

2025 Annual Implementation Plan

for improving student outcomes

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 31 January, 2025 at 01:29 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 24 February, 2025 at 10:08 AM

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.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
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	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	
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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
Maximise learning outcomes for all students.	Yes	NAPLAN – Benchmark growth (all students) By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase. <ul style="list-style-type: none"> • Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent. • Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent. • Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent. 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. 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 RELATIVE GROWTH READING relative growth - HIGH or MEDIUM Year 5 from 75% (2024) to 77% (2025) NUMERACY relative growth - HIGH or MEDIUM Year 5 from 80% (2024) maintained at 80% (2025)
		NAPLAN – Achieving Top 2 Bands By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase. <ul style="list-style-type: none"> • Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent. • Writing in Year 3 from 47 per cent (2021) to 50 per cent and Year 5 from 10 per cent (2021) to 16 per cent. • Numeracy in Year 3 from 38 per cent (2021) to 41 per cent and Year 5 from 22 per cent (2021) to 25 per cent. 	NAPLAN READING Achieving Exceeding or Strong proficiency:- Year 3: from 52% (2024) to 63% (in 2025 - matching similar schools % in 2024)- Year 5: from 69% (as a 2023 Year 3 Cohort) to 71% (2025 Year 5 Cohort) NUMERACY Achieving Exceeding or Strong proficiency:- Year 3: from 46% (2024) to 56% (in 2025 - matching similar schools % in 2024)- Year 5: from 72% (as a 2023 Year 3 cohort) to 74% (2025)

		<p>Teacher Judgments – Growth</p> <p>By 2024, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at and above expected growth will increase.</p> <ul style="list-style-type: none"> • Reading and viewing from 80.2 per cent (2020) to 85 per cent • Writing from 76 per cent (2020) to 80 per cent. • Number and Algebra from 84.6 per cent (2020) to 88 per cent. <p><i>Note: Baseline measure is based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.</i></p>	Vic Curriculum Learning growth measured by teacher judgment for Year 1 to Year 6 students achieving AT and ABOVE expected growth will increase:- READING 77% (2023) to 79% (2025) - MATHS 77% (2023 - averaged across Maths strands) to 79% (2025 Maths 2.0)
		<p>Staff Opinion Survey (SOS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 75 per cent (2020) to 78 per cent. • Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent. 	Academic emphasis positive percentage endorsement rate from 75 per cent (2024) to 77 per cent in 2025. Guaranteed and Viable Curriculum positive percentage endorsement rate from 95 per cent (2024) to...
		<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 70 per cent (2020) to 73 per cent. • Differentiated learning challenge form 81 per cent (2020) to 84 per cent. 	Stimulating learning positive percentage endorsement rate from 85% (2024) to 87%Differentiated learning challenge positive percentage endorsement rate from 92% (2024) to 93%
Maximise student engagement.	Yes	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p>	Student voice and agency positive percentage endorsement rate from 72% (2024) to 74%Self-regulation and goal setting positive percentage

		<ul style="list-style-type: none"> • Student voice and agency from 55 per cent (2020) to 58 per cent. • Self-regulation and goal setting from 80 per cent (2020) to 83 per cent. • Sense of confidence from 68 per cent (2020) to 71 per cent. 	endorsement rate from 87% (2024) to 89% Sense of confidence positive percentage endorsement rate from 81% (2024) to 83%
		Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. <ul style="list-style-type: none"> • Stimulating learning environment from 79 per cent (2020) to 82 per cent. • Student voice and agency from 77 per cent (2020) to 80 per cent. • Not experiencing bullying from 67 per cent (2020) to 70 per cent. 	Stimulating learning environment positive percentage endorsement rate from 75% (2024) to 77% Student agency and voice positive percentage endorsement rate from 72% (2024) to 74% Not experiencing bullying positive percentage endorsement rate from 55% (2024) to 57%
Maximise student wellbeing and inclusion.	Yes	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. <ul style="list-style-type: none"> • Sense of connectedness from 76 per cent (2020) to 79 per cent. • Resilience from 80 per cent (2019) to 83 per cent. • Respect for diversity from 73 per cent (2020) to 76 per cent. • Teacher concern from 64 per cent (2020) to 67 per cent. 	Sense of connectedness positive percentage endorsement rate from 83% (2024) to 85% Resilience positive percentage endorsement rate from 69% (2024) to 71% Respect for diversity positive percentage endorsement rate from 82% (2024) to 84% Teacher concern positive percentage endorsement rate from 83% (2024) to 85%
		Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.	Student connectedness positive percentage endorsement rate from 86% (2024) to 88% Confidence and resiliency skills positive percentage

