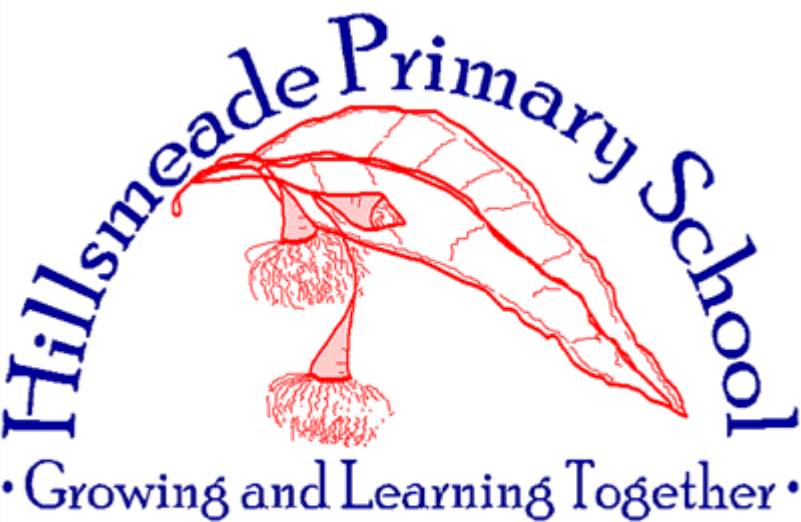# 2021 Annual Implementation Plan

for improving student outcomes

Hillsmeade Primary School (5482)

Submitted for review by Jodie Bray (School Principal) on 15 February, 2021 at 01:53 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 22 March, 2021 at 10:09 AM
Endorsed by Megan Shields (School Council President) on 05 May, 2021 at 08:54 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding
		Setting expectations and promoting inclusion	Embedding
		Health and wellbeing	Evolving
		Intellectual engagement and self-awareness	Evolving

Community engagement in learning		Building communities	Emerging
		Global citizenship	Evolving
		Networks with schools, services and agencies	Emerging
		Parents and carers as partners	Evolving

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Parents and carers as partners	Connected schools priority
Goal 2	All students to make one year of growth or more for one year of learning in English and Mathematics
Target 2.1	Growth as measured through: o NAPLAN relative growth, and o Standardized tests eg PAT or ON DEMAND and o achievable outcomes in the Victorian Curriculum (Teacher Judgements), or o Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics show at least one year's growth for one year's learning over the life of the Strategic plan. Attainment rates – NAPLAN over the life of the Strategic plan, are at least:

NAPLAN AREA	Target

Year 3 Numeracy	25% top two bands
Year 3 Reading	40% top two bands
Year 3 Writing	40% top two bands
Year 5 Numeracy	25% top two bands
Year 5 Reading	40% top two bands
Year 5 Writing	40% top two bands

Increase from baseline data (2016) the percentage of students achieving 'B's, 'A's for each year level over the life of the SP in the following areas:

- o English

Mathematics

Key Improvement Strategy 2.a Building practice excellence	Enhance staff capacity to assess and moderate student work and analyse data to inform teaching and learning.
Key Improvement Strategy 2.b Building practice excellence	• Embed a whole school approach to instructional practice and curriculum delivery.
Goal 3	To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.
Target 3.1	Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan. Average days absent per student are 14 days or less over the life of the SP.

Key Improvement Strategy 3.a Empowering students and building school pride	Build the capacity of teachers in teaching teams to provide a student centred, collaborative learning environment using authentic learning tasks.
Goal 4	To improve student wellbeing.
Target 4.1	AtSS variables, Classroom behaviour, Student Morale and Student Distress show improvement from 2016 over the life of the SP.
Key Improvement Strategy 4.a Vision, values and culture	Engage a whole school community focus on positive relationships, building on the mission, vision, motto and values.
Goal 5	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020.
Target 5.1	**Staff Opinion Survey -** *School Climate Model* Over the life of the Strategic Plan, *Collective Efficacy *Teacher Collaboration *Collective Focus on Student Learning *Guaranteed and Viable Curriculum *Shielding / Buffering

