:Number of students in NAS for Reading in 2024 was 4 students.

			Number of students in NAS for Numeracy in 2024 was 2 students.
		By 2026, increase the percentage of students assessed as making **above expected growth** as measured by Teacher Judgement: • Reading from 17.6 per cent in 2022 to 25 per cent • Writing from 10.6 per cent in 2022 to 20 per cent • Number and Algebra from 16.5 per cent in 2022 to 25 per cent	By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:Reading from 10.5 per cent in 2024 to 13 per centWriting from 6 per cent in 2024 to 10 per centBy 2026, establish a baseline of 20% of students assessed as working above expected growth in Number as measured by Teacher Judgement.
To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Student voice and agency from 85 per cent in 2021 to 90 per cent • Sense of confidence from 88 per cent in 2021 to 90 per cent • Motivation and interest from 88 per cent in 2021 to 90 per cent.	By 2026, increase the percentage of positive responses in AtoSS for the following factors:Student voice and agency from 79 per cent in 2024 to 85 per cent in 2025.Sense of confidence from 86 per cent in 2024 to 90 per cent in 2025.Motivation and interest from 86 per cent in 2024 to 90 per cent in 2025.
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student voice and agency from 82 per cent in 2021 to 90 per cent • Stimulating learning environment from 85 per cent in 2021 to 90 per cent.	By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures: Student voice and agency from 87 per cent in 2024 to 90 per cent in 2025Stimulating learning environment from 87 per cent in 2024 to 90 per cent in 2025.

Goal 1	To improve the learning growth of every student in literacy and numeracy
12-month target 1.1	By 2025, increase the percentage of students in the Exceeding and Strong NAPLAN Proficiency Levels: Year 3: Improve Reading from 72 per cent in 2024 to 75 per cent in 2025 Improve Writing from 84 per cent in 2024 to 87 per cent in 2025 Improve Numeracy from 69 per cent in 2024 to 73 per cent in 2025 Year 5: Improve Reading from 76 per cent in 2024 to 80 per cent in 2025 Improve Writing from 79 per cent in 2024 to 81 per cent in 2025 Improve Numeracy from 71 per cent in 2024 to 75 per cent in 2025 By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024. Year 3: Number of students in NAS for Reading in 2024 was 2 students. Number of students in NAS for Numeracy in 2024 was 3 students. Year 5: Number of students in NAS for Reading in 2024 was 4 students. Number of students in NAS for Numeracy in 2024 was 2 students.
12-month target 1.2	By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement: Reading from 10.5 per cent in 2024 to 13 per cent Writing from 6 per cent in 2024 to 10 per cent By 2026, establish a baseline of 20% of students assessed as working above expected growth in Number as measured by Teacher Judgement.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning.	No

KIS 1.b Teaching and learning	Develop a responsive approach to improving teaching and learning using the PLC inquiry cycle	No
KIS 1.c Teaching and learning	Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students.	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. | DCEPS has selected the Key Improvement Strategy (KIS) 'Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students' as a continued focus for 2025 for several key reasons grounded in self-evaluation, relevant school data, and the progress toward School Strategic Plan (SSP) goals and targets.

Self-Evaluation and Diagnosis of Issues:
Through our self-evaluation process, we identified that while we have made significant strides in several areas, there is a clear need to strengthen the consistency and depth of evidence-based teaching practices. Continuing to reduce variability in instructional approaches, particularly in literacy and numeracy will increase the level of challenge and differentiation offered to support all students effectively. This aligns with the findings of our most recent review, which identified the need for cohesive, whole-school strategies to maximise student outcomes.

Relevant School Data
The analysis of our NAPLAN and other assessment data supports this focus. For example, while the 2024 NAPLAN results reflect positive progress, particularly in Year 3 Reading (63% in 2023 to 72% in 2024) and Writing (82% in 2023 to 84% in 2024), other areas, such as Year 5 Reading (83% in 2023 to 76% in 2024), showed a decline, signalling the need for sustained attention to instructional quality. Similarly, while Year 5 Numeracy exceeded expectations (7% exceeding in 2023 to 16% in 2024), results in Writing and Reading require further improvement to meet our 2026 targets.

