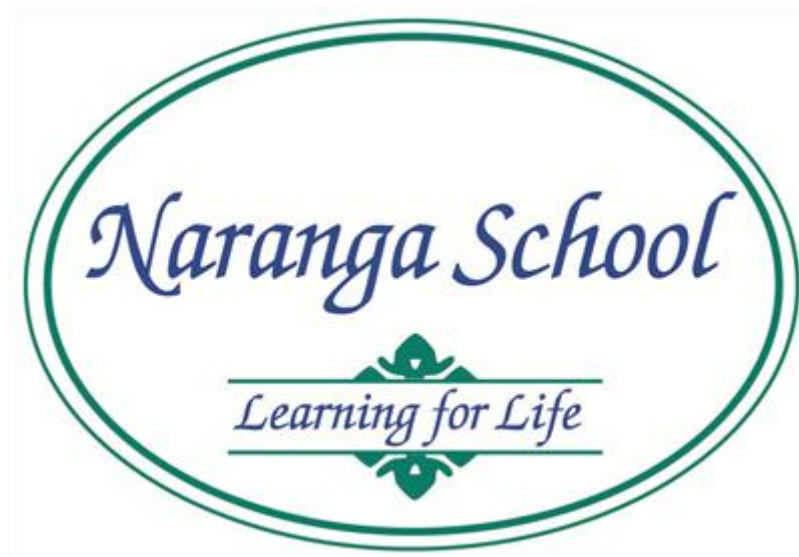


2025 Annual Implementation Plan

for improving student outcomes

Naranga School (5080)



Submitted for review by Kai Pukarinen (School Principal) on 20 December, 2024 at 11:15 AM
Endorsed by Debby Chaves (Senior Education Improvement Leader) on 12 March, 2025 at 04:29 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student learning outcomes.	Yes	<p>Student achievement</p> <ul style="list-style-type: none"> • increase the percentage of students independently achieving their IEP goals in Reading and Viewing from 32 per cent in 2022 to 52 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Writing from 48 per cent in 2022 to 68 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Number and Algebra from 44 per cent in 2022 to 64 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Measurement and Geometry from 45 per cent in 2022 to 65 per cent in 2026. 	<p>Student outcomes Increase percentage of students independently achieving their IEP goals:-in Reading and Viewing to 37%-in Writing to 53%-in Number and Algebra to 49%-in Measurement and Geometry to 50%</p>
		<ul style="list-style-type: none"> • School Staff Survey <p>School Climate Module</p> <ul style="list-style-type: none"> • improve the positive endorsement for Teacher collaboration from 66 per cent in 2022 to 76 per cent in 2026 • improve the positive endorsement for Guaranteed and viable curriculum from 65 per cent in 2022 to 75 per cent in 2026 <p>Teaching and Learning – Implementation Module</p>	<p>School Climate Module>improve the positive endorsement for Teacher collaboration to 70% in 2025>improve the positive endorsement for Guaranteed and viable curriculum to 80% in 2025 Teaching and Learning – Implementation Module>improve the positive endorsement for Moderate assessment tasks together to in 2025 Teaching and Learning –</p>

		<ul style="list-style-type: none"> • improve the positive endorsement for Moderate assessment tasks together from 42 per cent in 2022 to 62 per cent in 2026 <p>Teaching and Learning – Evaluation Module</p> <ul style="list-style-type: none"> • improve the positive endorsement for Understand how to analyse data from 38 per cent in 2022 to 60 per cent in 2026. 	Evaluation Module>improve the positive endorsement for Understand how to analyse data to in 2025.
		<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Stimulated learning from 75 per cent in 2022 to 80 per cent in 2026 	>improve the positive endorsement for Stimulated learning to 80% in 2025
Improve students' health and wellbeing.	Yes	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Parent participation and involvement from 62 per cent in 2022 to 75 per cent in 2026 • improve the positive endorsement for Support services from 64 per cent in 2022 to 73 per cent in 2026 • improve the positive endorsement for Managing bullying from 71 per cent in 2022 to 78 per cent in 2026. 	>improve the positive endorsement for Parent participation and involvement to 80% in 2025>improve the positive endorsement for Support services to 80% in 2025>improve the positive endorsement for Managing bullying to 75% in 2025
		<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Sense of connectedness from 70 per cent in 2022 to 75 per cent in 2026 • improve the positive endorsement for Student voice and agency from 73 per cent in 2022 to 80 per cent in 2026 	>improve the positive endorsement for Sense of connectedness to 73% in 2025>improve the positive endorsement for Student voice and agency to 80% in 2025>improve the positive endorsement for Managing bullying to 75% in 2025.