	*Academic Emphasis
	to be at least at or above the baseline data (2015) endorsement (for Principal and Teacher)
	Staff Opinion Survey - *Leadership Module*
	Over the life of the Strategic Plan, overall endorsement of all variables to be at least at or above baseline data (2015) compared to all Primary Schools.
	Parent Survey
	The school will implement other feedback mechanisms over the life of the Strategic Plan.
Key Improvement Strategy 5.a Strategic resource management	Align resource allocation with the directions in the Strategic plan to optimize student outcomes for the life of the SP.

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	1a) Learning catch-up and extension priority: * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in the area of Reading for 2021 Students in Year 1 - Year 6. * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in area of Number for 2021 Students in Year 1 - Year 6 1b) Happy, active and healthy kids priority: * Continue to maintain positive Student Attendance Data in 2021. * Student feedback survey data (school developed) from those involved in the 2021 Active Afternoons and the 2021 After school Tutoring Sessions. * Continue to maintain / or make positive

			gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). 1c) Connected schools priority: *Continue to maintain / or make positive gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). * Continue to make positive gains in the 2021 Parent Survey in the area of Parent Community Engagement (76% Positive in 2019)

All students to make one year of growth or more for one year of learning in English and Mathematics	No	Growth as measured through:
		
		    ○ NAPLAN relative growth, and
		    ○ Standardized tests eg PAT or ON DEMAND and
		    ○ achievable outcomes in the Victorian Curriculum (Teacher Judgements), or
		    ○ Tests as per the school assessment schedule eg Maths online interview, Fountas and Pinnell, English Online, CARS, rubrics
		
		show at least one year's growth for one year's learning over the life of the Strategic plan.
		
		Attainment rates – NAPLAN over the life of the Strategic plan, are at least:
		
		| NAPLAN AREA
			Target

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Year 3 Numeracy	25% top two bands		

		Year 3 Reading	40% top two bands
		Year 3 Writing	40% top two bands
		Year 5 Numeracy	25% top two bands
		Year 5 Reading	40% top two bands
		Year 5 Writing	40% top two bands

Increase from baseline data (2016) the percentage of students achieving 'B's, 'A's for each year level over the life of the SP in the following areas:

  o English

Mathematics

To provide high levels of student engagement in their learning and connectedness with each other, their teachers, school and community.	No	Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables improves from baseline data in 2016 over the life of the Strategic Plan. Average days absent per student are 14 days or less over the life of the SP.	
To improve student wellbeing.	No	AtSS variables, Classroom behaviour, Student Morale and Student Distress show improvement from 2016 over the life of the SP.	

| To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the Strategic Plan 2017-2020. | No | **Staff Opinion Survey -** *School Climate Model*

Over the life of the Strategic Plan,

*Collective Efficacy

*Teacher Collaboration

*Collective Focus on Student Learning

*Guaranteed and Viable Curriculum

*Shielding / Buffering

*Academic Emphasis

to be at least at or above the baseline data (2015) endorsement (for Principal and Teacher)

Staff Opinion Survey - *Leadership Module*

Over the life of the Strategic Plan, overall endorsement of all variables to be at least at or above baseline data (2015) compared to all Primary Schools.

Parent Survey

The school will implement other feedback mechanisms over the life of the Strategic Plan. | |