		<ul style="list-style-type: none"> • Student connectedness from 87 per cent (2020) to 90 per cent. • Confidence and resiliency skills from 84 per cent (2020) to 87 per cent. • Parent participation and involvement from 75 per cent (2020) to 78 per cent. 	<p>endorsement rate from 80% (2024) to 82%</p> <p>Parent participation and involvement positive percentage endorsement rate from 71% (2024) to 73%</p>
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Goal 1	Maximise learning outcomes for all students.
12-month target 1.1	<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</p> <p>RELATIVE GROWTH READING relative growth - HIGH or MEDIUM Year 5 from 75% (2024) to 77% (2025)</p> <p>NUMERACY relative growth - HIGH or MEDIUM Year 5 from 80% (2024) maintained at 80% (2025)</p>
12-month target 1.2	<p>NAPLAN READING Achieving Exceeding or Strong proficiency: - Year 3: from 52% (2024) to 63% (in 2025 - matching similar schools % in 2024)</p> <p>- Year 5: from 69% (as a 2023 Year 3 Cohort) to 71% (2025 Year 5 Cohort)</p> <p>NUMERACY Achieving Exceeding or Strong proficiency: - Year 3: from 46% (2024) to 56% (in 2025 - matching similar schools % in 2024)</p> <p>- Year 5: from 72% (as a 2023 Year 3 cohort) to 74% (2025)</p>

12-month target 1.3	Vic Curriculum Learning growth measured by teacher judgment for Year 1 to Year 6 students achieving AT and ABOVE expected growth will increase: - READING 77% (2023) to 79% (2025) - MATHS 77% (2023 - averaged across Maths strands) to 79% (2025 Maths 2.0)
12-month target 1.4	Academic emphasis positive percentage endorsement rate from 75 per cent (2024) to 77 per cent in 2025. Guaranteed and Viable Curriculum positive percentage endorsement rate from 95 per cent (2024) to...
12-month target 1.5	Stimulating learning positive percentage endorsement rate from 85% (2024) to 87% Differentiated learning challenge positive percentage endorsement rate from 92% (2024) to 93%
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Further enhance the schools agreed instructional and assessment frameworks to further enable a consistent and effective guaranteed and viable curriculum to meet each student needs.
KIS 1.b Excellence in teaching and learning	Strengthen the shared understanding and enhance practice in differentiation as a key high improvement teaching strategy to support and challenge every student.
KIS 1.c Professional leadership	Strengthen the instructional and shared leaderships capacity of all staff.

