

2025 Annual Implementation Plan

for improving student outcomes

Oakleigh South Primary School (4823)



Submitted for review by Erik Albers (School Principal) on 20 December, 2024 at 02:48 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 27 December, 2024 at 02:14 PM

Awaiting endorsement by School Council President

Self-evaluation summary - 2025

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	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	Embedding

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

	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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Future planning	
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
Enhance student agency and wellbeing.	Yes	By 2028 improve the positive endorsement in the Attitude to School Survey for the following factors: • low resilience for Year 4 to 6 from 22% (2023) to 15% • high resilience for Year 4 to 6 from 14% (2023) to 20% • student voice and agency from 75% (2023) to 80%.	The percentages of positive endorsement in the Attitude to School Survey (AtoSS) for Low Resilience (2024-10%), High Resilience (2024-21%), and Student Voice and Agency (2024-85%) will be similar to or greater than 2024 data.
		By 2028, reduce the number of parent choice unauthorised absences in Panorama (absences by absence type) for Years P-6 from an average of 341 days annually per year level in 2023 to an average of 250 days per year level annually.	Reduce the number of parent choice unauthorised absences in Panorama (absences by absence type) for Years P-6 from an average of 321 days annually per year level in 2024 (YTD) to an average of 300 days per year level annually in 2025.
		By 2028 increase the percentage of positive endorsement in the School Staff Survey for the following factor: • use student feedback to improve practice from 75% (2023) to 80%.	The percentages of positive endorsement in the School Staff Survey (SSS) for the factor use student feedback to improve practice (2024-67%), will be greater than 2024 data.
Maximise learning growth for all students.	Yes	By 2028, increase the percentage of students in Years 1-6 assessed by teacher judgements as making above expected growth in literacy from 25% in 2023 to 30%.	The percentage of students in Years 1-6 assessed by teacher judgements as making above expected growth in

			Reading & Viewing (semester 1 - 41%), and Writing (semester 1 - 35%), will be greater than 2024 data.
		By 2028 increase the percentage of Year 3 achieving NAPLAN proficiency level of exceeding in: • reading from 58% (2023) to xx% • writing from 50% (2023) to xx% • numeracy from 55% (2023) to xx%. (NAPLAN target to be determined)	The percentage of Year 3 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-50%), Writing (2024-26%) and Numeracy (2024-44%).By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 compared to the number of 'needs additional support' students in 2024 (reading 1% and writing 1%).
		By 2028 increase the percentage of Year 5 achieving NAPLAN proficiency level of exceeding in: • reading from 56% (2023) to xx% • writing from 47% (2023) to xx% • numeracy from 48% (2023) to xx%. (NAPLAN target to be determined)	The percentage of Year 5 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-63%), Writing (2024-44%) and Numeracy (2024-54%).By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 5 compared to the number of 'needs additional support' students in 2024 (reading 0% and writing 0%).
		By 2028 improve the English Online Interview (EOI) results of Year 1 students (assessed towards level 2 or higher) for the following factors: • reading from 64% (2023) to 70% • writing from 63% (2023) to 70%.	The percentage of Year 1 students (assessed towards level 2 or higher) will increase compared to 2024 data: Reading (2024-57%), and Writing (2024-75%).

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Goal 2	Enhance student agency and wellbeing.		
12-month target 2.1-month target	The percentages of positive endorsement in the Attitude to School Survey (AtoSS) for Low Resilience (2024-10%), High Resilience (2024-21%), and Student Voice and Agency (2024-85%) will be similar to or greater than 2024 data.		
12-month target 2.2-month target	Reduce the number of parent choice unauthorised absences in Panorama (absences by absence type) for Years P-6 from an average of 321 days annually per year level in 2024 (YTD) to an average of 300 days per year level annually in 2025.		
12-month target 2.3-month target	The percentages of positive endorsement in the School Staff Survey (SSS) for the factor use student feedback to improve practice (2024-67%), will be greater than 2024 data.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed student agency across the school.		Yes
KIS 2.b Leadership	Build staff capability to implement proactive strategies and a tiered response to student wellbeing.		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.	During the school's pre-review self-evaluation and review, the panel recognised that the school's enactment of student voice and strong relationships helped to promote a safe, calm and engaging learning environment, and noted that although student voice was evident in various aspects of the school, further activation in student agency to strengthen students' participation and engagement in their learning was an area for growth. Attitudes to School Survey data indicated that even though we had an immense improvement in the percentage positive response around Student voice and agency in 2024, 85% (2023-75%), the school felt that it still had further work to do with the implementation of Design Thinking into the school's teaching and learning programs to enhance student agency, and further develop the capabilities of critical and creative thinking.		