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1a) Learning catch-up and extension priority: * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in the area of Reading for 2021 Students in Year 1 - Year 6. * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in area of Number for 2021 Students in Year 1 - Year 6 1b) Happy, active and healthy kids priority: * Continue to maintain positive Student Attendance Data in 2021. * Student feedback survey data (school developed) from those involved in the 2021 Active Afternoons and the 2021 After school Tutoring Sessions. * Continue to maintain / or make positive gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). 1c) Connected schools priority: *Continue to maintain / or make positive gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). * Continue to make positive gains in the 2021 Parent Survey in the area of Parent Community Engagement (76% Positive in 2019)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Parents and carers as partners	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1a) Learning catch-up and extension priority: * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in the area of Reading for 2021 Students in Year 1 - Year 6. * Increase % student learning growth data (as assessed against the Victorian Curriculum Teacher Judgements) in area of Number for 2021 Students in Year 1 - Year 6 1b) Happy, active and healthy kids priority: * Continue to maintain positive Student Attendance Data in 2021. * Student feedback survey data (school developed) from those involved in the 2021 Active Afternoons and the 2021 After school Tutoring Sessions. * Continue to maintain / or make positive gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). 1c) Connected schools priority: *Continue to maintain / or make positive gains in the 2021 Student Attitude to School Survey in the area of Sense of Connectedness (82% Positive in 2019). * Continue to make positive gains in the 2021 Parent Survey in the area of Parent Community Engagement (76% Positive in 2019)
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	- Introducing 3.7 EFT Tutors to support learning growth across all year levels. This group of staff will work in partnership with our Intervention and EAL Team as a Professional Learning Team. They will have clear data targets, ILPs for all students, a structured timetable and regular communication with families in relation to learning.

	- Introducing an Wednesday Working Group - where we have an after school tutoring time available on-site from 3:45pm - 5:45pm. This will continue to wonderful work of our new tutoring program and provide an opportunity for students to stay at school to receive extra learning support. - Maintain PLT structures to support teacher collaboration, data discussions and reflection of teacher practice for improvement.
Outcomes	Hillsmeade Primary School will: * Develop and implement a tutoring program model (during school time) to support learning growth across Literacy and Numeracy. * Develop and implement an after school tutoring program model to strengthen our support of learning growth across Literacy and Numeracy. * Continue utilising PLTs to meet each week to discuss data, plan for data informed instruction and professional practice reflection. The school expects to see the following Outcomes: Leaders will: develop the structure and model for in school and outside of school tutoring. Leaders will monitor the impact of the tutoring program by regularly tracking data target progress and PLT data target progress. Teachers will: work in partnership with the tutoring team to set SMART goals for learners to support learning growth. Teachers will continue to work in effective year-level based professional learning teams to plan for data informed instruction, and be reflective of impactful practice whilst monitoring progress against data improvement targets. Students will: be supported with multiple opportunities to receive small group tutoring to support their learning. Students will have learner conference journals that have their learning goals recorded for Literacy and Numeracy.
Success Indicators	Hillsmeade Primary School has identified the following outcomes: Leaders will: use multiple sources of evidence to track student learning growth data. Leaders will monitor, refine and redesign the tutoring approach to ensure positive impacts are being made. Success Indicators could include: data targets (Teacher Judgements, DAL assessments, Renaissance Data, F & P data, work samples), conference journals evidencing learning goals and progress and our tutoring program plan and guidebooks. Teachers will: continue to work in a year level based PLT to monitor data, plan for data informed instruction, set IEPs, work in partnership with the Tutor team to set and monitor learning goals and support small group tutor instruction. Success Indicators could include: PLT agendas and minutes, planners, IEP's, data target monitoring, lesson observation notes. Students will: be able to share their learning goals and next steps in learning. Students will be able to articulate their success partners and the supports offered through the tutoring approach. Success Indicators could include: learning conference journals, work samples, observations of tutoring, student feedback from tutoring.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
* Appoint of 2021 Tutor Team	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$257,000.00 ☐ Equity funding will be used
* Develop Tutoring approach (with students identified in 2020, tutor guidance and tutor timetable and PLT).	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
* Implement Tutoring Approach (within school hours and after school hours)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
* Collect community feedback on the implementation of the Tutoring Program	☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	* Continue to embed routines, activities and events the promote happy, active and healthy kids. * Introduce an active afternoon per week which is structured to support students engaging in structured physical activity with support from staff. * Continue to strengthen our partnership with food bank in offering breakfast club twice a week and free fruit Friday and community food hampers for those in need.