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.	<p>KIS2.a has been selected based on the intensive work that has been occurring over the last three years, culminating in the development of the new Hillsmeade Instructional Model. The work on this was completed and introduced to staff on 27/11/24, ready for trial implementation in 2025. Not only is the Instructional Model work identified in the school's Strategic Plan, but also it is vital as it has coincided with the launch from the Department of the VTLM 2.0. This was incredibly relevant to our school as we were already in the midst of change and therefore the VTLM 2.0 was heavily consulted and represented in our new model. In conjunction, the work in reading and mathematics is not only state-wide priorities, but also a priority for Hillsmeade based on NAPLAN data and teacher judgements. This all links nicely with the implementation of the new VC 2.0, as it all interrelates in regards to priority implementation in 2025.</p> <p>A focus on explicit teaching and developing Learning Intentions and Success Criteria is a necessary focus as a part of the IM rollout as well.</p> <p>Hillsmeade will also partake in the review process throughout Term 2 and 3, culminating in the four onsite days in the first half of Term 3. We are aiming to make our AIP achievable and doable throughout semester one in particular and have no significant change whilst the review is occurring, in anticipation of a possible new direction of the school's strategic plan.</p> <p>The guaranteed and viable curriculum links closely with the work of the new school planning model based on the new IM, but also the second year of the DI rollout. To meet student needs the curriculum we teach to and present to students must meet their individual needs and a significant part of the work to be undertaken is around the Multi-tiered approach, ensuring that all tiers are planned for and catered to. An imperative focus will naturally occur through this process to assist the 'need additional support' to reduce in reading and number by 2026.</p>
Goal 2	Maximise student engagement.
12-month target 2.1	<p>Student voice and agency positive percentage endorsement rate from 72% (2024) to 74%</p> <p>Self-regulation and goal setting positive percentage endorsement rate from 87% (2024) to 89%</p> <p>Sense of confidence positive percentage endorsement rate from 81% (2024) to 83%</p>
12-month target 2.2	<p>Stimulating learning environment positive percentage endorsement rate from 75% (2024) to 77%</p> <p>Student agency and voice positive percentage endorsement rate from 72% (2024) to 74%</p> <p>Not experiencing bullying positive percentage endorsement rate from 55% (2024) to 57%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	To develop and embed a whole school approach to enhance student agency in learning.	No
KIS 2.b Positive climate for learning	Further enhance shared understanding and practice in student goal setting and feedback as high impact teaching strategies to support and challenge every student.	Yes
KIS 2.c Community engagement in learning	Further enhance parents as partners in their child's 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.	<p>We have reflected and identified - as mentioned in the self evaluation - that the focus on student agency, in particular with goal setting and feedback, has been present but needs to be more prominent in our planning, preparation and thinking as a leadership team, to drive throughout the school. Although there are many ways we do this already, we believe that this can continue to be worked on and improved in 2025.</p> <p>Our tiered approach to planning and facilitating learning will be a significant focus in 2025 and therefore naturally it would make sense to focus on how we can enhance the shared understanding and practice of students setting goals and getting feedback - in a more consistent method across the school.</p>	
Goal 3	Maximise student wellbeing and inclusion.	
12-month target 3.1	<p>Sense of connectedness positive percentage endorsement rate from 83% (2024) to 85%</p> <p>Resilience positive percentage endorsement rate from 69% (2024) to 71%</p> <p>Respect for diversity positive percentage endorsement rate from 82% (2024) to 84%</p> <p>Teacher concern positive percentage endorsement rate from 83% (2024) to 85%</p>	
12-month target 3.2	<p>Student connectedness positive percentage endorsement rate from 86% (2024) to 88%</p> <p>Confidence and resiliency skills positive percentage endorsement rate from 80% (2024) to 82%</p>	

