2025 Annual Implementation Plan

for improving student outcomes

Endeavour Hills Specialist School (5590)

Endeavour Hills Specialist School

Submitted for review by Karen Hunt (School Principal) on 20 December, 2024 at 01:31 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 09 February, 2025 at 08:26 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

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

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

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| Maximise learning growth for all students | Yes | By 2027, increase the percentage of students demonstrating the equivalent of 12-months growth over a 24-month period in literacy skills, as measured by teacher judgements in:
• Reading and viewing from 27% (Sem 2 2022 - 2024) to 60%
• Speaking and listening from 30% (Sem 2 2022 - 2024) to 60%
• Writing from 24% (Sem 2 2022 - 2024) to 60% | By the end of 2025, increase the percentage of students demonstrating the equivalent of 12-months growth over a 24-month period in literacy skills, as measured by teacher judgements in:- Writing from 24% to 40% |
| | | By 2027, increase the percentage of students who have a Ready to Learn plan from 11% to 100%. | By the end of 2025 90% students will have a ready to learn plan |
| | | By 2027 improve the percentage of positive endorsement in the School Staff Survey factors:
• Guaranteed and viable curriculum from 38% (2023) to 50% or above
• Teacher collaboration from 45% (2023) to 55% or above
• Moderation of assessment tasks together from 12% (2023) to 40% or above
• Instructional leadership from 49% (2023) to 60% or above | By the end of 2025 improve the positive endorsement in the School Satff Survey factors:- Guaranteed and viable curriculum from 48% to 52%- Teacher collaboration from 50% to 55%- Moderation of assessment tasks from 29% to 35%- Instructional leadership from 50% to 55%- Use pedagogical model from 38% to 42% |

		• Use pedagogical model from 36% (2023) to 60% or above	
Empower all students to be independent and engaged in their learning	Yes	By 2027, increase the percentage of students achieving their personal and social capabilities goal from their individual education plans from 29.27% (to be established 2024) to 100%.	By the end of 2025, increase the percentage of students achieving their personal and social capabilities goal from their individual education plans from 29.27% to 50%
		By 2027 improve the percentage of positive endorsement in the School Staff Survey factors: • Promote ownership of learning goals from 36% (2023) to 50% or above • Parent and community involvement, engagement and outreach for all from 69% (2023) to 75% or above	By the end of 2025, improve the percentage of positive endorsement in the School Staff Survey factors:- Promote ownership of learning goals from 44% to 48%- Parent and community involvement, engagement and outreach for all from 67% to 71%
		By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey factors: • Student voice and agency from 68% (2022) to 75% or above • Support services from 68% (2022) to 73% or above • Parent participation from 67% (2022) to 75% or above • Teacher communication from 68% (2022) to 75% or above	By the end of 2025, increase the percentage of positive endorsement in the Parent Opinion Survey factors:- Student voice and agency from 76% to 78%- Support services from 70% to 73%- Parent participation from 73% to 75%- Teacher communication from 82% to 85%
		By 2027, increase the percentage of staff responding to a school-developed survey that assesses confidence and capabilities as well as the modes of Alternative and Augmentative Communication (AAC) used, as somewhat confident or above in using AAC systems to support students' engagement and learning from 67% to 75%.	By the end of 2025, increase the percentage of staff responding to a school-developed survey that assesses confidence and capabilities as well as the modes of Alternative and Augmentative Communication (AAC) used, as somewhat confident

	or above in using AAC systems to support students' engagement and learning from 67% to 72%

Goal 1	Maximise learning growth for all students
12-month target 1.1	By the end of 2025, increase the percentage of students demonstrating the equivalent of 12-months growth over a 24-month period in literacy skills, as measured by teacher judgements in: - Writing from 24% to 40%
12-month target 1.2	By the end of 2025 90% students will have a ready to learn plan
12-month target 1.3	By the end of 2025 improve the positive endorsement in the School Satff Survey factors: - Guaranteed and viable curriculum from 48% to 52% - Teacher collaboration from 50% to 55% - Moderation of assessment tasks from 29% to 35% - Instructional leadership from 50% to 55% - Use pedagogical model from 38% to 42%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Build staff knowledge and understanding of the Victorian Curriculum, with a focus on levels A-D	No
KIS 1.b Leadership	Develop and embed a consistent, quality-delivered instructional model	Yes
KIS 1.c Teaching and learning	Build staff capabilities to differentiate learning tasks to meet students at their point of need	No

KIS 1.d Leadership	Build a culture of staff collaboration through implementation of professional learning communities	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As a new school, we have investigated and decided on the components of an instructional model, based on student need. The next step is to create a comprehensive instructional model that incorporates the desired elements and provide professional learning for staff. The PLC rollout will support teachers to analyse student data and support the moderation of student work leading to increased consistency in assessment of student learning.	