	As identified in the school's review, the panel also found evidence that a whole school approach to wellbeing was a key strength of the school. However, the panel noted that the school would need to have a major focus on the Disability Inclusion funding model as the school begins its roll out for 2025. In order to do this the school will continue to provide and undertake professional learning for the whole staff to strengthen the skills and knowledge of staff in inclusive education.	
Goal 3	Maximise learning growth for all students.	
12-month target 3.1-month target	The percentage of students in Years 1-6 assessed by teacher judgements as making above expected growth in Reading & Viewing (semester 1 - 41%), and Writing (semester 1 - 35%), will be greater than 2024 data.	
12-month target 3.2-month target	The percentage of Year 3 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-50%), Writing (2024-26%) and Numeracy (2024-44%). By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 compared to the number of 'needs additional support' students in 2024 (reading 1% and writing 1%).	
12-month target 3.3-month target	The percentage of Year 5 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-63%), Writing (2024-44%) and Numeracy (2024-54%). By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 5 compared to the number of 'needs additional support' students in 2024 (reading 0% and writing 0%).	
12-month target 3.4-month target	The percentage of Year 1 students (assessed towards level 2 or higher) will increase compared to 2024 data: Reading (2024-57%), and Writing (2024-75%).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Build teacher capability to differentiate learning to meet students at their point of need.	Yes

KIS 3.b Teaching and learning	Embed a whole school approach to the collection and use of evidence against the Victorian curriculum 2.0 to inform teaching and learning.	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.	During the school's pre-review self-evaluation and review, the panel noted while the curriculum development at the school was aligned with the Victorian curriculum and supported by detailed planners and documented curriculum framework, there were inconsistencies in several crucial areas of teaching and learning, and assessment. These included variations in the understanding and implementation of the instructional model, as well as the quality of differentiation and use of assessment. A clear focus for moving into 2025 will be to continue to strengthen the use of multiple sources of assessment and data to support teacher judgement and implement PLC Inquiry Cycles across all year levels to identify student learning needs and support learning growth. During 2024, through analysis of whole school data, the school identified that 16% (semester 1) of students (Years 1-6) were below expected growth in Reading and Viewing, and 11% (semester 1) in Writing. This would be a focus in 2025.	

Define actions, outcomes, success indicators and activities

Goal 2	Enhance student agency and wellbeing.
12-month target 2.1 target	The percentages of positive endorsement in the Attitude to School Survey (AtoSS) for Low Resilience (2024-10%), High Resilience (2024-21%), and Student Voice and Agency (2024-85%) will be similar to or greater than 2024 data.
12-month target 2.2 target	Reduce the number of parent choice unauthorised absences in Panorama (absences by absence type) for Years P-6 from an average of 321 days annually per year level in 2024 (YTD) to an average of 300 days per year level annually in 2025.
12-month target 2.3 target	The percentages of positive endorsement in the School Staff Survey (SSS) for the factor use student feedback to improve practice (2024-67%), will be greater than 2024 data.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed student agency across the school.
Actions	Embed student agency across the school by leveraging existing approaches such as Design Thinking, critical and creative thinking, and student voice and leadership.
Outcomes	Students will: * develop the ability to analyse problems, evaluate solutions, and make informed decisions through Design Thinking activities. * enhance their ability to think outside the box and generate innovative ideas, by engaging in creative projects and activities. * gain confidence in their abilities to influence their learning and take on leadership roles, fostering a sense of ownership and responsibility. * improve their ability to identify problems, brainstorm solutions, and implement effective strategies, through hands-on projects and real-world challenges.

	* improve their verbal and written communication skills by participating in group projects and presenting their work at expos. * be more engaged and motivated to learn, by having a voice in their learning and participating in meaningful projects. * develop their ability to collaborate effectively with peers by working in teams on various projects. * develop greater empathy and social awareness, through activities focused on understanding and addressing the needs of others. * build their leadership skills and confidence through opportunities to take on leadership roles in projects and school activities. Teachers will: * will implement innovative teaching strategies and methodologies learned through professional development, leading to improved student outcomes. * will integrate Design Thinking and other creative approaches into their lessons, encouraging students to think critically and solve problems effectively. * work collaboratively with colleagues to design and document units of work, share best practices, and support each other in implementing new teaching approaches. * take on leadership roles within the school, such as becoming 'Design Thinking Champions' or leading professional learning teams, to drive school-wide initiatives. * empower students by incorporating their voices and choices into the learning process, fostering a sense of ownership and responsibility in their education. Leaders will: * support the integration of student agency through Design Thinking, critical and creative thinking, and student voice and leadership. * drive improvements in teaching quality and student achievement by fostering a positive learning environment that emphasises student agency and innovative teaching practices. * build strong relationships with staff, students, and the community, promoting a culture of collaboration and inclusivity that supports the integration of student agency. * manage change and drive innovation by adopting new teaching methods, integrating technology, and implementing evidence-based practices that enhance student agency. * manage school resources efficiently to support educational goals, ensuring that initiatives promoting student agency are well-resourced and sustainable.
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved AtoSS results in the following areas; Stimulated learning, Differentiated learning challenge and student voice and agency. * Learning Walk observational notes.