In addition to achievement data, growth data also highlights areas requiring focus. Teacher judgments of above-expected growth in Reading, Writing, and Number and Algebra remain below the 2026 targets, indicating a need to deepen teacher capability to implement responsive, high-impact teaching strategies.

Progress Against SSP Goals and Targets
While we have made progress toward several SSP targets, including positive trends in areas like the Parent Opinion Survey and maintaining results above state and network averages on the Attitudes to School Survey (AtoSS), growth in measures such as student voice and agency (79% in 2024, short of the 90% target) demonstrates the ongoing need for development. Deepening teachers' capacity to challenge all students will also |

	support our broader goals of fostering a stimulating and engaging learning environment. Key Focus Areas for 2025 The selected KIS aligns directly with targeted strategies for improvement in teaching and learning. Specific initiatives include: 1. Strengthening the Literacy Program – Implementation of an improved second hour to our literacy block, polishing writing instruction, and incorporating indigenous perspectives within core knowledge units to deepen engagement and skill development. 2. Refining Numeracy Practices – Ensuring consistency in the maths instructional model across classrooms to challenge all learners effectively. 3. Embedding EI and VTLM 2.0 Models – Expanding professional learning in Explicit Instruction (EI) and adopting the updated Victorian Teaching and Learning Model (VTLM 2.0). Alignment with Long-Term Goals By focusing on this KIS, the school aims to address SSP Goal 1: improving academic outcomes through high-quality teaching. This work is foundational to achieving targets in literacy, numeracy, and overall student growth, setting the stage for future improvement in SSP Goal 2, which emphasizes student agency and wellbeing.	
Goal 2	**To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.**	
12-month target 2.1	By 2026, increase the percentage of positive responses in AtoSS for the following factors: Student voice and agency from 79 per cent in 2024 to 85 per cent in 2025. Sense of confidence from 86 per cent in 2024 to 90 per cent in 2025. Motivation and interest from 86 per cent in 2024 to 90 per cent in 2025.	
12-month target 2.2	By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures: Student voice and agency from 87 per cent in 2024 to 90 per cent in 2025 Stimulating learning environment from 87 per cent in 2024 to 90 per cent in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Embed a consistent whole-school approach to student agency in learning and wellbeing	Yes

Engagement		
KIS 2.b Assessment	Build capacity to set challenging learning goals to monitor growth	No
KIS 2.c Engagement	Review, refine and co-design a documented whole school approach to wellbeing	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.	DCEPS has selected the Key Improvement Strategy (KIS) 'Embed a consistent whole-school approach to student agency in learning and wellbeing' as a focus for 2025, based on self-evaluation, relevant school data, progress toward School Strategic Plan (SSP) goals, and the diagnosis of emerging trends requiring attention. Self-Evaluation and Diagnosis of Issues Our self-evaluation process has revealed an increase in chronic absence during the second half of 2024. This trend, if not addressed, poses a significant risk to both student engagement and academic progress. Improved strategies to support wellbeing and enhance students' sense of belonging are essential to reversing this pattern. Relevant School Data While the school continues to perform above state and network averages in some Attitudes to School Survey (AtoSS) measures, other key wellbeing indicators show limited progress: - Student voice and agency improved marginally (79% in 2024, still short of the 90% target for 2026). - Sense of confidence and motivation and interest both remain at 86%, slightly below our 2026 target of 90%. Parent Opinion Survey results have shown improvement in student voice and agency (87% in 2024, close to the 90% target). However, these positive endorsements highlight a discrepancy between parent perceptions and students' lived experiences, further underscoring the need to focus on embedding student agency. The increase in chronic absence has added urgency to these efforts. Ensuring students feel valued, connected, and engaged in their learning is critical to improving attendance and maintaining the positive trajectory of academic and wellbeing outcomes. Progress Against SSP Goals and Targets In reflecting on our 4-year SSP targets, we have made strides in improving teaching and learning outcomes but are slightly behind in embedding a whole-school approach to wellbeing. 1. The KIS Review, refine, and co-design a documented whole-school approach to wellbeing remains on track for completion but requires alignment with practices that empower students in their learning.	

