

Annual Implementation Plan - 2025

Define actions, outcomes, success indicators and activities

Hughesdale Primary School (4176)



Submitted for review by Dean Napier (School Principal) on 12 December, 2024 at 01:38 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 16 February, 2025 at 06:00 PM

Awaiting endorsement by School Council President

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning achievement and growth
12-month target 1.1	<p>To increase the number of students achieving in the Exceeding proficiency in NAPLAN:</p> <p>Numeracy: Year 3, 33% (2025) Year 5, 33% (2025)</p> <p>Reading: Year 3, 46% (2025) Year 5, 46% (2025)</p> <p>Writing: Year 3, 20% (2025) Year 5, 33% (2025)</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024: Reading: NAS Year 3: 2024 3% - 2026 1% Year 5: 2024 1% - 2026 1%</p> <p>Numeracy: NAS Year 3: 2024 2% - 2026 1% Year 5: 2024 4% - 2026 1%</p>
12-month target 1.2	<p>Teacher Judgements</p> <p>By 2027, increase the percentage of P to 6 students achieving above the expected level in:</p> <p>Mathematics - 41% (2025) Writing - 40% (2025)</p>

12-month target 1.3	<p>School Staff Survey</p> <p>By 2027, improve positive endorsement for the following factors:</p> <p>Guaranteed and Viable Curriculum - 64% in 2025 Academic Emphasis - 60% in 2025 How to Understand Data - 66% in 2025</p>
12-month target 1.4	<p>Student Attitudes to School Survey</p> <p>In 2025, to improve positive endorsement for the factor Stimulating Learning Environment to 78%.</p>
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school instructional model that is consistently applied across the school.
Actions	<p>If we embed a whole school instructional model in numeracy and literacy, Then there will be greater consistency in teacher practice across the school, So that all students are supported, challenged or extended in their learning And students' growth and engagement will be maximised.</p> <p>Develop consistent teacher practice in line with VTLM 2.0. Embed a whole school model for teaching Numeracy and begin its implementation. Develop teacher knowledge of Victorian Curriculum 2.0 in Literacy and Numeracy.</p>
Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Continue Numeracy Professional Learning Team (PLT), Literacy and Data & Reporting PLT • Provide professional development to support the skills and knowledge required to implement the whole school instructional model in Numeracy to staff • Establish negotiated accountability measures, including learning walks and peer observations • Provide PL around learning intentions and success criteria, with a particular focus on developing consistent

	<p>vocabulary.</p> <ul style="list-style-type: none"> • Provide PL around Explicit Instruction, Focus Groups and Collaborative Learning <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Use the developed curriculum scope and sequence documents during planning • Apply knowledge learned in professional development sessions to create effective Learning Intentions and Success Criteria. • Implement the whole school instructional model in Numeracy • Understand the different areas of the Instructional Model <p>ES will – (Classroom)</p> <ul style="list-style-type: none"> • Attend PL on the instructional model • Use elements of the instructional model to scaffold student learning • Discuss the use of the instructional model during ES meetings including success and growth areas to guide future PL • Use targeted vocabulary related to the instructional model <p>Students will – (Individual)</p> <ul style="list-style-type: none"> • Be made aware of their assessment data to set effective learning goals with the support of their teacher • Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth) • Develop an understanding of the role of feedback and be open to feedback in helping them with their learning
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Student assessment data for Mathematics and Writing</p> <p>Moderated student learning tasks</p> <p>Documented instructional approach to Numeracy</p> <p>Using the Victorian Curriculum 2.0 Literacy and Numeracy Planners – differentiation to be incorporated and visible in the planners</p> <p>Teacher judgement</p> <p>Late Indicators:</p> <ul style="list-style-type: none"> • Planning documentation for Mathematics and Writing • Student individual learning goals aligned with the Victorian Curriculum 2.0 • SSS positive endorse the use of an instructional model

AToSS data to increase with student voice and agency and stimulated learning
Staff Opinion Survey AIP targets will be met

