

# 2025 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 16 December, 2024 at 01:05 PM  
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 17 December, 2024 at 11:53 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2025

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Future planning</b>	In 2025, the focus will be on building staff data literacy and increasing their confidence in working with student data. Additionally, we will develop a schoolwide approach to student voice, with an emphasis on incorporating student input into wellbeing initiatives. This will be a collaborative effort involving the leadership team, staff, students, families, the wellbeing coordinator, and the mental health practitioner.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To optimise students' learning growth	Yes	By 2026, increase the percentage of students assessed against the Victorian Curriculum F-10 from 95% in 2022 to 96% in: <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> (Excluding students who experience severe chronic illness or who have a degenerative medical condition)	To maintain the percentage of students assessed against the Victorian Curriculum F-10 at or above 96% in Reading and Viewing, Writing and Mathematics.
		By 2026, the 50th percentile for students assessed against PAT Reading will improve from 102.6 in 2022 to 111.6	To improve the 50th percentile of students assessed against PAT reading from 106.1 (2024) to 110 (2025).
		By 2026, the 50th percentile for students assessed against PAT Mathematics will improve from 99.4 in 2022 to 109.4	To improve the 50th percentile of students assessed against PAT maths from 102.0 (2024) to 104 (2025).
		By 2026, the percentage of students assessed against: <ul style="list-style-type: none"> <li>• The Glenallen Emergent Literacy Assessment (Levels A-D) will improve from 36% at stages 2+ in 2022 to 40%</li> <li>• The Little Learners Love Literacy Assessment (Levels D-F) will improve from 27% at stage 4 in 2022 to 35%</li> </ul>	To maintain the percentage of students assessed against the:- The Glenallen Emergent Literacy Assessment (Levels A-D) at 40% or more.- The Little Learners Love

			Literacy Assessment (Levels D-F) at 35% or more.
		By 2026, the percentage of students assessed against the Developmental Writing Scale (Level B) will improve from 50% at stage 3 in 2022 to 60%	To maintain the level of students assessed as stage 3 or above at 60% or more.
		By 2026, the percentage of students assessed against: <ul style="list-style-type: none"> <li>• The Glenallen Emergent Numeracy Assessment (Levels A-C) will improve from 18% in 2022 to 25%</li> <li>• The Top Ten Mathematics Assessment (Levels D-F) will improve from 38% in 2022 to 48%</li> </ul>	To assess minimum 80% of students using the revised Glenallen Emergent Numeracy Assessment (Levels A-C) and/or the Ochre Education Mathematics Assessments. (2025)
To enhance student voice and agency	Yes	By 2026, positive responses to the AtoSS factors: <ul style="list-style-type: none"> <li>• Effective teaching time will increase from 77% in 2022 to 86%</li> <li>• Stimulated learning will increase from 79% in 2022 to 86%</li> </ul>	To improve effective teaching time from 84% (2024) to 86% (2025)
		By 2026, positive responses to the AtoSS factors: <ul style="list-style-type: none"> <li>• Sense of connectedness will increase from 84% in 2022 to 88%</li> <li>• Perseverance will increase from 69% in 2022 to 77%</li> <li>• Sense of confidence will increase from 82% in 2022 to 88%</li> </ul>	To improve:- Sense of connectedness from 85% (2024) to 88% (2025)- Perseverance from 68% (2024) to 73% (2025)- Sense of confidence from 77%(2024) to 80% (2025)

<b>Goal 2</b>	<b>To optimise students' learning growth</b>
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<b>12-month target 2.1-month target</b>	To maintain the percentage of students assessed against the Victorian Curriculum F-10 at or above 96% in Reading and Viewing, Writing and Mathematics.	
<b>12-month target 2.2-month target</b>	To improve the 50th percentile of students assessed against PAT reading from 106.1 (2024) to 110 (2025).	
<b>12-month target 2.3-month target</b>	To improve the 50th percentile of students assessed against PAT maths from 102.0 (2024) to 104 (2025).	
<b>12-month target 2.4-month target</b>	To maintain the percentage of students assessed against the: - The Glenallen Emergent Literacy Assessment (Levels A-D) at 40% or more. - The Little Learners Love Literacy Assessment (Levels D-F) at 35% or more.	
<b>12-month target 2.5-month target</b>	To maintain the level of students assessed as stage 3 or above at 60% or more.	
<b>12-month target 2.6-month target</b>	To assess minimum 80% of students using the revised Glenallen Emergent Numeracy Assessment (Levels A-C) and/or the Ochre Education Mathematics Assessments. (2025)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans	Yes
<b>KIS 2.b</b> Assessment	Build staff data literacy and confidence working with student data	No
<b>KIS 2.c</b> Assessment	Embed opportunities for peer and self-assessment in teaching and learning across the school.	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.	We have chosen to focus on developing a consistent and rigorous approach for implementing literacy and numeracy goals, building upon the gains achieved in 2024. In the previous year, we redesigned IEPs to ensure student voice was included. In 2025, our focus is on aligning our practices with the new Victorian Curriculum 2.0 and developing a more consistent approach to teaching across the school through a comprehensive scope and sequence.	