		<ul style="list-style-type: none"> improve the positive endorsement for Managing bullying from 75 per cent in 2022 to 82 per cent in 2026. 	
		School Staff Survey <ul style="list-style-type: none"> improve the positive endorsement for improve the positive endorsement for Parent and community involvement from 71 per cent in 2022 to 80 per cent in 2026. 	>improve the positive endorsement for improve the positive endorsement for Parent and community involvement to 80% in 2025.
		Attendance <ul style="list-style-type: none"> reduce the percentage of students with 30 or more absences from an aggregated measure of 33 per cent from 2019 to 2022 to 20 per cent in 2026. 	>reduce the percentage of students with 30 or more absences to 30% in 2025.

Goal 1	Improve student learning outcomes.
12-month target 1.1	Student outcomes Increase percentage of students independently achieving their IEP goals: -in Reading and Viewing to 37% -in Writing to 53% -in Number and Algebra to 49% -in Measurement and Geometry to 50%
12-month target 1.2	School Climate Module >improve the positive endorsement for Teacher collaboration to 70% in 2025 >improve the positive endorsement for Guaranteed and viable curriculum to 80% in 2025 Teaching and Learning – Implementation Module >improve the positive endorsement for Moderate assessment tasks together to in 2025

	Teaching and Learning – Evaluation Module >improve the positive endorsement for Understand how to analyse data to in 2025.	
12-month target 1.3	>improve the positive endorsement for Stimulated learning to 80% in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Develop and implement consistent whole-school curriculum and planning documentation.	Yes
KIS 1.b Teaching and learning	Deepen teacher capacity and collaborative practices through PLC inquiry cycles.	No
KIS 1.c Assessment	Strengthen teacher capacity to analyse and use data to inform differentiated learning.	No
KIS 1.d Leadership	Develop and implement a consistent feedback and coaching process for teachers.	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.	Our last school review set targets for improving our school curriculum documentation and program planning, so this KIS is relevant for 2025. We'll support the implementation of our new program planning documentation with our new instructional coaching program. >Implementation of new mandated teacher program planning template >Review of whole school curriculum documentation to audit against VTLM 2.0	
Goal 2	Improve students' health and wellbeing.	
12-month target 2.1	>improve the positive endorsement for Parent participation and involvement to 80% in 2025 >improve the positive endorsement for Support services to 80% in 2025 >improve the positive endorsement for Managing bullying to 75% in 2025	

12-month target 2.2	>improve the positive endorsement for Sense of connectedness to 73% in 2025 >improve the positive endorsement for Student voice and agency to 80% in 2025 >improve the positive endorsement for Managing bullying to 75% in 2025.	
12-month target 2.3	>improve the positive endorsement for improve the positive endorsement for Parent and community involvement to 80% in 2025.	
12-month target 2.4	>reduce the percentage of students with 30 or more absences to 30% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing	Yes
KIS 2.b Engagement	Strengthen opportunities for student voice, agency and leadership.	No
KIS 2.c Engagement	Strengthen opportunities for students to enrich learning through community and family partnerships.	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 the student mental health and wellbeing area, we made great use of the mental health toolkit to increase the number of students benefiting from programs at all tiers. This will continue to grow in 2025 as we embed program further and introduce new programs.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning outcomes.
12-month target 1.1	<p>Student outcomes</p> <p>Increase percentage of students independently achieving their IEP goals:</p> <ul style="list-style-type: none"> -in Reading and Viewing to 37% -in Writing to 53% -in Number and Algebra to 49% -in Measurement and Geometry to 50%
12-month target 1.2	<p>School Climate Module</p> <ul style="list-style-type: none"> >improve the positive endorsement for Teacher collaboration to 70% in 2025 >improve the positive endorsement for Guaranteed and viable curriculum to 80% in 2025 <p>Teaching and Learning – Implementation Module</p> <ul style="list-style-type: none"> >improve the positive endorsement for Moderate assessment tasks together to in 2025 <p>Teaching and Learning – Evaluation Module</p> <ul style="list-style-type: none"> >improve the positive endorsement for Understand how to analyse data to in 2025.
12-month target 1.3	>improve the positive endorsement for Stimulated learning to 80% in 2025
<p>KIS 1.a</p> <p>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</p>	Develop and implement consistent whole-school curriculum and planning documentation.
Actions	Standardised program planning template implemented. Consistency and quality of practice, establish a minimum standard of practice, consolidation of student information, build accountability through improved oversight