2. The development of student agency in learning has not been a primary focus to date, resulting in slower growth in this area.

Selecting this KIS enables the school to prioritise SSP Goal 2: fostering student engagement and wellbeing. By strengthening agency and ownership, we aim to address gaps in both wellbeing and attendance trends.

Key Focus Areas for 2025
The focus on embedding student agency aligns with the following targeted initiatives:
1. Attendance Strategies – Developing proactive measures to address chronic absence, including strengthening connections with families, creating meaningful re-engagement programs, and embedding early intervention strategies.
2. Student Wellbeing Framework – Completing and implementing a consistent, whole-school approach to wellbeing that integrates student voice and leadership opportunities.
3. Embedding Agency in Learning – Expanding professional learning on how to incorporate student voice into curriculum design, goal-setting, and classroom practices, fostering greater student ownership of learning outcomes.
4. AtoSS Data Analysis – Using student feedback to identify and act on areas where agency and engagement are lacking.

Alignment with Long-Term Goals
Embedding student agency directly supports SSP Goal 2, enabling the school to improve both student wellbeing and academic outcomes. By addressing chronic absence and enhancing engagement, we aim to strengthen our culture of belonging that empowers students to take an active role in their learning and personal development. The selection of this KIS reflects the school's commitment to addressing critical wellbeing needs while strengthening students' sense of agency. These strategies will provide a strong foundation for achieving our 2026 SSP targets and reversing concerning attendance trends.

Define actions, outcomes, success indicators and activities

Goal 1	To improve the learning growth of every student in literacy and numeracy
12-month target 1.1	By 2025, increase the percentage of students in the Exceeding and Strong NAPLAN Proficiency Levels: Year 3: Improve Reading from 72 per cent in 2024 to 75 per cent in 2025 Improve Writing from 84 per cent in 2024 to 87 per cent in 2025 Improve Numeracy from 69 per cent in 2024 to 73 per cent in 2025 Year 5: Improve Reading from 76 per cent in 2024 to 80 per cent in 2025 Improve Writing from 79 per cent in 2024 to 81 per cent in 2025 Improve Numeracy from 71 per cent in 2024 to 75 per cent in 2025 By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024. Year 3: Number of students in NAS for Reading in 2024 was 2 students. Number of students in NAS for Numeracy in 2024 was 3 students. Year 5: Number of students in NAS for Reading in 2024 was 4 students. Number of students in NAS for Numeracy in 2024 was 2 students.
12-month target 1.2	By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement: Reading from 10.5 per cent in 2024 to 13 per cent Writing from 6 per cent in 2024 to 10 per cent By 2026, establish a baseline of 20% of students assessed as working above expected growth in Number as measured by Teacher Judgement.
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and	Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students.

senior secondary pathways, incorporating extra-curricula programs	
Actions	The high level actions the school will undertake to drive progress against this KIS include: 1. Familiarise and build staff knowledge and capability with the VTLM 2.0. 2. Research, trial and implement an updated evidence-based Literacy instructional model. 3. Review and update the school's English and Mathematics curriculum scope and sequences and units of work to fully align with the Victorian Curriculum 2.0.
Outcomes	School leaders will: 1. Hold teaching staff accountable for providing a responsive learning environment and provide targeted feedback to drive improvement. 2. Provide structured opportunities for staff to develop, reflect on and share their understanding of VTLM 2.0, fostering collective improvement. 3. Lead and monitor the implementation of the Literacy Instructional Model, ensuring it is evidenced through teacher practice and student data. 4. Ensure curriculum Scope and Sequences and units of work align with the Victorian Curriculum 2.0 by facilitating regular curriculum review cycles. Teachers will: 1. All teachers will provide active supervision throughout the teaching and learning cycle by continually moving, scanning and interacting with all students. 2. Demonstrate consistent use of VTLM 2.0 in planning and delivery, with evidence visible in their lesson plans and instructional practices. 3. Integrate the evidence-based Literacy Instructional Model into daily practice, tailoring strategies to meet diverse student needs. 4. Implement updated curriculum scope and sequences with fidelity, ensuring clarity and consistency across year levels. Students will: 1. Experience more guided practice through worked examples and the 'I Do, We Do' component of our Instructional Models. 2. Engage in learning environments that consistently reflect the VTLM 2.0 focus on clarity, consistency, and differentiation.