<b>Goal 3</b>	<b>To enhance student voice and agency</b>	
<b>12-month target 3.1-month target</b>	To improve effective teaching time from 84% (2024) to 86% (2025)	
<b>12-month target 3.2-month target</b>	To improve: - Sense of connectedness from 85% (2024) to 88% (2025) - Perseverance from 68% (2024) to 73% (2025) - Sense of confidence from 77%(2024) to 80% (2025)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes	No
<b>KIS 3.b</b> Engagement	Establish a schoolwide approach to student voice with a focus on student input into wellbeing	Yes
<b>KIS 3.c</b> Engagement	Strengthen instructional leadership in learning and 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.	In 2025, we aim to expand our focus on student voice and agency to include student input into wellbeing initiatives. Building on our progress in integrating student voice into learning, we will further strengthen our approach to student agency and wellbeing. This Key Improvement Strategy (KIS) will support our efforts to enhance student confidence and perseverance across the school, linking in with our 12 month targets.	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To optimise students' learning growth
<b>12-month target 2.1 target</b>	To maintain the percentage of students assessed against the Victorian Curriculum F-10 at or above 96% in Reading and Viewing, Writing and Mathematics.
<b>12-month target 2.2 target</b>	To improve the 50th percentile of students assessed against PAT reading from 106.1 (2024) to 110 (2025).
<b>12-month target 2.3 target</b>	To improve the 50th percentile of students assessed against PAT maths from 102.0 (2024) to 104 (2025).
<b>12-month target 2.4 target</b>	To maintain the percentage of students assessed against the: - The Glenallen Emergent Literacy Assessment (Levels A-D) at 40% or more. - The Little Learners Love Literacy Assessment (Levels D-F) at 35% or more.
<b>12-month target 2.5 target</b>	To maintain the level of students assessed as stage 3 or above at 60% or more.
<b>12-month target 2.6 target</b>	To assess minimum 80% of students using the revised Glenallen Emergent Numeracy Assessment (Levels A-C) and/or the Ochre Education Mathematics Assessments. (2025)
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans
<b>Actions</b>	Strengthen the whole-school approach to teaching English and Maths by developing a consistent, school-wide curriculum strategy that aligns with the new Victorian curriculum.
<b>Outcomes</b>	Leaders will develop a scope and sequence for English and Maths Leaders will provide professional learning to support staff in implementing the scope and sequence Leaders will provide PD to staff on the curriculum changes in English and Maths

	<p>Teachers will have a stronger understanding of the new English and Maths curriculums  Teachers will assess and report against the new curriculum in English and Maths  Students will be provided greater access to targetted teaching in English and Maths</p>			
<b>Success Indicators</b>	<p>Early indicators:  Curriculum documentation will show a cohesive scope and sequence in English and Maths  Evidence of professional learning provided to staff  Mid year reports will demonstrate assessment against the new Maths curriculum  IEPs will reflect the new English and Maths curriculum</p> <p>Late indicators:  End of year reports will demonstrate assessment against the new English and Maths curriculum  SSS factors instructional leadership and school level support  AtoSS factors stimulated learning and effective teaching time will increase</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a scope and sequence for English and maths	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional development for staff	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Update IEP and report templates	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Coordinate DIPs to support student learning	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$76,266.86  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Curriculum coordination to improve student learning outcomes	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,092.50  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To enhance student voice and agency			
<b>12-month target 3.1 target</b>	To improve effective teaching time from 84% (2024) to 86% (2025)			
<b>12-month target 3.2 target</b>	To improve: - Sense of connectedness from 85% (2024) to 88% (2025) - Perseverance from 68% (2024) to 73% (2025) - Sense of confidence from 77%(2024) to 80% (2025)			
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a schoolwide approach to student voice with a focus on student input into wellbeing			
<b>Actions</b>	Strengthen the whole school approach to positive behaviour support.			
<b>Outcomes</b>	The Wellbeing Team will support the continuous development, documentation and revision of whole school wellbeing approaches.			

	<p>The Wellbeing Team will support the implementation of the classroom behaviour expectations.  Teachers will support students in the development of classroom expectations.  Teachers will explicitly teach a schoolwide approach to positive behaviour strategies.  Students will contribute to the development of classroom behaviour expectations.  Students will be supported to apply the developed expectations.</p>			
<b>Success Indicators</b>	<p>Early indicators:  Curriculum documentation will show plans for the development of classroom behaviour expectations.  Student support resources displayed around the school will show the classroom expectations.  Lesson plans and resources will be accessible for staff on SharePoint.</p> <p>Late indicators:  Welling data on Sentral  SSS factors: staff support for staff physical safety, applicability of professional learning  AtoSS factors: sense of connectedness, perseverance, sense of confidence</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop lesson plans for explicitly teaching behavioural expectations	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide professional learning for the whole staff	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Continuously monitoring and reviewing including classroom observations.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide support to students via the Mental Health Practitioner	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,602.50  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$37,092.50	\$37,092.50	\$0.00
Disability Inclusion Tier 2 Funding	\$76,266.86	\$76,266.86	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
<b>Total</b>	<b>\$140,961.86</b>	<b>\$140,961.86</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Coordinate DIPs to support student learning	\$76,266.86
Curriculum coordination to improve student learning outcomes	\$37,092.50
Provide support to students via the Mental Health Practitioner	\$27,602.50
<b>Totals</b>	<b>\$140,961.86</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Curriculum coordination to improve student learning outcomes	from: Term 1 to: Term 4	\$37,092.50	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$37,092.50	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Coordinate DIPs to support student learning	from: Term 1 to: Term 4	\$76,266.86	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Disability inclusion coordinator</li> </ul>
<b>Totals</b>		\$76,266.86	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide support to students via the Mental Health Practitioner	from: Term 1 to: Term 4	\$27,602.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>Employ Mental Health Staff in school (eduPay or non-teaching staff) <ul style="list-style-type: none"> <li>Mental health practitioner</li> </ul> </li> </ul>
<b>Totals</b>		\$27,602.50	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

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



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional development for staff	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<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"/> On-site
Provide professional learning for the whole staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources BASIS	<input checked="" type="checkbox"/> On-site