

2023 Annual Implementation Plan

for improving student outcomes

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 03 February, 2023 at 11:27 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 30 March, 2023 at 03:27 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	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	Embedding
	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-curricula programs	Embedding
	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.	Embedding
	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	Evolving
	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	Embedding
	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	The Leadership team reflected on the following: * Consistency across the school is most crucial for teaching and learning * We have commenced a journey of enhanced expectations and consistency in practice with the introduction of LLLL and the Booker approach * Continuous data tracker implementation and active use has been a huge leap forward for collective ownership of students and putting faces on the data. * Staff survey results were phenomenal and the challenge is now to maintain that and focus on why they are so impressive so that we can keep doing it! * Engagement - student agency - working on making it authentic and a whole school approach. PLT leaders project would work well to embed this across the school	

Considerations for 2023	<ul style="list-style-type: none"> * Consistency in teaching and learning - LLL, Booker * Enhanced assessment practices * Wellbeing approach to continue and move forward * Preparations for Tier 2 Disability approach * Community connections and links * SWPBS * Inclusion coaching * PLC Training
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.
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.	Yes	Support for the 2023 Priorities	To improve below benchmark growth in numeracy for year 5 students from 32% in 2021 to 20% in 2023 To increase the percentage of year 5 students in the top 2 bands in numeracy from 22% to 25% in 2023 For students to achieve 12 months growth in reading, writing and number, reflected in Victorian Curriculum teacher judgements. To reduce ATOSS Low resilience from 34% to 29% To reduce ATOSS sense of connectedness not positive/neutral from 17% to 12% To reduce ATOSS emotional awareness and regulation not positive from 13% to 8%
Maximise learning outcomes for all students.	No	NAPLAN – Benchmark growth (all students) By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase. <ul style="list-style-type: none"> Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent. Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent. Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent. 	
		NAPLAN – Achieving Top 2 Bands By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase. <ul style="list-style-type: none"> Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent. Writing in Year 3 from 47 per cent (2021) to 50 per cent and Year 5 from 10 per cent (2021) to 16 per cent. Numeracy in Year 3 from 38 per cent (2021) to 41 per cent and Year 5 from 22 per cent (2021) to 25 per cent. 	
		Teacher Judgments – Growth By 2024, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at and above expected growth will increase. <ul style="list-style-type: none"> Reading and viewing from 80.2 per cent (2020) to 85 per cent Writing from 76 per cent (2020) to 80 per cent. Number and Algebra from 84.6 per cent (2020) to 88 per cent. <i>Note: Baseline measure is based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.</i>	
		Staff Opinion Survey (SOS) By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors. <ul style="list-style-type: none"> Academic emphasis from 75 per cent (2020) to 78 per cent. Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent. 	

		Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. <ul style="list-style-type: none"> Stimulating learning from 70 per cent (2020) to 73 per cent. Differentiated learning challenge form 81 per cent (2020) to 84 per cent. 	
Maximise student engagement.	No	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. <ul style="list-style-type: none"> Student voice and agency from 55 per cent (2020) to 58 per cent. Self-regulation and goal setting from 80 per cent (2020) to 83 per cent. Sense of confidence from 68 per cent (2020) to 71 per cent. 	
		Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. <ul style="list-style-type: none"> Stimulating learning environment from 79 per cent (2020) to 82 per cent. Student voice and agency from 77 per cent (2020) to 80 per cent. Not experiencing bullying from 67 per cent (2020) to 70 per cent. 	
Maximise student wellbeing and inclusion.	No	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. <ul style="list-style-type: none"> Sense of connectedness from 76 per cent (2020) to 79 per cent. Resilience from 80 per cent (2019) to 83 per cent. Respect for diversity from 73 per cent (2020) to 76 per cent. Teacher concern from 64 per cent (2020) to 67 per cent. 	
		Parent Opinion Survey (POS) By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors. <ul style="list-style-type: none"> Student connectedness from 87 per cent (2020) to 90 per cent. Confidence and resiliency skills from 84 per cent (2020) to 87 per cent. Parent participation and involvement from 75 per cent (2020) to 78 per cent. 	