	3. Benefit from targeted Literacy instruction, leading to improved skills in reading, writing, and oral language. 4. Engage in a curriculum that is sequenced to build foundational skills and extend higher-order thinking, fostering a deeper understanding of concepts.
Success Indicators	Early indicators: 1. Evidence collected during learning walks will show improved teacher responsiveness and active supervision (PCMS number 5) in all classes. 2. Visible leader engagement and input in PLC meetings. 3. Teachers reporting increased understanding of VTLM 2.0 concepts and lesson plans showing VTLM 2.0 elements. 4. Scheduled curriculum review meetings conducted with active participation. 5. Improved understanding, implementation and participation (by students) of worked examples. 6. Students will feel supported during challenges, understanding how to use feedback to improve and grow. 7. Planning documents for the Literacy block reflect our revised Instructional Model and VTLM 2.0. Late indicators: 1. Improved student outcomes using end of Semester 1 and 2 Teacher judgement data. 2. Staff Survey positive increase in responses for factors 'feedback' (professional learning), 'use student feedback to improve practice' (teaching and learning - evaluation), 'professional learning through observation' (teaching and learning - practice improvement). 3. A revised scope and sequence for the Literacy curriculum ready to use in 2026. 4. NAPLAN data will reflect positive increases in the percentage of students who achieved in the strong or exceeding proficiency levels. 5. Increased alignment of PLC improvement cycles with school goals as evidenced in meeting minutes. 6. Improved student outcomes using end of Semester 1 and 2 Dibels data. 7. Frequent and consistent use of VTLM 2.0 strategies in classrooms. 8. Comprehensive documentation developed to support an evidenced based Literacy block including a revised Scope and Sequence, planning templates and material to support the Orton Gillingham approach.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Organise and facilitate 'Morphology' training to finalise the professional learning for the Orton Gillingham approach	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$14,007.40

				☑ Equity funding will be used
Establish a peer observation system where teachers observe VTLM 2.0 strategies and share feedback and reflect during PLC meetings.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a series of staged and sequential professional learning to assist staff with acquiring and applying knowledge about the VTLM 2.0.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide targeted professional development sessions to implement an evidence-based Literacy Instructional Model, including "I Do, We Do, You Do" strategies.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Conduct professional learning workshops to review and align the English curriculum scope and sequence with Victorian Curriculum 2.0	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Use Professional Learning Communities (PLCs) to analyse formative and summative data, guiding differentiated literacy instruction.	☑ Data leader ☑ Learning specialist(s) ☑ PLC leaders	☑ PLP Priority	from: Term 2 to: Term 3	$0.00
Conduct frequent learning walks to observe and provide feedback on active supervision and VTLM 2.0 implementation across all classrooms.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	
Develop a shared Google Drive with resources, lesson plans, and VTLM 2.0 strategies for teachers.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to build decodable text library F-2 and decodable 'Catch Up' texts for 3-6.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$9,500.00
Provide professional reading materials for staff to support the implementation of the Writing Revolution strategies.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Conduct professional learning workshops to review and align the Mathematics curriculum scope and sequence with the Victorian Curriculum 2.0 and our new instructional model.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide PL on Literacy and Mathematics Instructional Models.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish a process for identifying 'enablers and barriers' in the implementation of VTLM 2.0 and updated evidence-based Literacy instructional model. - as part of this process identify 2-3 barriers and develop a plan to address and overcome them.	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