	* Observations of changes to classroom practices. * PLT meeting minutes. * Student feedback forms. * Design Thinking Unit planning documents. * Year Level Design Thinking Expos. * Whole School Design Thinking Professional Learning Workshops. * OEP Communities of Practice Minutes.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and develop the role of Student Voice and Student Leaders to provide students with opportunities to voice their opinions and participate in school decision-making and encourage students to take on leadership roles in various school activities and projects, fostering a sense of ownership and responsibility.	☒ Assistant principal ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Focus on fostering student voice and agency in the classroom by integrating student-led discussions, choice, and opportunities for students to co-create learning experiences with teachers.	☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to deliver Design Thinking activities in every year level, both in classrooms and through STEM specialist sessions.	☒ STEM coordinator ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Year Level Teams to design and document units of work incorporating the Design Thinking approach, creating opportunities for students to engage in problem-solving and innovation, and continue to provide opportunities for students to showcase projects and promote community engagement.	☒ STEM coordinator ☒ Teacher(s) ☒ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide comprehensive professional learning for teachers focused on fostering critical and creative thinking skills into the curriculum, including workshops on Design Thinking principles, strategies for embedding critical and creative thinking into various subjects, and methods for facilitating student-led initiatives.	☒ Assistant principal ☒ Learning specialist(s) ☒ STEM coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule PLT meetings to support teacher collaboration, share best practices, and receive ongoing support, ensuring teachers are well-equipped to guide and support student-led initiatives effectively.	☒ Assistant principal ☒ PLT leaders	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to collaborate with Oakleigh Education Precinct partners (SOSC, HPS, Monash Tech School & Oakleigh PS) through the Design Thinking CoPs to support OEP goals.	☒ Assistant principal ☒ Principal ☒ STEM coordinator ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise 'Design 2 Innovate' Professional Learning through partnership with Monash Tech.	☒ STEM coordinator	☒ PLP Priority	from: Term 1 to: Term 2	\$0.00
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capability to implement proactive strategies and a tiered response to student wellbeing.			
Actions	Build staff capabilities to implement the DET Disability Inclusion Reforms. Develop a whole school strategy to monitor student attendance.			

Outcomes	Students will: * be provided with Tier 2 support to improve wellbeing and learning outcomes. * participate in the reading intervention programs, MiniLit, MacqLit & Toe by Toe (identified students needing support). * continue to exhibit appropriate safe and responsible behaviours with the use of digital technologies. * demonstrate greater self-efficacy, confidence, and resilience. * successfully regulate their emotions, thoughts, and behaviours in different situations through strategies taught using the GEM principles. * partake in class discussions using consistent emotional literacy language. * articulate the school's expectations towards attendance. Teachers will: * participate in Inclusive Education Professional Learning to support the implementation of the DI Funding Model. * have a clear knowledge and understanding the DI Tiered Funding Model and the DIP process through professional learning. * be supported with developing a Disability Inclusion Profile. * a solid knowledge and understanding of the NCCD level adjustments (quality differentiated teaching practice, supplementary adjustments, substantial adjustments, extensive adjustments). * audit teaching and learning units of work to identify opportunities to incorporate elements of Aboriginal and Torres Strait Islander history, culture and perspectives. * include wellbeing lessons in weekly planning. * continue to deliver the school's specific 'P.A.S.S' lessons to students. * use the new IEP, SSG, and Behaviour Support Plan templates. * reinforce the importance of attendance in communication with students and families. * monitor their students attendance and follow up unexplained absences with parents. Leaders will: * provide opportunities for professional learning linked to the Disability Inclusion Reforms. * support the implementation of DI Funding Model through building staff capabilities. * attend school visits to school's that have already implemented the DI Funding Model and observe a DIP meeting. * provide support to students and families to assist with their mental health and wellbeing. * ensure that all Koorie students have individual education plans (IEPs) developed in partnership with the student and their family. * continue to explore opportunities to further enhance Aboriginal and Torres Strait Islander culture and perspectives within the school community. * organise TRP Professional Learning opportunities and communicate 'The Resilience Project' with the school community. * monitor the TRP implementation.
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	* conduct walkthroughs. * communicate high expectations about attendance with the school community through assemblies and newsletters. * monitor and identify students with high rates of absence and follow up with families to implement improvement strategies (attendance plans).			
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved results in the AtoSS for the following factors: High Resilience, Emotional awareness and regulation and Self-regulation and goal setting. * Improved student learning outcomes in the MiniLit, Macqlit and Toe by Toe reading intervention programs. * School based Professional Learning Attendance records. * Term planning documentation incorporating the 'PASS' program, TRP & 4Rs. * The TRP Resilient Youth Survey. * Teaching and Learning Units of work incorporating Aboriginal and Torres Strait Islander history, culture and perspectives. * DI Profile documentation, IEPs, SSG Minutes. * Visible adjustments for identified students in weekly planners. * Teacher confidence in recognising the levels of adjustments required for identified students. * Learning Walks and peer observation notes. * SIT meeting minutes. * Wellbeing PLT minutes. * School visit notes. * Attendance data has improved across all year levels. * Year Level Meeting minutes reflect discussion of attendance data.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appoint an Education Support staff member to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Disability Inclusion Tier 2 Funding will be used

