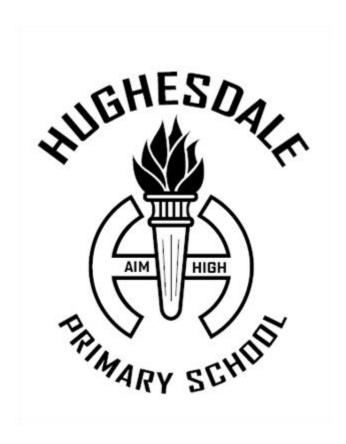# Annual Implementation Plan - 2024
Define actions, outcomes, success indicators and activities

Hughesdale Primary School (4176)

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Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Support for the 2024 priorities
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	If we develop data literate teachers, who collaborate and reflect on their practice, Then there will be a strengthened, targeted approach for identifying student needs and progress, So that all students are supported, challenged or extended in their learning, And through our PLC model, student growth and engagement will be maximised. Develop consistent data literacy across all staff members. Upskill usage of PLC protocols. Utilise assessments to inform and guide differentiated learning.
Outcomes	Leaders will – (Whole School) • Receive professional leadership development • Re-establish PLT's: Data and Reporting, Engagement, Literacy, Numeracy • Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, visiting the link school Antonio Park, and regional support • Establish negotiated accountability measures, including learning walks/collegiate learning opportunities. • Continue Targeted Student Learning (TSL) to further a targeted support program for students, in extension and support • Provide professional development to support the skills and knowledge required to implement the whole school instructional model in Numeracy to staff. Teachers will – (Classroom)

	• Discuss student growth data and moderate work samples in PLC teams and whole school
	• Have an established understanding of differentiation and the next stage of learning for all students
	• Build teacher capacity and develop curriculum scope and sequence documents for use during planning in Literacy and Numeracy
	• Use the whole school planning documents to ensure consistent Learning Intentions and Success Criteria are developed
	• Begin to establish a consistent approach in supporting students to set and evaluate goals
	• Implement the whole school instructional model in Numeracy
	• Begin to provide opportunities for students to engage in real life learning and articulate these connections to the students
	ES will – (Classroom: in colloabotation with the teacher)
	• Use their knowledge to support and ensure learning is differentiated for students
	• Anticipate the entry point for students requiring support
	• Engage learners in active and meaningful targeted learning opportunities
	Students will – (Individual)
	• Be made aware of their assessment data and begin to set effective learning goals with the support of their teacher
	• Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth)
	• Improve students' ability to approach feedback with a growth mindset
Success Indicators	Early Indicators:
	• Teachers' beginning to use a consistent instructional model in Numeracy
	• Improved use of formative assessment data, which aligns with teacher judgements
	• Opportunities for learning engagement in a range of programs including TSL, VHAP, ICAS, John Monash Science Program
	Late Indicators:
	• An assessment schedule with evidence of teachers inputting data and moderating assessments
	• Collegiate learning opportunities and learning walks demonstrating take up of professional learning strategies
	• Students beginning to explain their own learning goal and identify their next step
	• Teacher planning documentation clearly indicates differentiation, particularly extension for individual learners
	• Consistent planning documents and evidence of differentiation across cohorts

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Re-establish PLT Teams (Data and Reporting, Engagement, Literacy, Numeracy)	☑ Principal	☑ PLP Priority	from: Term 1	$96,952.00

2. Develop and begin to implement a whole school instructional model in Numeracy. 3. Organise professional development for school leaders by budgeting and implementing opportunities for professional learning in data literacy, leadership and pedagogy. 4. Maximise the resources in the SRP to be able to facilitate these initiatives. 5. Monitor targets and overall data - NAPLAN, PAT, and Victorian Curriculum teacher judgements. 6. Provide opportunities for extension and enrichment through the school budget. 7. Work with PLT Leaders, PLC Leaders and Learning Specialists to implement whole school priorities. 8. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL. 9. Create agreed whole school protocols for all school meetings.			to: Term 4	☑ Other funding will be used
1. Implementing a meeting schedule that allocates time to weekly PLC meetings, regular PLT meetings, leadership meetings, and opportunities for PLT teams to report back to the whole school each term. 2. Provide regular communication to the community about school priorities, PL, opportunities, and upcoming events. 3. Monitor Targets and overall data - NAPLAN, PAT, and Victorian Curriculum teacher judgements. 4. Using established criteria to identify students requiring individual and tailored support and provide the TSL support/extension program. 5. Begin establishing processes for regular moderation of assessment. 6. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$7,657.80 ☑ Equity funding will be used