- as part of this process establish a mechanism for monitoring the success of overcoming 'barriers' and leveraging 'enablers'.				
Develop a survey to collect data about teachers' acceptability, knowledge, capacity, buy-in and sustainability of the VTLM2.0. - this survey will be administered at the beginning, mid and end points of the year to monitor implementation outcomes.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Establish a process for professional reflection and monitoring of knowledge acquisition and application about the VTLM 2.0 by using 'Learning Loops' seek feedback and guide next steps in planning for professional learning.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Use the School Improvement Team to monitor observational data (learning walks, meeting minutes) and supporting resources (lesson plans, term planners and scope and sequences) in relation to English 2.0 and VTLM 2.0.	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop and establish a process for modelling, observation, shadowing and coaching for teaching staff to build confidence and capacity with VTLM 2.0 and the new Literacy block.	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
In Semester 2, use professional learning communities to unpack and practice key elements of the VTLM 2.0.	☑ PLC leaders ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Develop a staged plan for the implementation of the following high level actions: 1. VTLM 2.0 (explore and prepare stages) 2. 2nd Hour of Literacy Block (explore and prepare stages)	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1	$0.00

				to: Term 1	
3. Maths Instructional Model (prepare and deliver) 4. Orton Gillingham (deliver and sustain)					

Goal 2	To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.
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12-month target 2.2	By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures: Student voice and agency from 87 per cent in 2024 to 90 per cent in 2025 Stimulating learning environment from 87 per cent in 2024 to 90 per cent in 2025.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a consistent whole-school approach to student agency in learning and wellbeing
Actions	The high level actions the school will undertake to drive progress against this KIS include: 1. Strengthen the school's approach to supporting students who are identified as 'at-risk' due to chronic absence (20 or more days). 2. Develop and embed a school-wide framework to build student self-efficacy through differentiated goal setting, authentic feedback, and opportunities for success.
Outcomes	School leaders will: 1. Strengthen our approach to attendance by developing clear intervention and communication protocols to identify and support 'at risk' students while fostering a culture of attendance through regular sharing of data, trends, and success stories with staff, students, and families. 2. Embed the framework within school policies and practices, ensuring staff have access to professional development on differentiated goal setting and authentic feedback.

	Teachers will: 1. Use Compass data to actively monitor attendance patterns, identify students at risk, and engage in early interventions tailored to individual student needs. 2. Integrate differentiated goal setting and regular, authentic feedback into daily teaching practices while providing meaningful opportunities for students to reflect on their progress and celebrate their achievements, fostering a sense of self-efficacy. Students will: 1. Actively participate in the development of personalised attendance goals as part of their support plan. 2. Show increased attendance rates and an improved understanding of how regular attendance contributes to their personal and academic success. 3. Demonstrate increased confidence in setting, tracking, and achieving their goals, including social, emotional, and academic dimensions. 4. Actively seek and use feedback to adjust their strategies, develop resilience, and persist in the face of challenges.
Success Indicators	Early indicators: 1. Documentation and processes to support early intervention and referrals both internally and externally developed and in use. 2. Regular sharing of attendance data and trends with staff, students, and families through newsletters, assemblies, or staff meetings. 3. Initial records of students reflecting on their progress and celebrating small achievements. 4. Participation of students in creating personalised attendance goals, as evidenced by support plans. 5. Early improvement in attendance rates for at-risk students. Late indicators: 1. Improved student attendance data for the 2025 school year from the 2024 baseline. 2. Improve the percentage of students with below 80% attendance from the 2024 baseline of 40 students (23 males and 17 females). 3. Attitude to School Survey will reflect positive increases in responses for factors: 'help seeking' (Emotional and Relational Engagement), 'perseverance' (learner characteristics and disposition), 'attitudes to attendance' (learner characteristics and disposition) and 'sense of confidence', (learner characteristics and disposition). 4. Ongoing use of Compass data to track attendance patterns and implement timely interventions. 5. Increased student confidence and sense of ownership over their learning and attendance, evidenced in surveys or interviews.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement a structured intervention process for students with chronic absenteeism, including home communication, parent meetings, and individual attendance plans.	☑ Assistant principal ☑ Data leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish regular committees or focus groups where students share ideas and feedback on learning and wellbeing initiatives.	☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Regularly share attendance data trends through PLCs, newsletters, assemblies, and class discussions to highlight its importance.	☑ Administration team ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Facilitate a series of professional learning on using authentic feedback to build resilience, persistence, and learning confidence.	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Expand the role of the student leadership team to include input on school policies, attendance strategies, and wellbeing initiatives.	☑ Assistant principal ☑ House leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Release Respectful Relationships Coordinator and Team to lead and monitor the annual roll out of the initiative.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,200.00 ☑ Other funding will be used