Schedule 'MacqLit' professional learning 'MacqLit' for the appointed ES Staff member.	☒ Assistant principal	☒ PLP Priority	from: Term 1 to: Term 1	\$1,300.00 ☒ Disability Inclusion Tier 2 Funding will be used
Schedule professional learning workshops for staff facilitated by TRP that will focus on embedding TRP 2.0 and strengthening GEM and Emotional Learning across the school community.	☒ Student wellbeing co-ordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$3,500.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for staff to participate in professional learning to promote Inclusive Classrooms and support diverse learners that includes a suite of 8-week courses such as, 'Supporting students with Autism,' 'Supporting Students with Learning Difficulties including Dyslexia,' and 'Supporting Students with Oral Language and Learning.'	☒ Assistant principal ☒ Disability inclusion coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Schedule a range of professional learning opportunities linked to the Disability Inclusion Funding Model, such as Creating IEPs, NCDD Levels of Adjustment, DI Profiles, Domain Tables, etc...	☒ Assistant principal ☒ Disability inclusion coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit and review the school's Attendance Policy and protocols for monitoring student attendance.	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

	☒ Student wellbeing co-ordinator			
Audit and review teaching and learning units of work to identify opportunities to incorporate elements of Aboriginal and Torres Strait Islander history, culture and perspectives.	☒ Teacher(s) ☒ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint an Occupational Therapist (0.6) to support students' physical, emotional, and cognitive development.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$50,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Appoint an Psychologist (0.4) to support student mental health, wellbeing and educational needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$30,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Provide regular communication through the School TV platform to support the mental health and wellbeing of the school community.	☒ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Other funding will be used
Schedule and participate in lessons linked to the Resilience Project to support positive mental health, build resilience, and social and emotional skills.	☒ Student wellbeing co-ordinator ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$28,000.00 ☒ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Schedule staff to attend the Resilience Project Professional Learning Seminar (Six staff members)	☒ Student wellbeing co-ordinator	☒ PLP Priority	from: Term 1 to: Term 2	\$5,000.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate funding for a Student Wellbeing Co-ordinator (0.4)	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$43,000.00 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate funding for a Disability Inclusion Co-ordinator (0.6) to support student wellbeing and the roll out of the Disability Inclusion Reforms.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$73,000.00 ☒ Disability Inclusion Tier 2 Funding will be used

Allocate Education Support staff members to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$27,500.00 ☒ Disability Inclusion Tier 2 Funding will be used
Goal 3	Maximise learning growth for all students.			
12-month target 3.1 target	The percentage of students in Years 1-6 assessed by teacher judgements as making above expected growth in Reading & Viewing (semester 1 - 41%), and Writing (semester 1 - 35%), will be greater than 2024 data.			
12-month target 3.2 target	The percentage of Year 3 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-50%), Writing (2024-26%) and Numeracy (2024-44%). By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 compared to the number of 'needs additional support' students in 2024 (reading 1% and writing 1%).			
12-month target 3.3 target	The percentage of Year 5 students achieving NAPLAN proficiency level of exceeding will increase compared to 2024 data: Reading (2024-63%), Writing (2024-44%) and Numeracy (2024-54%). By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 5 compared to the number of 'needs additional support' students in 2024 (reading 0% and writing 0%).			
12-month target 3.4 target	The percentage of Year 1 students (assessed towards level 2 or higher) will increase compared to 2024 data: Reading (2024-57%), and Writing (2024-75%).			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to differentiate learning to meet students at their point of need.			