	Parent participation and involvement positive percentage endorsement rate from 71% (2024) to 73%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Further enhance and refine the school's inclusion process with a focus on vulnerable and priority cohorts.	No
KIS 3.b Positive climate for learning	Review and enhance a consistent school-wide approach to wellbeing	No
KIS 3.c Positive climate for learning	Strengthen student's capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	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.	As we move into the third year of SWPBS and the second year of the MHWL approach, it is important that we continue to develop student's capabilities in self management of their behaviour and responding positively. Already we have seen enormous growth across the school in the common language being used and the purposeful teaching and focus on positive behaviours, focussing on both the student and teacher approaches. In order to help students master this approach, we need to start by ensuring our staff have the knowledge and skills, so continued professional learning will be imperative. We intend to work closely with Todd Macbeth and the implementation of the Positive Classroom Management Strategies, and how they can intertwine with the SWPBS model as it already stands. Our ATOSS data in 2023 demonstrated a lack of resilience in our students and in opposition to this the parent survey suggested resilience was high among students - hence Resilience became one of the new school values. This will continue to be a target for improvement throughout 2025, with the work of the MHWL, SWPBS, Positive Classroom Management Strategies and of course the preconditions for learning that have been established as part of our new Instructional Model.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning outcomes for all students.
12-month target 1.1	<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</p> <p>RELATIVE GROWTH READING relative growth - HIGH or MEDIUM Year 5 from 75% (2024) to 77% (2025)</p> <p>NUMERACY relative growth - HIGH or MEDIUM Year 5 from 80% (2024) maintained at 80% (2025)</p>
12-month target 1.2	<p>NAPLAN READING Achieving Exceeding or Strong proficiency: - Year 3: from 52% (2024) to 63% (in 2025 - matching similar schools % in 2024)</p> <p>- Year 5: from 69% (as a 2023 Year 3 Cohort) to 71% (2025 Year 5 Cohort)</p> <p>NUMERACY Achieving Exceeding or Strong proficiency: - Year 3: from 46% (2024) to 56% (in 2025 - matching similar schools % in 2024) - Year 5: from 72% (as a 2023 Year 3 cohort) to 74% (2025)</p>
12-month target 1.3	<p>Vic Curriculum Learning growth measured by teacher judgment for Year 1 to Year 6 students achieving AT and ABOVE expected growth will increase:</p> <p>- READING 77% (2023) to 79% (2025) - MATHS 77% (2023 - averaged across Maths strands) to 79% (2025 Maths 2.0)</p>

12-month target 1.4	Academic emphasis positive percentage endorsement rate from 75 per cent (2024) to 77 per cent in 2025. Guaranteed and Viable Curriculum positive percentage endorsement rate from 95 per cent (2024) to...
12-month target 1.5	Stimulating learning positive percentage endorsement rate from 85% (2024) to 87% Differentiated learning challenge positive percentage endorsement rate from 92% (2024) to 93%
KIS 1.a Curriculum planning and assessment	Further enhance the schools agreed instructional and assessment frameworks to further enable a consistent and effective guaranteed and viable curriculum to meet each student needs.
Actions	Develop a comprehensive whole-school curriculum plan aligned to the requirements of VC 2.0 and VTLM 2.0, including a documented approach to support and extend student learning.
Outcomes	Teachers develop their knowledge of VC 2.0 and VTLM 2.0 Teachers collaborate on the development of unit planners in line with VC 2.0 and VTLM 2.0 - incorporating multi-tiered systems of support in planners, enabling support and extension to be authentically planned for Students will know how lessons are structured and how this supports their learning Students will have regular opportunities to demonstrate their learning Leadership will support staff to improve their curriculum planning and assessment practices, through prioritising time and providing professional learning opportunities
Success Indicators	Early Indicators <ul style="list-style-type: none"> * Term One planners for English and Mathematics reflect new IM - VTLM 2.0 and VC 2.0 outcomes * Staff collaboration schedule - planned professional learning opportunities for staff * Adjustment bank rolled out more widely and effectively utilised * Student feedback from focus groups * First semester learning walks data Late Indicators <ul style="list-style-type: none"> * Term 2/3/4 planners demonstrate understanding and reflect new IM - VTLM 2.0 and VC 2.0 * Curriculum documentation saved on shared online platform - MSTeams * Improved NAPLAN data, especially in Year 3

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning for staff on the implementation of the new VC 2.0	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting diverse learners, learning difficulties and students with mathematics anxiety (Guidance available at Learning difficulties in numeracy and Mathematics anxiety).	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Support a teaching staff member to undertake a Graduate Certificate in Learning Difficulties or Master of Inclusive Education	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Organise Learning Walks to observe staff practice and collect data on student experiences	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00
Allocate time in the Collaboration Schedule for School Improvement Team work - whole school teams eg Literacy, Numeracy, Explicit Teaching, Inclusion	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Acquire resources that support students with disability or additional learning needs (e.g. adjustable furniture portable amplification equipment or communication equipment/software)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Distribute the department's lesson plan resources to relevant learning area leaders	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Establish systems for engaging with individual and tailored support providers (e.g. speech pathologists, occupational therapists) to support individual student needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Ensure collaborative planning times for PLTs are structured and protected	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
PLT Leader roles continue with time allocation and financial incentive	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Other funding will be used