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ol style="list-style-type: none"> 1. Begin to run whole school PL on the agreed instructional model in Numeracy 2. Continue to organise professional development for school leaders by budgeting and implementing opportunities for professional learning in leadership and pedagogy. 3. Maximise the resources in the SRP to be able to facilitate these initiatives. 4. Work with PLT Leaders, PLC Leaders and Learning Specialists to implement whole school priorities. 5. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL. 6. Provide PL on the VTLM 2.0 	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$9,412.90 <input checked="" type="checkbox"/> Equity funding will be used
<ol style="list-style-type: none"> 1. Continue to implement a meeting schedule that allocates time for PLT teams to deliver professional learning on the whole school instructional model for the teaching of Numeracy and Literacy. 2. Continue to provide regular communication to the community about school priorities, PL, opportunities, and upcoming events. 3. Monitor Targets and overall data - NAPLAN, PAT, and Victorian Curriculum teacher judgements. 4. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL. 5. Provide PL on the VTLM 2.0 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ol style="list-style-type: none"> 1. Visiting influence schools in pedagogical practice. 2. Implement the use of Curriculum 2.0 Yearly Documents 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>3. Evidence of differentiation in the Unit Planners that align with Victorian Curriculum 2.0</p> <p>4. Provide PL on the VTLM 2.0</p> <p>NUMERACY LENS</p> <p>1. Strengthen the use of Learning Intention and Success Criteria using Solo Taxonomy, with the direction to implement across all subjects' areas.</p> <p>2. Developing school-wide protocols for setting goals in mathematics.</p> <p>3. Continue to develop the whole school instructional model in Numeracy</p> <p>4. Provide professional learning to staff on the whole school instructional model for the teaching of Numeracy</p> <p>5. Learning Walks</p> <p>LITERACY LENS</p> <p>1. F- 2 Structured Phonics Approach, create a target group for consistent observation/mentoring and coaching</p> <p>2. Deliver PL to the staff to strengthen the literacy practice with exposure across ability and topics</p>			to: Term 4	
<p>1. Continue to embed implementing whole school planners with their PLC teams</p> <p>2. Within PLC teams support the implementation of the whole school instructional model in Numeracy.</p> <p>3. Ensure planning documentation reflects the schools' Literacy and Numeracy instructional models.</p> <p>4. Monitor Targets and cohort data.</p> <p>5. Strategically targeting an element of the instructional model in at least one PLC inquiry cycle.</p>	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>1. Continue to implement the whole school instructional model in Numeracy in their classroom and show it through their planning documentation.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>2. Begin to set goals in collaboration with students.</p> <p>3. Actively participating in PLT meetings to improve and promote consistency in whole school practice.</p>			to: Term 4	
<p>1. Show an understanding of the different phases of the instructional models.</p> <p>2. Following the framework of the instructional model in literacy and numeracy to ensure consistency when supporting students.</p>	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop a consistent approach to planning that includes the use of diagnostic, formative, and summative assessment to inform instruction.</p>			
<p>Actions</p>	<p>If we develop data literate teachers, who collaborate and reflect on their practice, Then there will be a strengthened, targeted approach for identifying and monitoring student needs and progress, So that all students are supported, challenged or extended in their learning, And through our PLC model, student growth and engagement will be maximised.</p> <p>Strengthen the use of consistent data literacy across all staff members through the use of PLC Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs. Review the assessment and reporting practices across the school</p>			
<p>Outcomes</p>	<p>Whole School</p> <ul style="list-style-type: none"> - Students will be supported to learn at point of need - Teachers will confidently and accurately identify student learning needs of all of their students - PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom</p>			

	<ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will provide regular feedback and monitor student progress - Education Support staff provide high quality support to teachers and students in the classroom <p>Individual and Small Group</p> <ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported in the classroom - Students and teachers will have more time to work on content at students' point of need - Teachers and leaders will strengthen the existing intervention/small group tutoring programs
<p>Success Indicators</p>	<p>WHOLE SCHOOL</p> <p>Early indicators</p> <ul style="list-style-type: none"> - Student feedback on differentiation, and use of common strategies - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating use of strategies from professional learning - NAPLAN results <p>Consistency of adoption of documentation</p> <p>Late indicators</p> <ul style="list-style-type: none"> - Teachers' formative assessment data and summative judgements against the curriculum, using Victorian Curriculum 2.0 <p>Increased consistency of adoption of documentation Increase in teachers capacity to analyse evidence (2024 66%)</p> <p>CLASSROOM</p> <p>Early indicators</p> <ul style="list-style-type: none"> - Documentation and data from formative assessments - Evidence of communication with parents/carers/kin - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Differentiated curriculum documents and evidence of student learning at different levels - PAT data <p>Late indicators</p> <ul style="list-style-type: none"> - Semester 2 teacher judgements - Post-test results from assessments from sources such as PAT or the Digital Assessment Library

