

# Annual Implementation Plan - 2025

## Define actions, outcomes, success indicators and activities

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 02 December, 2024 at 12:35 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 10 December, 2024 at 02:33 PM

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve all students' achievement and learning growth.
<b>12-month target 1.1</b>	<p>NAPLAN Benchmark Growth By 2026, at least 80 percent of students in Years 5, 7 and 9 will meet or make above benchmark growth in Reading and Numeracy % at or above benchmark growth</p> <p>Reading Year 5: 75% Year 7: 78% Year 9: 72%</p> <p>Numeracy Year 5: 75% Year 7: 80% Year 9: 75%</p> <p>By 2026, reduce the number of needs additional support students in each of reading and numeracy in years 3,5,7 and 9 compared to the number of needs additional support students in 2024 NAS 2026 TARGET Year 3 Reading - 4 Year 3 Numeracy - 10 Year 5 Reading - 5 Year 5 Numeracy - 5 Year 7 Reading - 20 Year 7 Numeracy - 15 Year 9 Reading - 20 Year 9 Numeracy - 15</p> <p>Maintained in NAPLAN Strong and Exceeding By 2026, at least 60 percent of students in the Year 5 and Year 7 cohorts, who achieve Strong or Exceeding in their</p>

	<p>previous testing, will be maintained in Strong or Exceeding for NAPLAN Reading and Numeracy</p> <p>Reading  Year 5: 55%  Year 7: 58%  Year 9: 52%</p> <p>Numeracy  Year 5: 50%  Year 7: 75%  Year 9: 45%</p> <p>NAPLAN Achievement  By the end of 2026, % of students in Strong and Exceeding Numeracy and Reading will increase by 6% from 2023 testing</p> <p>Reading  Year 3 - 81%  Year 5 - 82%  Year 7 - 58%  Year 9 - 56%</p> <p>Numeracy  Year 3 - 69%  Year 5 - 67%  Year 7 - 51%  Year 9 - 55%</p>
<b>12-month target 1.2</b>	27.5
<b>12-month target 1.3</b>	<p>Academic emphasis: 40%</p> <p>Guaranteed and Viable Curriculum: 58%</p>

	<p>Collective focus on student learning: 70%</p> <p>Teacher collaboration: 45%</p>
<p><b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop all teachers' capability to consistently implement data-driven, high quality pedagogical approaches to teaching and learning.</p>
<p><b>Actions</b></p>	<p>Strengthen approaches to assessment and curriculum planning</p> <p>Strengthen approaches to inclusive practices</p> <p>Implement the PLC framework and structures to strengthen collaboration and teacher practice</p>
<p><b>Outcomes</b></p>	<p>Leaders will implement evidence based approaches for literacy relevant to the stages of learning (P-2 VTML 2.0 Phonic initiative)</p> <p>Leaders will implement evidence based approaches for numeracy relevant to the stages of learning</p> <p>Leaders will develop and implement professional learning program to build staff capacity Learning continuums and formative assessment processes</p> <p>Teachers will use a clear framework for planning processes and expectations</p> <p>Leaders will align reporting practices to monitor and communicate student learning progression</p> <p>Review college curriculum map</p>

	<p>Leaders will build staff capacity through coaching, mentoring and workshops</p> <p>Teachers will accurately document adjustments in planning documents</p> <p>Leaders will review and refine the process of IEPs and SSGs across the College</p> <p>Leaders will build staff capacity to write IEPs and implement them</p> <p>Students will be supported through inclusive practices</p> <p>Leaders will plan for and implement PLC cycles</p> <p>Leaders will continue to build capacity of PLC Leaders</p> <p>Leaders will draw connections between PLC inquiry to curriculum planning (action plan)</p> <p>Teachers will document the work of the PLC using College templates</p> <p>Teachers will have improved data literacy</p> <p>Leaders will plan and communicate clear outline of College scheduled assessments</p>
<b>Success Indicators</b>	<p>Levels of planning and and curriculum documentation eg)scope and sequences, learning continuums</p> <p>Documented Literacy and Numeracy approaches</p>