1. Receive professional leadership development through the Monash/Manningham Community of Practice (Numeracy Leader) 2. Monitor Targets 3. Begin establishing processes for regular moderation of assessment (Learning Specialist) 4. Providing professional learning in PLT meetings about high quality differentiation (Learning Specialist and Numeracy Leaders). 5. Develop and begin to implement a whole school instructional model in Numeracy (Numeracy Leader). 6. Create whole school agreed protocols for PLT meetings. 7. Developing an agreed approach to consistent goal setting across the school. 8. Develop consistency in curriculum delivery through (Learning Specialist and Numeracy Leader): • Providing PL to PLT teams on the different methods of collegiate learning that can be used to improve teacher's pedagogical knowledge. • Conducting Learning Walks • Revisiting HITS	☑ Learning specialist(s) ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Attend PLC Leader meetings and complete all required professional learning. 2. Apply the agreed whole school protocols in PLC meetings. 3. Monitor Targets and cohort data. 4. Using established criteria to identify students requiring individual and tailored support and refer them to the TSL support/extension program. 5. Begin establishing processes for regular moderation of assessment. 6. Improve initial data analysis at the start of an inquiry cycle to show differentiation in their planning documentation. 7. Ensure year level is following the Hughesdale assessment schedule. 8. Ensure planning documentation reflects the schools' Literacy and Numeracy instructional models.	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used

1. Begin to show increased differentiation in lesson planning documentation. 2. Contribute and participate in both termly whole staff moderation meetings, and in regular PLC meetings. 3. Actively participating in PLC meetings to discuss and identify students who could be suited to the TLI. 4. Follow the school's assessment schedule to ensure whole school consistency. 5. Begin to set goals in collaboration with students. 6. Provide IEP goals in Literacy, Numeracy and Wellbeing. 7. Provide regular communication to the community about school priorities through termly newsletters and information evenings. 8. Ensure five sessions of Mathematics and ten sessions of Literacy are taught every week.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Work with students 1:1 and in small groups to support learning needs. 2. Providing targeted feedback to supported students and following up on this feedback in future sessions. 3. Support students with enabling prompts to ensure success. 4. Anticipate the entry point for students requiring support. 5. Attend SSGs with classroom teacher.	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	To improve student learning achievement and growth
12-month target 2.1 target	To increase number of students achieving in the exceeding proficiency to: Numeracy: Year 3, 30% (2023) to 36% (2027) Year 5, 31% (2023) to 36% (2027) Reading: Year 3, maintain above 45% (2027) Year 5, 44% (2023) to 48% (2027) Writing:

	Year 3, 13% (2023) to 27% (2027) Year 5, 31% (2023) to 35% (2027)
12-month target 2.2 target	The percentage of P to 6 students achieving above the expected level in Number and Algebra to increase from 41% (2022), to 45% (2024), and to increase in Writing from 31% (2022) to 36% 2024)
12-month target 2.3 target	Percentage endorsement for the following factors in the SSS will improve: Guaranteed and Viable Curriculum to 60% Academic Emphasis to 55% How to Understand Data to 62%
12-month target 2.4 target	Percentage endorsement for the following factors in AToSS will improve: Stimulating Learning Environment to at or above 75%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a whole school instructional model that is consistently applied across the school.
Actions	If we embed a whole school instructional model in numeracy and literacy, Then there will be greater consistency in teacher practice across the school, So that all students are supported, challenged or extended in their learning And students growth and engagement will be maximised. Develop consistent teacher practice. Establish a whole school model for teaching Numeracy and begin its implementation. Embed the 6+1 traits in the teaching of Writing.
Outcomes	Leaders will – (Whole School) • Receive professional leadership development through the Monash/Manningham Community of Practice (CoP) • Re-establish a Numeracy Professional Learning Team (PLT), Literacy and Data & Reporting PLT • Provide professional development to support the skills and knowledge required to implement the whole school instructional