	<p>INDIVIDUAL and SMALL GROUP</p> <p>Early indicators</p> <ul style="list-style-type: none"> - Progress against Individual Education Plans - Data used to identify students for tailored supports - Differentiated resources used in tailored supports - Assessment data and student surveys from intervention groups <p>Late indicators</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results - Parent/carer/kin interviews - End-of-year surveys and focus groups - Post-test results 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ol style="list-style-type: none"> 1. Continue to organise professional development for school leaders by budgeting and implementing opportunities for professional learning in leadership and pedagogy. 2. Maximise the resources in the SRP to be able to facilitate these initiatives. 3. Work with PLT Leaders, PLC Leaders and Learning Specialists to implement whole school priorities. 4. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL. 5. Analysis of whole school data 6. Tracking of targets against the AIP 	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ol style="list-style-type: none"> 1. Continue to implement a meeting schedule that allocates time for PLT teams to deliver professional learning on the whole school instructional model for the teaching of Numeracy, Literacy and Assessment 2. Continue to provide regular communication to the community about school priorities, PL, opportunities, and 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>upcoming events.</p> <ol style="list-style-type: none"> 3. Monitor Targets and overall data - NAPLAN, PAT, and Victorian Curriculum teacher judgements. 4. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL. 5. Schedule and organise professional learning on how assessment can be used to monitor, analyse, and responding to student data. 				
<ol style="list-style-type: none"> 1. Monitoring the consistency of documentation 2. Sitting in on PLCs 3. Learning walks and observations 4. Provide induction to new staff 5. Schedule and organise professional learning on how assessment can be used to monitor, analyse, and responding to student data. <p>ASSESSMENT LENS</p> <ol style="list-style-type: none"> 1. Provide PL on how to aggerate and moderate of mathematics assessment and teacher judgement 2. Continue to embed the process for collecting and monitoring school-wide data (SWST, NAPLAN) 3. Review the implementation, content and frequency of Learning Tasks 4. Develop a plan for Learning Task, and review of Semester reports with Curriculum 2.0 5. Participate in PLC discussions to unpack data sets and assist with planning <p>LITERACY LENS</p> <ol style="list-style-type: none"> 1. Strengthen processes systems for engaging with individual and tailored support providers (e.g. speech pathologists, occupational therapists) to support individual student needs 2. Acquire resources that support students with disability 	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>or additional learning needs (Decodables)</p> <ol style="list-style-type: none"> 3. Continue to facilitate Moderation sessions in PLC and Whole School 4. Strengthen teachers' confidence and expertise in teaching Literacy through Professional Learning. <p>NUMERACY LENS</p> <ol style="list-style-type: none"> 1. Strengthen processes and protocols for regular moderation of student work within teaching teams 2. Strengthen teachers' confidence and expertise in teaching Maths through Professional Learning and readings. 3. Schedule and organise professional learning on how Essential Assessment can be used to monitor, analyse, and responding to student data. 				
<ol style="list-style-type: none"> 1. Facilitate discussions about data and explore students results 2. Follow the assessment schedule 3. Track and monitor cohort data 4. Moderate data sets and learning tasks within PLC meetings 	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ol style="list-style-type: none"> 1. Track and monitor class data 2. Document differentiation and target groups with names and skill 3. Continue to implement the whole school instructional model in Numeracy in their classroom and show it through their planning documentation. 4. Begin to set goals in collaboration with students. 5. Actively participating in PLT meetings to improve and promote consistency in whole school practice. 6. Continue to identify and develop IEP's for students who require additional and or extension academic needs 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>1. Aware of student's academic level and needs 2. Facilitate special considerations and amendments of testing parameters</p>	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To strengthen the connectedness, agency and wellbeing of all students			
12-month target 2.1	School Staff Survey By 2027, improve positive endorsement for the following factors: Use student feedback to Improve Teaching Practice to 60% in 2025 Use of High Impact Teaching Strategies to 74% in 2025			
12-month target 2.2	Student Attitudes to School survey: By 2027, maintain or improve positive endorsement for the following factors: Respect for Diversity - 79% in 2025 Student Voice and Agency - 65% in 2025 Sense of Connectedness at or above 79% (2023)			
12-month target 2.3	Parent Opinion Survey By 2027, improve positive endorsement for the factor Student Motivation and Support - 64% 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 assessment and monitoring tools for monitoring and tracking student wellbeing.			