Actions	Continue to establish PLC structures to support collaboration and strengthen teaching practice to improve student outcomes and learning growth. Continue to build data literacy of teachers to support the use data to inform planning, monitor progress, target interventions for student needing additional support.
Outcomes	Students will: * demonstrate improvement learning outcomes in the targeted area of inquiry. * be supported and participate in small groups at point of need. * set individual learning goals and monitor their progress. Teachers will: * use data reports to understand where students are at in their learning, identify gaps, determine the next steps, set student goals and plan differentiated learning opportunities. * identify students in need of targeted academic support. * identify a student's point of need, through diagnostic assessments. * implement evidence-based, high-impact teaching strategies to progress learning. * regularly evaluate learning progress via formative assessments. * a clear understanding of what collective responsibility and collective efficacy looks like. * understand the 'why' and 'what' of PLCs. * create PLC Meeting Norms. * a better understanding of the 10 Principles of effective PLCs. * be able to articulate the Data Wise 8 step Swoosh. * have identified a focus area, with support from leadership, to support learning outcomes. * have participated in peer observation to support the Data Wise cycle. Leaders will: * participate in learning walks to discuss student learning. * monitor and evaluate individual, student, cohort and whole school data in Literacy and Numeracy. * lead data discussions in their teams using a range of data sets. * monitor that identified students working below and above the expected standard in English and Mathematics have an IEPs. * schedule and monitor PLC Inquiry Cycles. * schedule, and deliver a whole school Curriculum Day linked to the Victorian Mathematics and English Curriculum 2.0. * support the two Data Wise Teams through the improvement cycles and monitor progress. * allocate a time for the Data Wise Teams to collaborate with and meet with the Data Wise coach.

Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Improved NAPLAN data (strong & exceeding) in Year 3 & 5 across all domains. * Improved School Staff Survey data around the component of understanding how to analyse data, understanding formative assessment and moderating assessment tasks, and collective responsibility and collective efficacy. * Learning Walk observational notes. * Teachers' formative assessment records and observations of student progress. * Progress against Individual Education Plans (IEP's). * Moderated writing assessment pieces. * SIT, PLT and Year Level Team meeting minutes. * Weekly and Term planning documentation (P-6) highlighting differentiation in Literacy and Numeracy. * Cohort data analysis reports. * Peer Observation reflections.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review the PLC Inquiry Approach and the 10 Principles of Effective PLCs through scheduled professional learning.	☒ Assistant principal ☒ PLC leaders	☒ PLP Priority	from: Term 1 to: Term 2	\$1,000.00 ☒ Other funding will be used
Year Level Teams to schedule and participate PLC Inquiry Cycles.	☒ Assistant principal ☒ PLC leaders ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and provide Numeracy and Literacy Professional learning sessions to build teacher capabilities utilising a range of assessment tools or platforms such as GradeXpert, Essential Assessment, PAT Data Analysis and writing moderation sessions to support PLC Inquiry Cycles.	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Selected staff members and leaders will participate in the Data Wise Course (5 days) facilitated by the Victorian	☒ Learning specialist(s)	☒ PLP Priority	from: Term 1	\$2,000.00

Teaching and Learning Academy and Harvard University and implement learnings into whole school improvement, and review the Data Wise Course to identify their 12 month depth focus with support from school leadership (Intake 3).				to: Term 4	☒ Other funding will be used
Data Wise Team (Intakes 1 & 2) to meet regularly on their improvement cycle linked to the school's instructional model through analysing and discussing data from the 2024 project with Year 3 and Year 4 linked to Reading Comprehension and Grammar.		☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule professional learning workshops where the Data Wise Teams present their findings from their projects to staff.		☒ Assistant principal ☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers to develop termly IEPs for students that have been identified as requiring 'additional support' or 'developing' though the analysis of the school's 2024 NAPLAN data or are working below the expected level (teacher judgement) or through other school based assessments, and monitored by Team Leaders and Assistant Principals.		☒ Assistant principal ☒ Teacher(s) ☒ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school approach to the collection and use of evidence against the Victorian curriculum 2.0 to inform teaching and learning.				
Actions	Implement the Victorian Mathematics 2.0 curriculum. Strengthen staff knowledge of the Victorian English 2.0 curriculum. Audit and review the school's approach to the teaching and learning of phonics (P-2). Review and update the school's English and Mathematics teaching and learning plans to align with the Victorian				