Promotion of Child Safe practices incorporated into Start up programs, e.g. Who can help me, where can I go for help?.	☑ Assistant principal ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Student Brain Fitness conference revised and delivered in Term 1, 2025.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$12,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage a consultant psychologist to provide 1:1 support for 'at-risk' students at Tier 2.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$6,264.40 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update attendance policy.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Review processes for staff to communicate extended student absences with leadership.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Facilitate professional learning about the risks associated with chronic absenteeism and how to best support student and families to regularly attend school.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish and enact a process for the regular and consistent monitoring of absence data by all staff, including leadership and classroom teachers.	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$28,580.20	$28,580.20	$0.00
Disability Inclusion Tier 2 Funding	$196,507.12	$196,507.12	$0.00
Schools Mental Health Fund and Menu	$50,414.31	$50,414.31	$0.00
Total	**$275,501.63**	**$275,501.63**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Organise and facilitate 'Morphology' training to finalise the professional learning for the Orton Gillingham approach	$14,007.40
Student Brain Fitness conference revised and delivered in Term 1, 2025.	$12,000.00
Engage a consultant psychologist to provide 1:1 support for 'at-risk' students at Tier 2.	$6,264.40
Totals	**$32,271.80**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Organise and facilitate 'Morphology' training to finalise the professional learning for the Orton Gillingham approach	from: Term 1 to: Term 1	$14,007.40	☑ Professional development (excluding CRT costs and new FTE)
Totals		**$14,007.40**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Student Brain Fitness conference revised and delivered in Term 1, 2025.	from: Term 1 to: Term 1	$12,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Engage a consultant psychologist to provide 1:1 support for 'at-risk' students at Tier 2.	from: Term 2 to: Term 3	$6,264.40	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		**$18,264.40**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ school based staff to provide students access to a school wellbeing support dog.	$12,012.00
Continue to employ a Disability Inclusion Leader.	$120,126.00
Continue to employ an Additional Assistance teacher to provide Tier 2 instruction for students 'at risk'.	$76,381.12
Continue to employ Education Support Officer to ensure equitable outcomes for disadvantaged students	$14,572.80
Employ school based staff to strengthen our implementation and use of the High Impact Teaching Strategies for Wellbeing.	$20,137.91
Totals	$243,229.83

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ school based staff to provide students access to a school wellbeing support dog.	from: Term 1 to: Term 4	$0.00	
Continue to employ a Disability Inclusion Leader.	from: Term 1 to: Term 4	$0.00	

Continue to employ an Additional Assistance teacher to provide Tier 2 instruction for students 'at risk'.	from: Term 1 to: Term 4	$0.00	
Continue to employ Education Support Officer to ensure equitable outcomes for disadvantaged students	from: Term 1 to: Term 4	$14,572.80	☑ School-based staffing
Employ school based staff to strengthen our implementation and use of the High Impact Teaching Strategies for Wellbeing.	from: Term 1 to: Term 4	$0.00	
Totals		**$14,572.80**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ school based staff to provide students access to a school wellbeing support dog.	from: Term 1 to: Term 4	$0.00	
Continue to employ a Disability Inclusion Leader.	from: Term 1 to: Term 4	$120,126.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator