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-month target	To improve below benchmark growth in numeracy for year 5 students from 32% in 2021 to 20% in 2023 To increase the percentage of year 5 students in the top 2 bands in numeracy from 22% to 25% in 2023 For students to achieve 12 months growth in reading, writing and number, reflected in Victorian Curriculum teacher judgements. To reduce ATOSS Low resilience from 34% to 29% To reduce ATOSS sense of connectedness not positive/neutral from 17% to 12% To reduce ATOSS emotional awareness and regulation not positive from 13% to 8%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2023.	

Define actions, outcomes, success indicators 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 target	To improve below benchmark growth in numeracy for year 5 students from 32% in 2021 to 20% in 2023 To increase the percentage of year 5 students in the top 2 bands in numeracy from 22% to 25% in 2023 For students to achieve 12 months growth in reading, writing and number, reflected in Victorian Curriculum teacher judgements. To reduce ATOSS Low resilience from 34% to 29% To reduce ATOSS sense of connectedness not positive/neutral from 17% to 12% To reduce ATOSS emotional awareness and regulation not positive from 13% to 8%
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	1. Build staff capacity in the implementation of a consistent approach to the teaching of mathematics, in order to identify and meet students' individual learning needs 2. Strengthen staff capacity in targeted teaching practices building consistency and high expectations, with a focus on student agency 3. Develop a whole school approach to the teaching of phonemic awareness, with a focus on Prep-2
Outcomes	ACTION 1 Whole School Teachers will plan for and implement the George Booker approach to teaching primary mathematics Students in need of targeted numeracy support will be identified and supported through the Tutor Learning Initiative Leadership will support the implementation of the George Booker approach by providing professional learning opportunities including professional reading Classroom Students will display an increased use of consistent Numeracy-specific vocabulary Individual Students will know what the next steps are to progress their learning in Numeracy ACTION 2 Whole School All PLT Leaders will participate in DET PLC training with a focus on student agency as their whole school project All staff will participate in Learning Walks with a focus on the Instructional Model to enable a re-image and reinvention of the IM Teachers will continue to enter assessment data into the whole school continuous data tracker Leadership will support staff to maintain and enhance a culture of high expectations demonstrated through modelling and continued professional learning and growth for all leadership team members Classroom Students will actively participate in student agency decision making for their learning progression Individual Students will participate in conferencing/feedback opportunities with their class teacher in a 1:1 situation ACTION 3 Whole School Prep – 2 teachers will be trained in and implement the Little Learners Love Literacy approach Teachers will plan for and assess against the HPS Writing rubric that is based on the NAPLAN marking guide and VCAA outcomes Leaders will support the introduction and implementation of LLLL with a focus on professional learning and attaining community buy in through publicity of the change Classroom Teachers will use decodable texts for the teaching of LLLL Teachers will follow the LLLL curriculum plan in the classroom Students will know what LLLL is and display an increased knowledge of phonemic awareness