	Curriculum 2.0. Continue to strengthen specialist teachers knowledge of the Victorian curriculum 2.0 in their specialist area, and update their teaching and learning plans to align with the Victorian Curriculum 2.0.
Outcomes	Students will: * be supported through differentiation of learning tasks in Mathematics lessons. * will know how Mathematics lessons are structured (Instructional Model) and how this supports their learning. Teachers will: * a stronger knowledge and understanding of the Victorian Curriculum Mathematics Curriculum 2.0, including key revisions between Mathematics Version 1.0 and Version 2.0. * continue to review their Mathematics Term Overviews inline with the Victorian Curriculum Mathematics Curriculum 2.0 and plan units of work for Term 1 2025. * review their English Term Overviews inline with the Victorian Curriculum English Curriculum 2.0 and plan units of work. * unpack the DET Phonics teaching and learning resources and review the school's current practices with the teaching of Phonics (P-2). * have increased their knowledge and understanding of the Victorian Mathematics and English Curriculum 2.0, and specialist areas. Leaders will: * audit current English planning documents, and design a consistent planning document to be used across all year levels. * schedule and allocate time for teachers to collaborate. * schedule, and deliver a whole school Curriculum Day linked to the Victorian Mathematics and English Curriculum 2.0.
Success Indicators	The following data and evidence will be used to measure the success of the specific outcomes listed: * Post-test results from assessments such as PAT-R & PAT-M, and Essential Assessment. * Learning Walk observational notes. * Teachers' formative assessment records and observations of student progress. * Progress against Individual Education Plans (IEP's). * SIT, PLT and Year Level Team meeting minutes. * Weekly and Term planning documentation (P-6) highlighting differentiation in Literacy and Numeracy. * Cohort data analysis reports. * Peer Observation reflections. * Documented Victorian Mathematics and English Curriculum 2.0 termly overviews and teaching and learning plans.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule a Whole school curriculum day for teachers linked to Victorian Curriculum Mathematics Curriculum 2.0. The professional learning will focus on reviewing and updating teaching and learning plans, and update report comment databases in GradeXpert to align with the Victorian Curriculum 2.0.	☒ Assistant principal ☒ Learning specialist(s) ☒ Numeracy leader	☒ PLP Priority	from: Term 1 to: Term 2	\$1,000.00 ☒ Other funding will be used
Schedule a Whole school curriculum day for teachers linked to Victorian Curriculum English Curriculum 2.0. The professional learning will focus on developing a deeper knowledge and understanding of Victorian Curriculum English Curriculum 2.0 utilising the VCAA resources.	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader	☒ PLP Priority	from: Term 2 to: Term 3	\$1,000.00
Schedule regular, Vertical (Professional Learning Teams) and meetings to support collaboration and consistency in practice, share ideas and resources in Literacy and Numeracy, to support implementation of the Victorian Curriculum 2.0, and other DET Teaching and Learning Reforms.	☒ Assistant principal ☒ PLT leaders	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and facilitate professional learning focussed on unpacking the key elements of Victorian Teaching and Learning Model 2.0,	☒ Assistant principal ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise professional learning opportunities for teachers (P-2) to review the Phonics Plus scope and sequence overviews (P-2) and lesson plans throughout the year, that also includes teachers attending the DET Webinar series and administering the Year 1 Phonics Check.	☒ Learning specialist(s) ☒ Literacy leader ☒ Teacher(s) ☒ Team leader(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Collaborate with the newly establish Monash Network COP to implement Victorian Teaching and Learning Reforms such as the Victorian English Curriculum 2.0, VTLM 2.0, and the teaching of Phonics.	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader	☒ PLP Priority	from: Term 1 to: Term 4	\$2,000.00 ☒ Other funding will be used
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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	\$37,095.80	\$0.00	\$37,095.80
Disability Inclusion Tier 2 Funding	\$315,248.92	\$194,200.00	\$121,048.92
Schools Mental Health Fund and Menu	\$104,480.98	\$79,500.00	\$24,980.98
Total	\$456,825.70	\$273,700.00	\$183,125.70

Activities and milestones – Total Budget

Activities and milestones	Budget
Appoint an Education Support staff member to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	\$10,000.00
Schedule 'MacqLit' professional learning 'MacqLit' for the appointed ES Staff member.	\$1,300.00
Schedule professional learning workshops for staff facilitated by TRP that will focus on embedding TRP 2.0 and strengthening GEM and Emotional Learning across the school community.	\$3,500.00
Provide opportunities for staff to participate in professional learning to promote Inclusive Classrooms and support diverse learners that includes a suite of 8-week courses such as, 'Supporting students with Autism,' 'Supporting Students with Learning Difficulties including Dyslexia,' and 'Supporting Students with Oral Language and Learning.'	\$5,000.00