Continue to employ an Additional Assistance teacher to provide Tier 2 instruction for students 'at risk'.	from: Term 1 to: Term 4	$76,381.12	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Classroom teacher
Continue to employ Education Support Officer to ensure equitable outcomes for disadvantaged students	from: Term 1 to: Term 4	$0.00	
Employ school based staff to strengthen our implementation and use of the High Impact Teaching Strategies for Wellbeing.	from: Term 1 to: Term 4	$0.00	
Totals		**$196,507.12**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ school based staff to provide students access to a school wellbeing support dog.	from: Term 1 to: Term 4	$12,012.00	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Assign existing staff member to initiative (eduPay)
Continue to employ a Disability Inclusion Leader.	from: Term 1 to: Term 4	$0.00	
Continue to employ an Additional Assistance teacher to	from: Term 1	$0.00	

provide Tier 2 instruction for students 'at risk'.	to: Term 4		
Continue to employ Education Support Officer to ensure equitable outcomes for disadvantaged students	from: Term 1 to: Term 4	$0.00	
Employ school based staff to strengthen our implementation and use of the High Impact Teaching Strategies for Wellbeing.	from: Term 1 to: Term 4	$20,137.91	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		$32,149.91	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Organise and facilitate 'Morphology' training to finalise the professional learning for the Orton Gillingham approach	☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Curriculum development	☑ Whole school pupil free day	☑ External consultants Orton Gillingham	☑ On-site
Establish a peer observation system where teachers observe VTLM 2.0 strategies and share feedback and reflect during PLC meetings.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Develop a series of staged and sequential professional learning to assist staff with acquiring and applying knowledge about the VTLM 2.0.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders ☑ Departmental resources VTLM 2.0 ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide targeted professional development sessions to implement an evidence-based Literacy Instructional Model, including "I Do, We Do, You Do" strategies.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

				☑ Timetabled planning day		
Conduct professional learning workshops to review and align the English curriculum scope and sequence with Victorian Curriculum 2.0	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ Literacy leaders	☑ On-site
Use Professional Learning Communities (PLCs) to analyse formative and summative data, guiding differentiated literacy instruction.	☑ Data leader ☑ Learning specialist(s) ☑ PLC leaders	from: Term 2 to: Term 3	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site
Conduct frequent learning walks to observe and provide feedback on active supervision and VTLM 2.0 implementation across all classrooms.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Develop a shared Google Drive with resources, lesson plans, and VTLM 2.0 strategies for teachers.	☑ Learning specialist(s)	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

		to: Term 4	☑ Curriculum development			
Provide PL on Literacy and Mathematics Instructional Models.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Develop a survey to collect data about teachers' acceptability, knowledge, capacity, buy-in and sustainability of the VTLM2.0. - this survey will be administered at the beginning, mid and end points of the year to monitor implementation outcomes.	☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Establish a process for professional reflection and monitoring of knowledge acquisition and application about the VTLM 2.0 by using 'Learning Loops' seek feedback and guide next steps in planning for professional learning.	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implement a structured intervention process for	☑ Assistant principal	from: Term 1	☑ Planning	☑ Formal school meeting / internal	☑ Internal staff	☑ On-site

students with chronic absenteeism, including home communication, parent meetings, and individual attendance plans.	☑ Data leader ☑ Teacher(s)	to: Term 4	☑ Student voice, including input and feedback	professional learning sessions		
Regularly share attendance data trends through PLCs, newsletters, assemblies, and class discussions to highlight its importance.	☑ Administration team ☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff	☑ On-site
Facilitate a series of professional learning on using authentic feedback to build resilience, persistence, and learning confidence.	☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Facilitate professional learning about the risks associated with chronic absenteeism and how to best support student and families to regularly attend school.	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Departmental resources SSS ☑ Lookout centre/designated teacher	☑ On-site