Introduction of PLT Assistants to support work of PLT Leaders	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Other funding will be used
Employ full time out of the classroom DI Leading Teacher & DI Assistant (ES)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$265,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employment of Learning Specialists - full time out of the classroom Teaching and Learning, Literacy, Numeracy and Digi Tech/High Abilities	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$367,052.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Maximise student engagement.			
12-month target 2.1	Student voice and agency positive percentage endorsement rate from 72% (2024) to 74% Self-regulation and goal setting positive percentage endorsement rate from 87% (2024) to 89% Sense of confidence positive percentage endorsement rate from 81% (2024) to 83%			
12-month target 2.2	Stimulating learning environment positive percentage endorsement rate from 75% (2024) to 77% Student agency and voice positive percentage endorsement rate from 72% (2024) to 74% Not experiencing bullying positive percentage endorsement rate from 55% (2024) to 57%			
KIS 2.b	Further enhance shared understanding and practice in student goal setting and feedback as high impact teaching strategies to support and challenge every student.			

Empowering students and building school pride					
Actions	Build staff capacity in implementation of the revised Instructional Model with a focus on explicit teaching and reflection at the core.				
Outcomes	Teachers will develop their capacity to provide clear learning intentions with purposeful goals, that clarify what success look like (HITS) Teachers will develop their capacity in their understanding, planning for and delivery of learning based on the new HPS Instructional Model Students will be able to understand their individual success criteria and reflect on this Students will be able know their next steps to progress their learning Leadership will provide Professional Learning and guidance to PL through DE				
Success Indicators	Early Indicators: Instructional Model diagram and placemat displayed in all classrooms across the school and used as a working document All teaching staff have participated in the PL on LI and SC Establishment of School Improvement Team: Explicit Teaching - members of team from all areas of the school Documented assessment schedule Late Indicators: ATOSS demonstrates improvement in student agency Students have documented and provided examples of understanding their next steps in learning Teacher records on student progress - Teacher judgements and report comments reflect student agency Minutes of PLT meetings reflect assessment schedule and planned student agency/reflection/feedback				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Whole school professional learning planned for and implemented on the new Hillsmeade Instructional Model	✔ Teaching and learning coordinator	✔ PLP Priority	from: Term 1	\$1,000.00	

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Continued development of Adjustment banks via the Inclusion School Improvement Team to assist Success Criteria development	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Continued rollout of IM resources	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Maximise student wellbeing and inclusion.			
12-month target 3.1	<p>Sense of connectedness positive percentage endorsement rate from 83% (2024) to 85%</p> <p>Resilience positive percentage endorsement rate from 69% (2024) to 71%</p> <p>Respect for diversity positive percentage endorsement rate from 82% (2024) to 84%</p> <p>Teacher concern positive percentage endorsement rate from 83% (2024) to 85%</p>			
12-month target 3.2	<p>Student connectedness positive percentage endorsement rate from 86% (2024) to 88%</p> <p>Confidence and resiliency skills positive percentage endorsement rate from 80% (2024) to 82%</p> <p>Parent participation and involvement positive percentage endorsement rate from 71% (2024) to 73%</p>			
KIS 3.c Intellectual engagement and self-awareness	Strengthen student's capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.			