	model in Numeracy to staff
	• Establish negotiated accountability measures, including learning walks
	• Provide professional development on embedding the 6+1 writing traits as a whole school approach
	• Provide PL around learning intentions and success criteria, with a particular focus on developing consistent vocabulary.
	Teachers will – (Classroom)
	• Use the developed curriculum scope and sequence documents during planning
	• Apply knowledge learned in professional development sessions to create effective Learning Intentions and Success Criteria.
	• Implement the whole school instructional model in Numeracy
	• Implement the whole school approach to teaching Writing
	ES will – (Classroom)
	• Attend whole school PL on the instructional model
	• Use elements of the instructional model to scaffold student learning
	• Discuss the use of the instructional model during ES meetings including sucess and growth areas to guide future PL
	• Use targeted vocabulary related to the instructional model
	Students will – (Individual)
	• Be made aware of their assessment data to set effective learning goals with the support of their teacher
	• Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth)
	• Develop an understanding of the role of feedback and be open to feedback in helping them with their learning
Success Indicators	Early Indicators:
	• Student assessment data for Mathematics and Writing
	• Moderated student learning tasks
	• Documented instructional approach to Numeracy
	Late Indicators:
	• Planning documentation for Mathematics and Writing
	• Student individual learning goals
	• SSS positive endorse the use of an instructional model

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

1. Develop and begin to implement the whole school instructional model in Numeracy 2. Organise whole staff PL around learning intentions and success criteria. 3. Re-establish Numeracy and Literacy PLT's 4. Organise professional development for school leaders by budgeting and implementing opportunities for professional learning in leadership and pedagogy. 5. Maximise the resources in the SRP to be able to facilitate these initiatives. 6. Work with PLT Leaders, PLC Leaders and Learning Specialists to implement whole school priorities. 7. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Implementing a meeting schedule that allocates time for PLT teams to deliver professional learning on the whole school instructional model for the teaching of Numeracy and Literacy. 2. Provide regular communication to the community about school priorities, PL, opportunities, and upcoming events. 3. Monitor Targets and overall data - NAPLAN, PAT, and Victorian Curriculum teacher judgements. 4. Coordinate with middle leaders to plan and prioritise Curriculum Days and PL.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used
1. Develop and begin to implement the whole school instructional model in Numeracy (Maths Leader) 2. Receive professional leadership development in Numeracy/Leadership through the Monash/Manningham Community of Practice (Maths Leader) 3. Provide professional learning to staff on the whole school instructional model for the teaching of Numeracy (Maths Leader) 4. Provide further PL to staff about how they can embed the 6+1 traits in their planning, with additional support targeted at inducting new staff members (Learning Specialist)	☑ Learning specialist(s) ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

5. Visiting influence schools in pedagogical practice.					
1. Begin to facilitate their PLC teams in implementing the whole school instructional model in Numeracy. 2. Facilitating their team in embedding the 6+1 traits through their literacy planning. 3. Monitor Targets and cohort data. 4. Ensure planning documentation reflects the schools' Literacy and Numeracy instructional models. 5. Strategically targeting an element of the instructional model in at least one PLC inquiry cycle.	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Begin to implement the whole school instructional model in Numeracy in their classroom and show it through their planning documentation. 2. Begin to set goals in collaboration with students. 3. Actively participating in PLT meetings to improve and promote consistency in whole school practice.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Show an understanding of the different phases of the instructional models. 2. Following the framework of the instructional model in literacy and numeracy to ensure consistency when supporting students. 3. Use vocabulary associated with the 6+1 traits of writing.	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To strengthen the connectedness, agency and wellbeing of all students
12-month target 3.1 target	Percentage endorsement for the following factors in the SSS will improve: Use student feedback to Improve Teaching Practice to 52% Use of High Impact Teaching Strategies to 71%

