

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Hughesdale Primary School (4176)



Submitted for review by Lisa Gough (School Principal) on 09 February, 2023 at 11:54 AM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 23 February, 2023 at 10:49 AM

Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>NAPLAN % Top Two bands Numeracy Year 3 from 63% (2022) to 66% (2023) Year 5 from 42% (2022) to 60% (2023)</p> <p>By 2023, students attaining high relative growth (as measured by NAPLAN) will show the following growth from 28% (2018) to to 35% (2023).</p> <p>By 2023, students' positive responses to the AtSS measure 'Student Voice and Agency' will rise from 61% (in 2022) to 85%.</p> <p>By 2023, students' positive responses to the AtSS measure 'Self-Regulation and Goal Setting' will rise from 82% (in 2022) to 85%.</p> <p>By 2023, students' positive responses to the AtSS measure 'Stimulated Learning' will rise from 72% (in 2022) to 85%.</p> <p>Students' positive responses to AtSS 'Students at this school treat teachers with respect' will rise from 73% (in 2022) to 85%.</p> <p>Students' positive responses to AtSS 'Students at this school treat one another with respect' will rise from 72% (in 2022) to 85%.</p> <p>By 2023, parents' positive responses to the POS measure 'Effective Teaching' will rise from 61% (in 2022) to 80%.</p> <p>By 2023, parents' positive responses to the POS measure 'Student Agency & Voice' will rise from 61% (in 2022) to 85%.</p> <p>By 2023, parents' positive responses to the POS measure 'Student Motivation & Support' will rise from 58% (in 2022) to 80%.</p> <p>By 2023, parents' positive responses to the POS measure 'Promoting Positive Behaviour' will rise from 74% (in 2022) to 85%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Understanding Formative Assessment' will rise from 64% (in 2022) to 80%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Time to share pedagogical content knowledge' will rise</p>

	<p>from 41% (in 2022) to 75%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Understand How To Analyse Data' will rise from 41% (in 2022) to 80%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Collective Focus on Student Learning' will rise from 59% (in 2022) to 85%.</p> <p>By 2023, teachers' positive responses to the Staff Opinion Survey measure 'Guaranteed & Viable Curriculum' will rise from 52% (in 2022) to 85%.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Develop a school-wide Numeracy strategy - Plan whole school professional learning using evidence-based approaches to support students with numeracy skills and vocabulary acquisition - Embed our PLC culture to support teacher collaboration and strengthen teaching practice
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - articulate rich numeracy understandings in Maths Talks - utilise mathematical vocabulary appropriate to their level (as identified with formative assessment) - participate in differentiated numeracy tasks e.g. enable, core, extend - report higher levels of confidence when selecting differentiated numeracy tasks <p>Teachers will</p> <ul style="list-style-type: none"> - utilise formative assessment data to differentiate vocabulary demands in Maths - report higher levels of confidence teaching numeracy skills and vocabulary - build their capacity to analyse MOI (Maths Online Interview), Essential Assessment & PAT Assessment data to inform planning - utilise data to develop and inform a scaffolded inquiry focus using PLC protocols - participate in PLC meetings to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in whole school professional learning sessions facilitated by our Learning Specialists, Ryan Dunn and Principal class - participate in feedback during School Review <p>Leaders will</p> <ul style="list-style-type: none"> - facilitate PLC Inquiries

	<ul style="list-style-type: none"> - principal class will attend PLC Inquiry meeting - gather evidence of the impact of PLC practices on teacher collaboration - gather evidence of the impact of PLC practices on student outcomes in Mathematics - provide classroom practice coaching in Mathematics - facilitate involvement in the Leading Mathematics course run by The Victorian Academy of Teaching and Leadership - provide professional learning that supports Mathematics practices and PLC practices - participate in Monash/Manningham Network Capacity Building professional learning in Mathematics 			
Success Indicators	<ul style="list-style-type: none"> - Teacher anecdotal observations of student participation in Maths Talks - Student feedback/self-assessment of understanding of mathematical vocabulary - Evidence gathered through learning walks, surveys and SIT discussions - PLC meeting minutes with evidence of data discussions - Planning documents with differentiated tasks as a result of data analysis - Teacher records and observations of student progress - Classroom observations demonstrating use of strategies from professional learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>A team, by expression of interest, to participate in the Leading Mathematics course at the Academy of Teaching and Leadership who will</p> <ul style="list-style-type: none"> - lead in-school investigations and professional learning - develop a school-wide, long-term mathematics improvement strategy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$14,500.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Implement the HPS Mathematics Vocabulary scope and sequence	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC inquiry cycles focused on Mathematics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning to develop staff capacity to utilise data to inform mathematics planning and teaching	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in Ryan Dunn Monash/Manningham Capacity Building sessions provided by the Monash/Manningham Network	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PRSE - Pre Review Self Evaluation	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
School Review	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Write the SSP - School Strategic Plan - 2024-2027	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<ul style="list-style-type: none"> - Investigate the best fit school wide tiered regulation/engagement model (e.g. SWBP or Berry Street) - Strengthen the whole school approach to social and emotional learning through the use of Respectful Relationships resources for students, staff and families - Investigate SAFEMinds resources to increase foundational knowledge of mental health and emerging concerns - Continue to refine the IEP process to cater for individual needs 			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - participate in weekly Respectful Relationships sessions - be able to explain what positive mental health means and where they can seek support in school - draw upon understandings from Respectful Relationships session to guide decision making and behaviours <p>Teachers will</p> <ul style="list-style-type: none"> - create and review IEPs for students as outlined in the IEP Guidelines - plan and implement Respectful Relationships sessions weekly - be able to recognise, respond to and refer students' with mental health needs - participate in Restorative Practices training if not already completed - have access to health and wellbeing support initiatives/programs to maintain their own wellbeing <p>Leaders will</p> <ul style="list-style-type: none"> - provide Respectful Relationships professional learning on a needs basis - support teachers in the use of the rearranged IEP template - support teachers to utilise allied health recommendations for students with IEPs - provide professional learning for staff be able to recognise, respond to and refer students with mental health needs - ensure all teachers are trained in Restorative Practices - source additional staff health and wellbeing initiatives/programs - 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation will show plans for social and emotional learning - IEPs include strategies and adjustments recommended by allied health teams for students with diagnosed needs where appropriate - Increased confidence to notice, inquire and refer for mental health needs - Conclusions drawn from the nature and frequency of chronicles in compass 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Working party, by expression of interest, to investigate SWPB and Berry Street to decide which approach is the best fit for Hughesdale	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in SAFEMinds NIP (Notice, Inquire, Plan) training	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver RRRR professional learning to support the social and emotional learning	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning in the use of the rearranged IEP template	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the school IEP guidelines	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PRSE - Pre Review Self Evaluation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Review	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Write the SSP - School Strategic Plan - 2024-2027	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate and implement wellbeing programs to support staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items