Actions	Documented whole-school approach to building positive relationships, cultural responsiveness and student behaviour			
Outcomes	<p>Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework</p> <p>Students identify appropriate behaviours in different settings</p> <p>Teachers collect and collaboratively analyse student behaviour data using the school's online management system (Compass)</p> <p>Teachers use consistent language to discuss positive behaviours, and major and minor behaviours</p> <p>All staff will have access to the whole school documented approach to wellbeing</p> <p>Leaders will continue to develop the school-wide approach to building a positive school culture</p>			
Success Indicators	<p>Early Indicators</p> <p>SWPBS Operational team has representation from across the school</p> <p>MHWL rollout of the Positive Start Program</p> <p>Continued growth of the Pasifika and Koori programs</p> <p>Calendar of multicultural events that the school will celebrate</p> <p>Late Indicators</p> <p>SWPBS Action Plan and minutes of meetings</p> <p>MHWL rollout of the revised SEL program including updated RR outcomes included</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Other funding will be used
LifeSkills Go continued implementation	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Other funding will be used
SWPBS coordinator allocated time and financial incentive	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00 <input checked="" type="checkbox"/> Other funding will be used
MHWL continues to be full time outside of the classroom to develop SEL approach and support the whole school wellbeing approach	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$138,385.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Youth Worker and Social Worker employment including wellbeing dog training - Yoshi	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$184,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				<p>will be used which may include DET funded or free items</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>
Disability Inclusion Assistant Principal - allocation of funding to role	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$367,052.79	\$367,052.79	\$0.00
Disability Inclusion Tier 2 Funding	\$410,566.50	\$411,000.00	-\$433.50
Schools Mental Health Fund and Menu	\$79,219.18	\$184,500.00	-\$105,280.82
Total	\$856,838.47	\$962,552.79	-\$105,714.32

Activities and milestones – Total Budget

Activities and milestones	Budget
Support a teaching staff member to undertake a Graduate Certificate in Learning Difficulties or Master of Inclusive Education	\$1,000.00
Establish systems for engaging with individual and tailored support providers (e.g. speech pathologists, occupational therapists) to support individual student needs	\$25,000.00
Employ full time out of the classroom DI Leading Teacher & DI Assistant (ES)	\$265,000.00
Employment of Learning Specialists - full time out of the classroom Teaching and Learning, Literacy, Numeracy and Digi Tech/High Abilities	\$367,052.00

MHWL continues to be full time outside of the classroom to develop SEL approach and support the whole school wellbeing approach	\$138,385.00
Youth Worker and Social Worker employment including wellbeing dog training - Yoshi	\$184,000.00
Disability Inclusion Assistant Principal - allocation of funding to role	\$50,000.00
Totals	\$1,030,437.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Learning Specialists - full time out of the classroom Teaching and Learning, Literacy, Numeracy and Digi Tech/High Abilities	from: Term 1 to: Term 4	\$367,052.79	✓ School-based staffing
Totals		\$367,052.79	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support a teaching staff member to undertake a Graduate Certificate in Learning Difficulties or Master of Inclusive Education	from: Term 1 to: Term 4	\$1,000.00	✓ Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders

Establish systems for engaging with individual and tailored support providers (e.g. speech pathologists, occupational therapists) to support individual student needs	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Speech pathologists
Employ full time out of the classroom DI Leading Teacher & DI Assistant (ES)	from: Term 1 to: Term 4	\$335,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Learning specialist Education support staff
Disability Inclusion Assistant Principal - allocation of funding to role	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Other Assistant principal
Totals		\$411,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
MHWL continues to be full time outside of the classroom to develop SEL approach and support the whole school wellbeing approach	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)

Youth Worker and Social Worker employment including wellbeing dog training - Yoshi	from: Term 1 to: Term 4	\$184,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$184,500.00	

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning for staff on the implementation of the new VC 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 resources <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting diverse learners, learning difficulties and students with mathematics anxiety (Guidance available at Learning difficulties in numeracy and Mathematics anxiety).	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Maths <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Organise Learning Walks to observe staff practice and collect data on student experiences	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Ensure collaborative planning times for PLTs are structured and protected	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Whole school professional learning planned for and implemented on the new Hillsmeade Instructional Model	<input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources VTLM2.0 <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site