Appoint an Occupational Therapist (0.6) to support students' physical, emotional, and cognitive development.	\$50,000.00
Appoint an Psychologist (0.4) to support student mental health, wellbeing and educational needs.	\$30,000.00
Schedule and participate in lessons linked to the Resilience Project to support positive mental health, build resilience, and social and emotional skills.	\$28,000.00
Schedule staff to attend the Resilience Project Professional Learning Seminar (Six staff members)	\$5,000.00
Allocate funding for a Student Wellbeing Co-ordinator (0.4)	\$43,000.00
Allocate funding for a Disability Inclusion Co-ordinator (0.6) to support student wellbeing and the roll out of the Disability Inclusion Reforms.	\$73,000.00
Allocate Education Support staff members to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	\$27,500.00
Totals	\$276,300.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint an Education Support staff member to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	from: Term 1 to: Term 4	\$7,400.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Schedule 'MacqLit' professional learning 'MacqLit' for the appointed ES Staff member.	from: Term 1 to: Term 1	\$1,300.00	☒ Professional learning for school-based staff
Provide opportunities for staff to participate in professional learning to promote Inclusive Classrooms and support diverse learners that includes a suite of 8-week courses such as, 'Supporting students with Autism,' 'Supporting Students with Learning Difficulties including Dyslexia,' and 'Supporting Students with Oral Language and Learning.'	from: Term 1 to: Term 4	\$5,000.00	☒ CRT
Appoint an Occupational Therapist (0.6) to support students' physical, emotional, and cognitive development.	from: Term 1 to: Term 4	\$50,000.00	☒ Other workforces to support students with disability Occupational therapy
Appoint an Psychologist (0.4) to support student mental health, wellbeing and educational needs.	from: Term 1 to: Term 4	\$30,000.00	☒ Other workforces to support students with disability Psychologists

Allocate funding for a Disability Inclusion Co-ordinator (0.6) to support student wellbeing and the roll out of the Disability Inclusion Reforms.	from: Term 1 to: Term 4	\$73,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties Disability inclusion coordinator
Allocate Education Support staff members to deliver the 'MacqLit' systematic reading intervention program for our identified Year 3 students.	from: Term 1 to: Term 4	\$27,500.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Totals		\$194,200.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Schedule professional learning workshops for staff facilitated by TRP that will focus on embedding TRP 2.0 and strengthening GEM and Emotional Learning across the school community.	from: Term 1 to: Term 4	\$3,500.00	☒ The Resilience Project
Schedule and participate in lessons linked to the Resilience Project to support positive mental health, build resilience, and social and emotional skills.	from: Term 1 to: Term 4	\$28,000.00	☒ The Resilience Project
Schedule staff to attend the Resilience Project Professional	from: Term 1	\$5,000.00	☒ The Resilience Project

Learning Seminar (Six staff members)	to: Term 2		
Allocate funding for a Student Wellbeing Co-ordinator (0.4)	from: Term 1 to: Term 4	\$43,000.00	☒ Employ staff to support Tier 1 activities
Totals		\$79,500.00	

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
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide comprehensive professional learning for teachers focused on fostering critical and creative thinking skills into the curriculum, including workshops on Design Thinking principles, strategies for embedding critical and creative thinking into various subjects, and methods for facilitating student-led initiatives.	☒ Assistant principal ☒ Learning specialist(s) ☒ STEM coordinator	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist	☒ On-site
Schedule PLT meetings to support teacher collaboration, share best practices, and receive ongoing support, ensuring teachers are well-equipped to guide and support student-led initiatives effectively.	☒ Assistant principal ☒ PLT leaders	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative inquiry/action research team ☒ Student voice, including input and feedback	☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist	☒ On-site
Continue to collaborate with Oakleigh Education Precinct partners (SOSC, HPS, Monash Tech School & Oakleigh PS)	☒ Assistant principal ☒ Principal	from: Term 1 to: Term 4	☒ Collaborative inquiry/action research team ☒ Formalised PLC/PLTs	☒ Network professional learning ☒ PLC/PLT meeting	☒ School improvement partnerships	☒ On-site

through the Design Thinking CoPs to support OEP goals.	☒ STEM coordinator ☒ Teacher(s)					
Organise 'Design 2 Innovate' Professional Learning through partnership with Monash Tech.	☒ STEM coordinator	from: Term 1 to: Term 2	☒ Planning ☒ Curriculum development	☒ Network professional learning	☒ School improvement partnerships	☒ Off-site Monash Tech
Schedule 'MacqLit' professional learning 'MacqLit' for the appointed ES Staff member.	☒ Assistant principal	from: Term 1 to: Term 1	☒ Planning ☒ Preparation	☒ Professional practice day	☒ External consultants MacqLit Facilitators	☒ Off-site MacqLit PD Workshop, Melbourne, 18-19 February 2025
Schedule professional learning workshops for staff facilitated by TRP that will focus on embedding TRP 2.0 and strengthening GEM and Emotional Learning across the school community.	☒ Student wellbeing co-ordinator	from: Term 1 to: Term 4	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ External consultants TRP Facilitators	☒ On-site
Provide opportunities for staff to participate in professional learning to promote Inclusive	☒ Assistant principal	from: Term 1	☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ External consultants Virtual - Department of Education and	☒ On-site