	PLC meeting minutes/inquiry cycles Teacher records and observations from coaching program PL and coaching evaluation surveys Classroom observations and learning walks demonstrating learning from professional learning IEP and inclusion documentation  Late Indicators Whole School Learning data collection (NAPLAN, PAT) VCE and VM results Staff survey results Teacher Judgements Student focus groups				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement evidence based approaches for literacy relevant to the stages of learning (P-2 VTML 2.0 Phonic initiative)		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement professional learning program to build staff capacity Learning continuums and formative assessment processes (Curriculum teams level)		<input checked="" type="checkbox"/> Assistant principal <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
Implement evidence based approaches for numeracy relevant to the stages of learning		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a clear framework for planning processes and expectations		<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
Align reporting practices to monitor and communicate student learning progression	<input checked="" type="checkbox"/> Assistant principal <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
Review college curriculum map	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build staff capacity for documentation of adjustments in planning documents	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine the process of IEPs and SSGs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build staff capacity through coaching, mentoring and workshops in inclusive practices for learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine the responsibility of staff in the development and communication of IEPs and SSGs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Build staff capacity to write IEPs and implement them	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan for and implement designated PLC cycles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continuing to build capacity of PLC Leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Drawing connections between PLC inquiry to curriculum planning (action plan)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Document the work of the PLC using College templates	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build data literacy of staff through PLC work (understanding of formative assessments, implementation and analysis to inform teaching and learning programs)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



Develop and communicate clear outline of College scheduled assessments		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students as engaged and active learners.				
<b>Actions</b>	Actively promote high academic expectations Strengthen teacher capacity to consolidate the Instructional model				
<b>Outcomes</b>	Leaders will re-establish Learner Essences and Dispositions  Teachers will introduce and explicitly teach learner essences and dispositions  Leaders will establish and document protocols for student goal setting  Leaders will establish and document protocols for study and homework   Leaders (domain and team)will conduct peer observations learning walks to measure implementations of IM  Leaders will plan and implement a coaching program to support implementation of IM  Leaders and teachers will build an instructional Model resource kit  Teachers will build student understanding of IM				

<b>Success Indicators</b>	<p>Early Indicators  Hazel Glen Learner documentation  College start up programs  Student and teacher focus groups  Learning Walks and observations</p> <p>Late Indicators  ATToS  NAPLAN and PAT data  Student voice</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Re-establish Learner Essences and Dispositions for primary and secondary years	<input checked="" type="checkbox"/> Assistant principal <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
Introduce and explicitly teach learner essences and dispositions (classroom level)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish and document protocols for student goal setting	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Establish and document protocols for study and homework	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Team/Domain accountability for implementations IM (peer obs)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Coaching program to support implementation of IM	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build Instructional Model resource kit	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Evaluate and review the implementation of the IM	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build student understanding of IM	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 2</b>	Improve all students' engagement and wellbeing.			

<b>12-month target 2.1</b>	P-6: 30% 7-12: 40%
<b>12-month target 2.2</b>	<p>Managing bullying Years 4-6 65% Years 7-9 35% Years 10-12 40%</p> <p>Sense of Connectedness Years 4-6 64% Years 7-9 35% Years 10-12 36%</p> <p>Effective Classroom Behaviour Years 4-6 75% Years 7-9 52% Years 10-12 50%</p> <p>Student voice and agency Years 4-6 60% Years 7-9 30% Years 10-12 33%</p> <p>Respect for diversity Years 4-6 70% Years 7-9 33% Year 10-12 37%</p>
<b>12-month target 2.3</b>	<p>Leadership visibility 40%</p> <p>Parent and community involvement 50%</p>
<b>KIS 2.a</b>	Develop and implement a college approach to a positive and purposeful climate for learning.

<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>	
<p><b>Actions</b></p>	<p>Refine and implement school wide positive behaviour support framework</p> <p>Implement Positive Classroom Management Strategies</p>
<p><b>Outcomes</b></p>	<p>Leaders will establish SWPBS team across the College</p> <p>Leaders and selected teachers will participate in SWPBS initiative with Dept Coach</p> <p>Leaders will review tiered frameworks for behaviour management</p> <p>Leaders will develop and follow an action plan for SWPBS implementation and report on progress</p> <p>Leaders will establish a process for collecting and monitoring school wide data</p> <p>Leaders will continue to promote Positive Learning Routines (No.2) as a component of PCMS</p> <p>Teachers will continue to implement Positive Learning Routines (No.2) as a component of PCMS</p> <p>Leaders will review and develop consistent classroom management processes to align with PCMS</p> <p>Leaders will introduce and launch PCMS with a focus on 1-4</p>