12-month target 3.2 target	Percentage endorsement for the following factors in AToSS will improve: Respect for Diversity to 78% Student Voice and Agency to 62% Sense of Connectedness at or above 79%
12-month target 3.3 target	Percentage endorsement for the following factors in POS will improve: Student Motivation and Support to 62%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to embed an agreed student behaviour management tiered approach that focuses on student wellbeing and inclusion.
Actions	If we integrate a tiered approach to behaviour management, in collaboration with our Allied Health team Then we will be better able to foster positive relationships and strengthen our approach to student wellbeing and inclusion So that student needs and connectedness are prioritised And participation and engagement will be enhanced within our school Build teacher knowledge of the tiered approach to behaviour management Refine and monitor the referral process Implement recommendations and strategies advised by Allied Health Team
Outcomes	Leaders will – (Whole School) • Develop a tiered approach to behaviour management • Leaders will strengthen engagement with Allied Health Team, regional and internal/external support agencies • Embed the process for teachers to identify and refer students to the Allied Health Team Teachers will – (Classroom) • Teachers will use agreed processes to monitor and identify students in need of additional supports (academic, social and emotional) • Implement programs to support the social and mental wellbeing of the students • Implement the tiered approach to behaviour management ES will – (Classroom)

	• Liase with Allied Health team to support students needs • Build a repertoire of approaches to support wellbeing and student behaviour • Actively collaborate with teachers and Allied Health Team, to develop behaviour plans and actively participate in the behaviour management of students with a range of needs • Be fexibile within the classroom to engage with a range of learners Students will – (Individual) • Students with additional needs will receive individualised support that is regularly monitored • Students will be become familiar with the clear expectations that underpin our tiered approach to behaviour management
Success Indicators	Early indicators: • Maintain strong attendance, monitored in PLC agenda • Reduced wellbeing/disruptive behaviour Chronicle entries • Increased strategies and positive interactions/communication with community Late indicators: • Improved school-based survey data from staff, students and community • Begin to embed profiling of Tier 2 student, documenting referrals and actions put in place • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Communicate processes for identifying and referring students and families to the Allied Health Team 2. Liaise with Student Support Services (SSS) as required for students / families with social / emotional and academic concerns. 3. Work with students and families 1:1 when social, emotional, or behavioural are addressed. 4. Work with staff to support students with social, emotional or behavioural concerns and put a plan in place (e.g. BSP, Safety Plan) 5. Support transition of students between year levels.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$68,310.24 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
1. To develop an Allied health Team consisting of a Speech Therapist, Occupational Therapy and Behavioural Psychologist. 2. Track individual and cohort data to identify areas/students	☑ Principal	☐ PLP Priority	from: Term 1	$93,291.50

of concern. 3. Allocate funds, resources and time to wellbeing programs. 4. Communicate goals and outcomes to the staff, students and community. 5. Facilitate discussion of whole school data. 6. Utilise middle leadership to build staff capability and curriculum knowledge on wellbeing and mental health. 7. Allocate ESOs to students with additional funding needs.			to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
1. Work with Allied Health Team to mentor staff members requiring additional support with Tier 2 and Tier 3 students. 2. Develop tiered approach to behaviour management 3. Deliver staff PL on tiered approach to behaviour management once developed. 4. Deliver ongoing PL on RRRR 5. Analyse whole school data for consistency and trends e.g. Chronicle entries 6. Revisit Lunchtime Clubs schedule 7. Revisit Social and Emotional Learning Scope and Sequence	☑ PLT leaders ☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
1. Discuss student wellbeing, attendance and behavioural needs in PLC meetings 2. Promote consistency in Behaviour Management Plan implementation 3. Take responsibility for the wellbeing of all students in the cohort	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
1. Build capacity to construct behaviour management plans for Tier 2 or 3 students. 2. Conduct restorative conversations as small group intervention with Tier 2 and Tier 3 students. 3. Lead the development of lessons for addressing behaviours of concern for each year level	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

4. Deliver twice weekly PSL sessions including and beyond RRRR 5. Build teacher capacity for positive communication of wellbeing and behaviour with families				
1. Support students 1:1 and in small groups to implement Allied Health reccomendations. 2. Provide targeted sccafolding to supported student needs 3. Liase with and attend PL provided by Allied Health members 4. Attend SSGs with classroom teacher.	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00