	Individual Students will read and comprehend decodable texts			
Success Indicators	<p>Semester 1</p> <ul style="list-style-type: none"> Curriculum documentations will show plans for planning for and the implementation of the George Booker approach PLT agendas and minutes will document the professional learning that is completed after reading George Booker PLC Leaders will complete PLC training provided by DET and complete an action research project with a lens of student agency LLLL will be implemented in all classrooms P-1 – this will be reflected in curriculum documentation and weekly planners Writing rubric implementation <p>Semester 2</p> <ul style="list-style-type: none"> Victorian Curriculum teacher judgements will show increased growth in Number and Algebra A consistent approach is implemented P-6 in the teaching of Mathematics PLT Leaders and all school leaders will have embedded a common approach to student agency through the curriculum LLLL will be embedded into P-1 curriculum and evidenced in daily routine and practice in all P-1 classes. Writing rubric embedded in practice 			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams
Development of Whole School improvement teams - Literacy, Numeracy, Digital Learning, School Culture	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Resourcing Literacy and Numeracy strategies for improvement - George Booker & LLLL	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,400.00
All PLT Leaders complete PLC Training (DET)	<input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of Learning Walks	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Implementation of Tutor Learning Initiative	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$218,272.00
Implementation of student intervention workshops for literacy and numeracy	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$210,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	1. Strengthen the whole school approach towards community links and engagement 2. Embed positive approaches to support students’ Mental Health and wellbeing 3. Enhancing positive behaviour supports across the school			
Outcomes	<p>ACTION 1 Whole School Strengthen whole school engagement approaches – introduction of STAR, continuation of Breakfast Club and whole school events Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin Classroom Strengthen connections between teacher and families via organised events and communication tools eg Compass Individual Run parent focus groups with families of at-risk students to strengthen relationships and connection to school Students and families will be connected to allied health and mental health services Families of at-risk students will receive regular communication and support from the school</p> <p>ACTION 2 Whole School Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development Teachers will implement and model consistent routines Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Classroom At-risk students will be identified and receive targeted support in a timely manner Implement the Resilience, Rights and Respectful Relationships curriculum Teachers will implement a range of interventions in their classroom to support student wellbeing Individual Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success</p> <p>ACTION 3 Whole School Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework Classroom Strengthen in-class relationships through peer and group learning activities Teachers and leaders will implement the wellbeing program ‘Zones of Regulation’ Individual Students participate in class activities based on the SWPBS implementation Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers</p>			
Success Indicators	<p>Semester 1</p> <ul style="list-style-type: none">• Documentation of wellbeing referrals• Documentation of SSGs and parent meetings• Documentation of IEPs, safety plans and BSPs• Establishment of SWPBS working group• Appointment of SWPBS leader• SWPBS training commences• Inclusion Coaching commences• Focus on student resilience in small group, class and cohort levels -documented in curriculum planning/wellbeing planning• Monitoring of wellbeing data <p>Semester 2</p> <ul style="list-style-type: none">• Improvement in resilience, sense of connectedness and emotional awareness and regulation outcomes in ATOSS• Increase small group intervention programs			
Activities	Who	Is this a PL priority	When	Activity cost and funding streams

Establish a whole school house culture	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
To participate in the SWPBS approach (DET)	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
To enhance the wellbeing and engagement practices with a focus on resilience and emotional self-regulation - Employment of Youth Connections Officer, Small Group Intervention staff and behaviour support and intervention staff	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Inclusion Coaching	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00
Employ Speech Therapist for assessments and consults	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Enhance wellbeing approaches across the school	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00
Breakfast Club	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$312,133.55	\$323,500.00	-\$11,366.45
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$85,402.53	\$85,402.53	\$0.00
Total	\$397,536.08	\$408,902.53	-\$11,366.45

Activities and milestones – Total Budget

Activities and milestones	Budget
Implementation of student intervention workshops for literacy and numeracy	\$210,000.00
To enhance the wellbeing and engagement practices with a focus on resilience and emotional self-regulation - Employment of Youth Connections Officer, Small Group Intervention staff and behaviour support and intervention staff	\$190,000.00
Employ Speech Therapist for assessments and consults	\$8,500.00
Totals	\$408,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of student intervention workshops for literacy and numeracy	from: Term 1 to: Term 4	\$210,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
To enhance the wellbeing and engagement practices with a focus on resilience and emotional self-regulation - Employment of Youth Connections Officer, Small Group Intervention staff and behaviour support and intervention staff	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ Speech Therapist for assessments and consults	from: Term 1 to: Term 4	\$8,500.00	<input checked="" type="checkbox"/> Support services
Totals		\$323,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
To enhance the wellbeing and engagement practices with a focus on resilience and emotional self-regulation - Employment of Youth Connections Officer, Small Group Intervention staff and behaviour support and intervention staff	from: Term 1 to: Term 4	\$85,402.53	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Totals		\$85,402.53	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Resourcing Literacy and Numeracy strategies for improvement - George Booker & LLLL	✓ Leadership team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Learning specialist ✓ High Impact Teaching Strategies (HITS) ✓ Numeracy leader 	✓ On-site
All PLT Leaders complete PLC Training (DET)	✓ PLT leaders	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative inquiry/action research team ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative 	✓ On-site
To participate in the SWPBS approach (DET)	✓ All staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative inquiry/action research team ✓ Curriculum development ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Departmental resources SWPBS 	✓ On-site
Inclusion Coaching	✓ School improvement team	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Departmental resources Inclusion Coach 	✓ On-site