Goal 2	Empower all students to be independent and engaged in their learning
12-month target 2.1	By the end of 2025, increase the percentage of students achieving their personal and social capabilities goal from their individual education plans from 29.27% to 50%
12-month target 2.2	By the end of 2025, improve the percentage of positive endorsement in the School Staff Survey factors: - Promote ownership of learning goals from 44% to 48% - Parent and community involvement, engagement and outreach for all from 67% to 71%
12-month target 2.3	By the end of 2025, increase the percentage of positive endorsement in the Parent Opinion Survey factors: - Student voice and agency from 76% to 78% - Support services from 70% to 73% - Parent participation from 73% to 75% - Teacher communication from 82% to 85%
12-month target 2.4	By the end of 2025, increase the percentage of staff responding to a school-developed survey that assesses confidence and capabilities as well as the modes of Alternative and Augmentative Communication (AAC) used, as somewhat confident or above in using AAC systems to support students' engagement and learning from 67% to 72%

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Teaching and learning	Build staff capabilities to implement a wide range of communication strategies that develop student voice and agency	No
KIS 2.b Leadership	Continue to implement and strengthen a whole school approach to social and emotional learning	Yes
KIS 2.c Support and resources	Continue to implement and strengthen the SWPBS framework	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.	School staff have completed the four day Berry Street Educational Model (BSEM). The strategies and teaching supports will provide consistency in ensuring our students are ready to learn and their social, emotional needs are met. The strategies implemented will align with our continued focus on Multi Tiered Systems of Support, particularly tier 1 strategies.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students
12-month target 1.1	By the end of 2025, increase the percentage of students demonstrating the equivalent of 12-months growth over a 24-month period in literacy skills, as measured by teacher judgements in: - Writing from 24% to 40%
12-month target 1.2	By the end of 2025 90% students will have a ready to learn plan
12-month target 1.3	By the end of 2025 improve the positive endorsement in the School Satff Survey factors: - Guaranteed and viable curriculum from 48% to 52% - Teacher collaboration from 50% to 55% - Moderation of assessment tasks from 29% to 35% - Instructional leadership from 50% to 55% - Use pedagogical model from 38% to 42%
KIS 1.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	Develop and embed a consistent, quality-delivered instructional model
Actions	Consistent planning documents to be embedded across the school, evidencing the use of explicit teaching and differentiation of learning. Investigate similar schools' instructional models.
Outcomes	Teachers will be able to clearly identify their student's zone of proximal development and evidence this in their planning. Teachers will be able to articulate the Instructional model and clearly reference in their planning and lesson delivery

Success Indicators	Term planners for English. Work programs will reflect explicit teaching - as per the instructional model. 100% of classrooms will complete classroom systems checklist at least twice per year. Linking IEP goals to work programs - work program checklist to be completed by teachers and checked by leaders. Linked to teacher coaching. An instructional model that incorporates wellbeing and learning to incorporate Berry Street Educational Model and explicit teaching at the core of our practice.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Writing moderation sessions	☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Development of the EHSS instructional model	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Professional learning on utilising consistent planning documents	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
KIS 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Build a culture of staff collaboration through implementation of professional learning communities			

safe and orderly learning environment	
Actions	Appointment of a PLC team leader. Staff professional development on the PLC cycle. Development of the staff handbook for the "EHSS playbook".
Outcomes	The development of a student data wall displaying the Victorian Curriculum Achievement Standards in the domain of writing. Improvement in staff understanding of the FISO 2.0 inquiry cycle. Staff will be able to utilise data to inform a problem of practice and use the PLC to develop strategies and interventions to improve student outcomes.
Success Indicators	Completion of one PLC cycle. Collect baseline data via a staff belief and understanding survey of the PLC process. Meeting schedule and NFT allocation to indicate the prioritising of PLC. Completion of staff professional learning on PLC process. Regular coaching for PLC leaders. Completion and distribution staff and leaders handbook.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC leaders training	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$7,500.00 ☑ Disability Inclusion Tier 2 Funding will be used
Professional development for staff to improve understanding of PLC	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Disability Inclusion Tier 2