<p>Actions</p>	<p>If we embed the tiered approach to wellbeing and inclusion, in collaboration with our Allied Health team Then we will use data to track and monitor individual students So that there is clarity and consistency of practice across the school And strategies used for individual students will be targeted at their point of need.</p> <p>Refine teacher knowledge of the whole school tiered approach and the tools used to track and monitor students Refine and consolidate teacher knowledge of the tiered approach to behaviour management Refine and monitor the referral processes, ensuring recommendations and strategies advised by Allied Health Team are implemented</p>
<p>Outcomes</p>	<p>Embed assessment and monitoring tools for monitoring and tracking student wellbeing.</p> <p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Lead application of our tiered approach to behaviour management • Analyse student wellbeing data to monitor the effectiveness of the tiered approach and increase data informed decision making within PLTs • Leaders will strengthen engagement with Allied Health Team, regional and internal/external support agencies • Refine the process for teachers to identify and refer students to the Allied Health Team - Create a consistent introduction for teachers/ students / parents on the tiered approach to behaviour management. <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Consistently implement the tiered approach to behaviour management and apply appropriate outcomes • Teachers will use agreed processes to monitor and identify students in need of additional supports (academic, social and emotional, DIP) • Implement Personal and Social Learning (PSL) scope and sequence to support the social and mental wellbeing of the students <p>Students will – (Individual)</p> <ul style="list-style-type: none"> • Students will demonstrate increased pro-social behaviours as a result of a developed understanding of our tiered approach to behaviour management • Students with additional wellbeing and/or learning needs will receive individualised support that is regularly monitored through IEPs and the DIP

Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Continued reduction in wellbeing/disruptive behaviour Chronicle entries Further increase in strategies and positive interactions/communication with community Improved attendance, monitored in PLC agenda <p>Late indicators:</p> <ul style="list-style-type: none"> Improved school-based survey data from staff, students and community Begin to embed profiling of Tier 2 student, documenting referrals and actions put in place Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Increase in positive responses to Safety within the DE Parent Opinion Survey (my child feels confident about the skills and strategies they have learnt at school to address bullying (2024 55%)) Increase in teachers' capacity to analyse evidence (2024 66%) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ol style="list-style-type: none"> Continue to communicate processes for identifying and referring students and families to the Allied Health Team Liaise with Student Support Services (SSS) as required for students / families with social / emotional and academic concerns. Work with students and families 1:1 when social, emotional, or behavioural are addressed. Work with staff to support students with social, emotional or behavioural concerns and put a plan in place (e.g. BSP, Safety Plan) Support transition of students between year levels. Communicate goals and outcomes to the staff, students and community. Facilitate discussion of whole school data. Allocate ESOs to students with additional funding needs. 	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<ol style="list-style-type: none"> 1. To maintain the Allied health Team consisting of a Speech Therapist, Occupational Therapy and Behavioural Psychologist and Counsellor 2. Track individual and cohort data to identify areas/students of concern. 3. Allocate funds, resources and time to wellbeing programs, including introduction of The Resilience Project. 4. Utilise middle leadership to build staff capability and curriculum knowledge on wellbeing and mental health. 	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$253,797.06 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ol style="list-style-type: none"> 1. Continue to work with Allied Health Team to mentor staff members requiring additional support with Tier 2 and Tier 3 students. 2. Introduce the tiered approach to behaviour management 3. Provide additional PL to the staff on tiered approach to behaviour management once developed. 4. Continue to deliver ongoing PL on RRRR 5. Analyse whole school data for consistency and trends e.g. Chronicle entries 6. Review Lunchtime Clubs schedule 7. Review Social and Emotional Learning Scope and Sequence and share findings with PLT team 8. Introduce the and monitor The Resilience Project 	<input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ol style="list-style-type: none"> 1. Discuss student wellbeing, attendance and behavioural needs in PLC meetings 2. Track and monitor students attendance and late data throughout the term 3. Promote consistency in Behaviour Management Plan implementation 	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

4. Take responsibility for the wellbeing of all students in the cohort				
<ol style="list-style-type: none"> 1. Build capacity to construct behaviour management plans for Tier 2 or 3 students. 2. Conduct restorative conversations as small group intervention with Tier 2 and Tier 3 students. 3. Lead the development of lessons for addressing behaviours of concern for each year level 4. Deliver twice weekly PSL sessions including and beyond RRRR, and The Resilience Project 5. Build teacher capacity for positive communication of wellbeing and behaviour with families 6. Continue to identify and develop IEP's for students who require social, emotional and wellbeing supports. 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ol style="list-style-type: none"> 1. Support students 1:1 and in small groups to implement Allied Health recommendations 2. Provide targeted scaffolding to supported student needs 3. Liase with and attend PL provided by Allied Health members 4. Attend SSGs with classroom teacher. 	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00