	<p>Professional learning to support implementation.</p> <p>Reporting system- expand and upgrade. Everything in one place, improved work flow, student progress tracking, source of evidence for IEPs and DIPs. Improved accountability for addressing individual student needs.</p> <p>Support implementation through instructional coaching.</p>
Outcomes	<ul style="list-style-type: none"> -By mid-term 2, all teachers are meeting expectations for use of program planners -staff who need support are identified and given coaching -teachers meeting deadlines for program planner submission -easy access to DI evidence in meetings (reduction in requests for additional information) -teachers better able to articulate the adjustments they put in place in the classroom for individual students -improved student engagement -promote better transition between teachers which could reduce loss of academic progress over summer break -more students would achieve their IEP goals
Success Indicators	<ul style="list-style-type: none"> -consistency of practice in program planners -clear expectations of content and requirements -streamlined administration -differentiation is evident (DI evidence source) -addresses individual student goals -to improve student outcomes

	<ul style="list-style-type: none"> -support/increase accountability and professionalism -improve communication with CRTs -reflect best practice -consistent with our teaching and learning model -reduction in workload in DIP preparation -easy to read format -consistency across subschools 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
<p>To improve consistency of quality teaching practice, a mandated program planning document has been designed and trialled in term 4. This will be implemented for every teacher in 2025.</p> <p>Professional learning on program planning requirements. Time allocated for PL and completion of documentation in afterschool meeting schedule.</p> <p>By end of term 1, every teacher is expected to be using the document.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> PLT leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used	
<p>School leaders professional learning on instructional coaching. Supported by our EIL.</p> <p>Instructional coaching will focus on teacher program planning in the first semester.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used	

Leadership to design instructional coaching templates to support observation and feedback of identified priorities.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
New Teaching and Learning Leadership Team reviews program planners to identify areas for development and teachers who may benefit from coaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Formation of new team to oversee curriculum, pedagogy - Teaching and Learning Team - to meet fortnightly on Mondays. Membership will include PCO's, LT's and Teaching and Learning LS. This team will coordinate work flow and communications for assessment and reporting, plan whole PD for curriculum and pedagogy, plan for PLCs, and review teacher program planners.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Improve students' health and wellbeing.			
12-month target 2.1	>improve the positive endorsement for Parent participation and involvement to 80% in 2025 >improve the positive endorsement for Support services to 80% in 2025 >improve the positive endorsement for Managing bullying to 75% in 2025			
12-month target 2.2	>improve the positive endorsement for Sense of connectedness to 73% in 2025 >improve the positive endorsement for Student voice and agency to 80% in 2025 >improve the positive endorsement for Managing bullying to 75% in 2025.			
12-month target 2.3	>improve the positive endorsement for improve the positive endorsement for Parent and community involvement to 80% in 2025.			
12-month target 2.4	>reduce the percentage of students with 30 or more absences to 30% in 2025.			
KIS 2.a	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing			

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>				
<p>Actions</p>	<p>Implementing a broader range of tier 2 and 3 evidence-based programs to:</p> <ul style="list-style-type: none"> -address behaviours that act as a barrier to education -improved social skills and mental health to improve connections within their cohort 			
<p>Outcomes</p>	<ul style="list-style-type: none"> -every student will have accessed a mental health and wellbeing program each year that is responsive to their individual needs/referral -data: referral numbers, response to intervention (closed referrals), student numbers who have NDIS in place -every year 12 student will have applied to be an NDIS participant – collect this data in SSG document -more referrals from older students (self-referral) 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> -more students have access to tiered interventions to support wellbeing -more families reach out and seek help to access NDIS, wellbeing programs -students graduate as NDIS participants -post-school- students can independently access community agencies and services that support their health and wellbeing -remove barriers to education created by health and wellbeing 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