Classrooms and support diverse learners that includes a suite of 8-week courses such as, 'Supporting students with Autism,' 'Supporting Students with Learning Difficulties including Dyslexia,' and 'Supporting Students with Oral Language and Learning.'	☒ Disability inclusion coordinator	to: Term 4			Speech Pathology Australia (SPA), the Department of Education and La Trobe University, the Department of Education and Autism Spectrum Australia (Aspect).	
Schedule a range of professional learning opportunities linked to the Disability Inclusion Funding Model, such as Creating IEPs, NCDD Levels of Adjustment, DI Profiles, Domain Tables, etc...	☒ Assistant principal ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Schedule staff to attend the Resilience Project Professional Learning Seminar (Six staff members)	☒ Student wellbeing co-ordinator	from: Term 1 to: Term 2	☒ Preparation ☒ Collaborative inquiry/action research team	☒ Communities of practice	☒ External consultants TRP Facilitators	☒ Off-site Melbourne (TBC)
Review the PLC Inquiry Approach and the 10 Principles of Effective PLCs through scheduled professional learning.	☒ Assistant principal ☒ PLC leaders	from: Term 1 to: Term 2	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site

Year Level Teams to schedule and participate PLC Inquiry Cycles.	☒ Assistant principal ☒ PLC leaders ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
Schedule and provide Numeracy and Literacy Professional learning sessions to build teacher capabilities utilising a range of assessment tools or platforms such as GradeXpert, Essential Assessment, PAT Data Analysis and writing moderation sessions to support PLC Inquiry Cycles.	☒ Assistant principal ☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Moderated assessment of student learning	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Selected staff members and leaders will participate in the Data Wise Course (5 days) facilitated by the Victorian Teaching and Learning Academy and Harvard University and implement learnings into whole school improvement, and review the Data Wise Course to identify their 12 month	☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Preparation ☒ Moderated assessment of student learning ☒ Collaborative inquiry/action research team	☒ PLC/PLT meeting	☒ Academy program/course	☒ Off-site Harvard Data Wise Australia - Victorian Academy of Teaching and Leadership.

depth focus with support from school leadership (Intake 3).						
Data Wise Team (Intakes 1 & 2) to meet regularly on their improvement cycle linked to the school's instructional model through analysing and discussing data from the 2024 project with Year 3 and Year 4 linked to Reading Comprehension and Grammar.	☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative inquiry/action research team	☒ PLC/PLT meeting	☒ Academy program/course ☒ Learning specialist ☒ External consultants Mark Walker, facilitator for Global Education Equity Alliance - Victoria, Australia	☒ On-site
Schedule professional learning workshops where the Data Wise Teams present their findings from their projects to staff.	☒ Assistant principal ☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Collaborative inquiry/action research team	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist	☒ On-site
Schedule a Whole school curriculum day for teachers linked to Victorian Curriculum Mathematics Curriculum 2.0. The professional learning will focus on reviewing and updating teaching and learning	☒ Assistant principal ☒ Learning specialist(s) ☒ Numeracy leader	from: Term 1 to: Term 2	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole school pupil free day	☒ Internal staff	☒ On-site

plans, and update report comment databases in GradeXpert to align with the Victorian Curriculum 2.0.						
Schedule a Whole school curriculum day for teachers linked to Victorian Curriculum English Curriculum 2.0. The professional learning will focus on developing a deeper knowledge and understanding of Victorian Curriculum English Curriculum 2.0 utilising the VCAA resources.	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader	from: Term 2 to: Term 3	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole school pupil free day	☒ Internal staff	☒ On-site
Schedule regular, Vertical (Professional Learning Teams) and meetings to support collaboration and consistency in practice, share ideas and resources in Literacy and Numeracy, to support implementation of the Victorian Curriculum 2.0, and other DET Teaching and Learning Reforms.	☒ Assistant principal ☒ PLT leaders	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
Schedule and facilitate professional learning focussed on unpacking the key elements of Victorian	☒ Assistant principal	from: Term 1	☒ Collaborative inquiry/action research team	☒ Formal school meeting / internal	☒ Internal staff	☒ On-site

Teaching and Learning Model 2.0,	☒ Learning specialist(s)	to: Term 4		professional learning sessions		
Schedule and organise professional learning opportunities for teachers (P-2) to review the Phonics Plus scope and sequence overviews (P-2) and lesson plans throughout the year, that also includes teachers attending the DET Webinar series and administering the Year 1 Phonics Check.	☒ Learning specialist(s) ☒ Literacy leader ☒ Teacher(s) ☒ Team leader(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Literacy leaders	☒ On-site
Collaborate with the newly establish Monash Network COP to implement Victorian Teaching and Learning Reforms such as the Victorian English Curriculum 2.0, VTLM 2.0, and the teaching of Phonics.	☒ Assistant principal ☒ Learning specialist(s) ☒ Literacy leader	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ PLC/PLT meeting	☒ School improvement partnerships	☒ On-site