	<p>Teachers will implement PCMS with a focus on 1-4</p> <p>Leaders will develop and implement peer observation protocols to monitor and review PLRs</p> <p>Leaders and teachers will build Positive Classroom Management Strategies resource kit</p>			
<b>Success Indicators</b>	<p>Early Indicators</p> <p>Positive Learning Routine resources displayed in every classroom</p> <p>Team accountability documentation and measures</p> <p>Classroom and peer observations</p> <p>Implementation of targeted professional learning</p> <p>A reduction in Tier 1 and 2- inside chronicle data</p> <p>Behaviour follow up/reflections/strategies implemented for behaviour replacement and supports</p> <p>Late Indicators</p> <p>AtoSS factors Sense of Connectedness, Effective Tier 1 and 2 behaviour chronicles</p> <p>Behaviour support plans and documented strategies</p> <p>AtoSS Effective Classroom Behaviour</p> <p>Parent Opinion Survey - school safety</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish SWPBS team across the College	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	
Participate in SWPBS initiative with Dept Coach	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review tiered frameworks for behaviour management	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and follow an action plan for SWPBS implementation and report on progress	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a process for collecting and monitoring school wide data?	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Consolidate Positive Learning Routines (No.2) as a component of PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop consistent classroom management processes to align with PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Introduce and launch PCMS with a focus on 1-4 Classroom behaviour expectations and rules Classroom procedures and routines Encouraging expected classroom behaviour Discouraging inappropriate classroom behaviour	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement peer observation protocols to monitor and review PLRs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Document plans for coaching, mentoring, professional learning and observations for PCMS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build Positive Classroom Management Strategies resource kit and include in induction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</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	Ensure college structures that offer all students a connected, effective learning journey.			
<b>Actions</b>	Continue to strengthen tiered systems of student support  Increase student connection and participation in school			



<b>Outcomes</b>	<p>Leaders will utilise the mental health planning tool to understand and support student wellbeing needs</p> <p>Leaders will gather data on student wellbeing needs and implement a range of targeted Tier 2 intervention supports</p> <p>Leaders and teachers will research, identify and implement Tier 1 wellbeing programs to create an environment that promote positive mental health</p> <p>Leaders will identify and scheduled targeted professional learning for staff implementing wellbeing programs/support</p> <p>Leaders will investigate and implement alternative programs and pathway supports for identified students</p> <p>Leaders will strengthen the college attendance policy and processes to address explained and unexplained absences</p> <p>Leaders will plan for an agreed approach to bullying prevention and cyber safety programs</p> <p>Teachers will build their capacity to implement resilience, rights and respectful relationships curriculum</p> <p>Leaders and teachers will evaluate, document and promote student voice and leadership opportunities</p> <p>Leaders will evaluate, document and promote extra curricular, camps, events and academies.</p> <p>Leaders will develop a working party and review strategies to foster connections at school.</p> <p>Students will have increased participation and engagement at school</p>
<b>Success Indicators</b>	<p>Early Indicators</p> <p>Tiered approach school documentation and team meeting minutes for student support</p>

	Internal and external referral processes Attendance Data Collection Attendance Plans  Long Term Indicators AtoSS - School stage transitions, Sense of Connectedness Student Voice Parent Opinion			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Utilise the mental health planning tool to identify and better understand and support student wellbeing needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$73,500.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Gather data on student wellbeing needs and implement a range of targeted Tier 2 intervention supports	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Research, identify and implement Tier 1 wellbeing programs to create an environment that promote positive mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Identify and scheduled targeted professional learning for staff implementing wellbeing programs/support	<input checked="" type="checkbox"/> Assistant principal <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
Investigate and implement alternative programs and pathway supports for identified students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Strengthen the college attendance policy and processes that addresses explained and unexplained absences	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Planning for an agreed approach to bullying prevention and cyber safety programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<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
Capacity building for teams to familiarise and implement resilience, rights and respectful relationships curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Evaluate, document and promote student voice and leadership opportunities	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student leadership coordinator		to: Term 4	
Evaluate, document and promote extra curricular, camps, events and academies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build a working party and review strategies to foster connections at school.	<input checked="" type="checkbox"/> Assistant principal <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