Upskills students by targetting year 8 and 9 students with information sessions on understanding their NDIS packages.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Parent information sessions on NDIS packages.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a database for all year 10 students to track their NDIS packages to ensure that all students have the supports they need to be independent in the community.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Train 2 ES in art therapy.	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Mental Health Menus programs to supplement current programs: -Body Kind PLC 3 and 4 -Odyssey PLC 5 -We Rock the Spectrum PLC1 -Animal therapy - PLC2	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$260,868.02	\$260,000.00	\$868.02
Disability Inclusion Tier 2 Funding	\$112,753.67	\$110,000.00	\$2,753.67
Schools Mental Health Fund and Menu	\$27,602.50	\$27,530.00	\$72.50
Total	\$401,224.19	\$397,530.00	\$3,694.19

Activities and milestones – Total Budget

Activities and milestones	Budget
Train 2 ES in art therapy.	\$10,000.00
Implement Mental Health Menus programs to supplement current programs: -Body Kind PLC 3 and 4 -Odyssey PLC 5 -We Rock the Spectrum PLC1 -Animal therapy - PLC2	\$14,000.00
Totals	\$24,000.00

Activities and milestones - Equity Funding

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

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Train 2 ES in art therapy.	from: Term 1 to: Term 4		
Implement Mental Health Menus programs to supplement current programs: -Body Kind PLC 3 and 4 -Odyssey PLC 5 -We Rock the Spectrum PLC1 -Animal therapy - PLC2	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Addition of .4 Occupational Therapist to therapy team.	\$45,000.00
Support increase of Mental Health Practitioner time fraction to 1.0	\$25,000.00
Employ 6 classroom ES for tier 3 student support.	\$300,000.00
Odyssey- drug and alcohol awareness PLC5	\$8,030.00
Body Kind - body image program PLC 3 and 4	\$2,000.00
We Rock the Spectrum	\$3,000.00
Animal therapy	\$12,000.00
Training 2 ES in art therapy	\$2,500.00
Totals	\$397,530.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Addition of .4 Occupational Therapist to therapy team.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Support increase of Mental Health Practitioner time fraction to 1.0	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Employ 6 classroom ES for tier 3 student support.	from: Term 1	\$210,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Odyssey- drug and alcohol awareness PLC5	from: Term 1 to: Term 4	\$0.00	
Body Kind - body image program PLC 3 and 4	from: Term 1 to: Term 4	\$0.00	
We Rock the Spectrum	from: Term 1 to: Term 4	\$0.00	
Animal therapy	from: Term 1 to: Term 4	\$0.00	
Training 2 ES in art therapy	from: Term 1 to: Term 4	\$0.00	
Totals		\$260,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Addition of .4 Occupational Therapist to therapy team.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Occupational therapy
Support increase of Mental Health Practitioner time fraction to 1.0	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Psychologists
Employ 6 classroom ES for tier 3 student support.	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Other Tier 3 student support
Odyssey- drug and alcohol awareness PLC5	from: Term 1 to: Term 4	\$0.00	
Body Kind - body image program PLC 3 and 4	from: Term 1 to: Term 4	\$0.00	
We Rock the Spectrum	from: Term 1 to: Term 4	\$0.00	
Animal therapy	from: Term 1 to: Term 4	\$0.00	

Training 2 ES in art therapy	from: Term 1 to: Term 4	\$0.00	
Totals		\$110,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Addition of .4 Occupational Therapist to therapy team.	from: Term 1 to: Term 4	\$0.00	
Support increase of Mental Health Practitioner time fraction to 1.0	from: Term 1 to: Term 4	\$0.00	
Employ 6 classroom ES for tier 3 student support.	from: Term 1 to: Term 4	\$0.00	
Odyssey- drug and alcohol awareness PLC5	from: Term 1 to: Term 4	\$8,030.00	<input checked="" type="checkbox"/> Odyssey @ Schools (Odyssey House Victoria) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Body Kind - body image program PLC 3 and 4	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Body Kind Education (Butterfly Foundation) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider

	to: Term 4		
We Rock the Spectrum	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Animal therapy	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Animal Therapists
Training 2 ES in art therapy	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$27,530.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>To improve consistency of quality teaching practice, a mandated program planning document has been designed and trialled in term 4. This will be implemented for every teacher in 2025. Professional learning on program planning requirements. Time allocated for PL and completion of documentation in afterschool meeting schedule. By end of term 1, every teacher is expected to be using the document.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> PLT leaders 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site