	Funding will be used
Goal 2	Empower all students to be independent and engaged in their learning
12-month target 2.1	By the end of 2025, increase the percentage of students achieving their personal and social capabilities goal from their individual education plans from 29.27% to 50%
12-month target 2.2	By the end of 2025, improve the percentage of positive endorsement in the School Staff Survey factors: - Promote ownership of learning goals from 44% to 48% - Parent and community involvement, engagement and outreach for all from 67% to 71%
12-month target 2.3	By the end of 2025, increase the percentage of positive endorsement in the Parent Opinion Survey factors: - Student voice and agency from 76% to 78% - Support services from 70% to 73% - Parent participation from 73% to 75% - Teacher communication from 82% to 85%
12-month target 2.4	By the end of 2025, increase the percentage of staff responding to a school-developed survey that assesses confidence and capabilities as well as the modes of Alternative and Augmentative Communication (AAC) used, as somewhat confident or above in using AAC systems to support students' engagement and learning from 67% to 72%
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	Continue to implement and strengthen a whole school approach to social and emotional learning
Actions	The wellbeing team will support staff to write appropriate ready to learn plans and provide Professional Learning for all staff. Continued professional development for staff on writing targeted SMART goals in Personal and Social Learning in IEP's.

Outcomes	Students will participate, where possible, in the writing of their ready to learn plans. Students will be able to clearly identify what it looks, feels, sounds like when they are ready to learn and what strategies they require to help them get to that zone. IEP goals will be achievable and targeted to enable student success over a semester.
Success Indicators	Consistency of wellbeing practices - 100% of classrooms will implement ready to learn scales. An instructional model that incorporates wellbeing and learning to incorporate Berry Street Educational Model and explicit teaching at the core of our practice. Students achieving or exceeding their personal and social capabilities goal from their individual education plans from 29.27% to 50% over the year.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning for teachers on writing SMART goals	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Profesional learning for staff on ready to learn scales	☑ Assistant principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$81,759.80	$0.00	$81,759.80
Disability Inclusion Tier 2 Funding	$128,708.80	$128,708.80	$0.00
Schools Mental Health Fund and Menu	$31,340.54	$31,340.54	$0.00
Total	**$241,809.14**	**$160,049.34**	**$81,759.80**

Activities and milestones – Total Budget

Activities and milestones	Budget
Development of the EHSS instructional model	$10,000.00
PLC leaders training	$7,500.00
Professional development for staff to improve understanding of PLC	$2,000.00
Totals	**$19,500.00**

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
Development of the EHSS instructional model	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff • Whole school ☑ CRT • Other Learning walks at other schools
PLC leaders training	from: Term 1 to: Term 1	$7,500.00	☑ CRT • CRT (to attend staff PL)
Professional development for staff to improve understanding of PLC	from: Term 1 to: Term 2	$2,000.00	☑ Professional learning for school-based staff • Teachers
Totals		**$19,500.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Canine Comprehension	$3,200.00
Mental Health First Aid	$4,620.00
MHiPS support	$23,520.54
Disability Inclusion Leading Teacher	$109,208.80
Totals	**$140,549.34**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Canine Comprehension	from: Term 1 to: Term 4	$0.00	
Mental Health First Aid	from: Term 2 to: Term 3	$0.00	
MHiPS support	from: Term 1	$0.00	

	to: Term 4		
Disability Inclusion Leading Teacher	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Canine Comprehension	from: Term 1 to: Term 4	$0.00	
Mental Health First Aid	from: Term 2 to: Term 3	$0.00	
MHiPS support	from: Term 1 to: Term 4	$0.00	
Disability Inclusion Leading Teacher	from: Term 1 to: Term 4	$109,208.80	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher

Totals		$109,208.80	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Canine Comprehension	from: Term 1 to: Term 4	$3,200.00	☑ Canine Comprehension School Programs

Mental Health First Aid	from: Term 2 to: Term 3	$4,620.00	☑ Youth Mental Health First Aid (Mental Health First Aid Australia)
			
			This activity will use Mental Health Menu staffing
			   o Build staff capacity (conference, course, seminar)
			   o Employ CRT to release staff member

MHiPS support	from: Term 1 to: Term 4	$23,520.54	☑ Mental Health in Primary Schools (MHiPS)(free) **This activity will use Mental Health Menu staffing** o Employ CRT to release staff member
Disability Inclusion Leading Teacher	from: Term 1 to: Term 4	$0.00	
Totals		$31,340.54	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Development of the EHSS instructional model	☑ School improvement team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional learning on utilising consistent planning documents	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 3	☑ Planning ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
PLC leaders training	☑ Assistant principal ☑ Leading teacher(s)	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ PLC Initiative	☑ On-site
Professional learning for teachers on writing SMART goals	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders	from: Term 1 to: Term 1	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

Profesional learning for staff on ready to learn scales	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 1	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site