Outcomes	Hillsmeade Primary School will: * Continue to embed homegroup as a way of connecting, continue to focus on a structured SEL focus each week and continue to offer special events and activities to promote connectedness and engagement. * Develop and implement an Active Afternoon program to support physical activity and relationship building. * Continue to support our students with breakfast club twice a week. The school expects to see the following Outcomes: Leaders will: develop the structure and model for outside of school active afternoons. Leaders will monitor the impact, attendance and engagement of students by regularly tracking attendance data and student feedback. Teachers will: work in partnership with the active afternoon team to engage positively with students in physical activity. Students will: be supported to participate in active activities afterschool to enhance health and wellbeing.
Success Indicators	Hillsmeade Primary School has identified the following outcomes: Leaders will: monitor student attendance, engagement and participation in the active afternoon program. Success Indicators could include: positive trend attendance data, positive student and parent /carer feedback. Teachers will: be involved in contributing to the active afternoon program and support students to be active and healthy. Success Indicators could include: improved teacher - student relationships (as measured by Student Attitude to School Survey data). Students will: be supported to engage in physical activity and relationship building with peers and staff. Success Indicators could include: improved active participation.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
* Appoint a team to implement Active Afternoons	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
* Promote and implement our planned Active Afternoon Program	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used
* Re-introduce breakfast club (twice a week)	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
* Re-introduce our before school clubs, and lunch time clubs and our Community events (1 per term)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Parents and carers as partners	Connected schools priority
Actions	* Continue weekly communication and information sharing through a range of means. * Continue to use a blend of assemblies and virtual assemblies. * Continue to use a blend on in person parent - teacher interviews and webex interviews.
Outcomes	Hillsmeade Primary School will: * Continue to utilise a range of proactive communication means with the community that were successful during remote and flexible learning as a way of keeping connected and promoting positive partnerships with parents and carers. The school expects to see the following Outcomes: Leaders will: ensure that weekly communication is being utilised to keep parents and carers informed and connected. Leaders will monitor engagement and impact. Teachers will: work collaboratively with their team to ensure weekly communication is shared with parents and carers. Teachers will continue to offer a blend on in person parent teacher interviews and webex interviews. Students will: be involved in developing content for Hillsmeade Happenings and our virtual school assemblies.

Success Indicators	Hillsmeade Primary School has identified the following outcomes: Leaders will: ensure communication across the school is positive, consistent and ongoing. Success Indicators could include: positive engagement data, positive student and parent /carer feedback. Teachers will: be involved in developing weekly parent and carer communication, offering a range of parent teacher interview meetings (in person and webex). Success Indicators could include: improved teacher - parent / carer communication (as measured by Parent Opinion Survey data). Students will: be supported to be part of the communication by developing content for Hillsmeade Happenings and our Virtual Assemblies. Success Indicators could include: improved active participation and connectedness to school (as measured by the Student Attitude to School Survey).

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Weekly Hillsmeade Happenings presentation shared with our school community every Monday.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Weekly Parent Communication. A look at the week ahead COMPASS communication on a Monday. A week in review COMPASS communication on a Friday.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Virtual Assemblies still continued as part of our promotion and communication.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Offering a blend of in person parent teacher interviews and webex interviews during parent teacher interview weeks.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 3	☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$355,000.00	$355,000.00
Grand Total	**$355,000.00**	**$355,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Prep - 2 Reading Intervention utilising experienced classroom teachers supporting students in a withdrawal small group targeted reading intervention group using the F & P LLI.	from: Term 1 to: Term 4	☑ School-based staffing	$350,000.00	$350,000.00
Professional learning and observations to take place of PLT members of the Reading Intervention Team to strengthen PLT approaches to differentiation in Reading.	from: Term 2 to: Term 4	☑ CRT	$5,000.00	$5,000.00
Totals			$355,000.00	$355,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
* Implement Tutoring Approach (within school hours and after school hours)	☑ All Staff	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Departmental resources BASTOW PL ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site