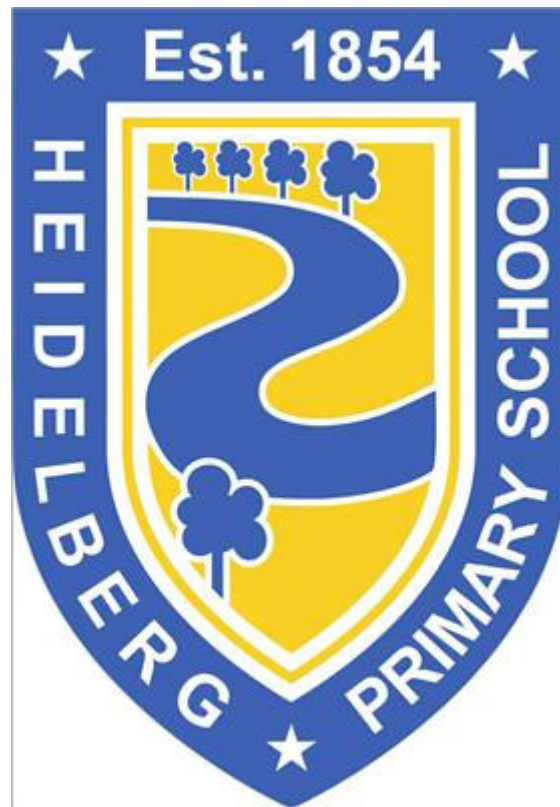# 2023 Annual Implementation Plan

for improving student outcomes

Heidelberg Primary School (0294)

Submitted for review by Brett Mackenzie (School Principal) on 20 December, 2022 at 09:22 AM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 02 February, 2023 at 04:34 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	2022 has been a period of significant development and change for our school, From Term 4 2021 until Term 4 2022, we have seen the appointment of a new principal, 2 x assistant principals. Each of these people have come form outside the school, We have also see the appointment of 2 x new Learning specialist, who were both internal candidates. These additions, and subsequent restructure of the leadership structure of the school, has seen the school experience some positive improvements, but also some periods of significant upheaval. The continue work to embed the 6+1 traits of writing and the commitment to the Professional Learning Communities (PLC) initiative and School-Wide Positive Behaviour Support framework (SWPBS) have provided a strong foundation to guide our

	work into the 2023 school year.
	The school will also welcome 9 new teaching staff during 2023 and farewell a number of long term teaching staff. This process provides an opportunity of transformation for the school, which it has not seen for many years.
Considerations for 2023	With the school set to participate in the next 4-year school wide review in Term 1 of 2024, the 2023 school year provides the opportunity embed the work already commenced that focuses on writing, as we well as laying a strong foundation of process and practice with the Professional Learning Communities and School Wide Positive Behaviour. It will be important for the school to keep its focus on these key goals for 2023, rather to expand too far and over-committing to other initiatives. Should this goal be achieved, the school will be in a far stronger position to complete a thorough self-evaluation in Term 4 in preparation for the upcoming school review.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise literacy outcomes for all students.
Target 2.1	By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN: • Reading from 49% (2019) to 54%. • Writing from 34% (average 2016-18) to 39%.
Target 2.2	By 2023 the percentage of students above level in the Speaking and Listening mode of the Victorian Curriculum, F to Year 6, as measured by teacher judgement will be increased from 38% (2019) to 43%.
Key Improvement Strategy 2.a	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.

Evaluating impact on learning	
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.
Key Improvement Strategy 2.c Evaluating impact on learning	To embed a culture of formative assessment to inform planning and teaching across all modes of English.
Goal 3	To maximise numeracy outcomes for all students.
Target 3.1	To increase the percentage of students in the top two bands of NAPLAN numeracy at Year 5 from 43% (2019) to 50% (2023).
Target 3.2	To increase the percentage of students meeting or above NAPLAN benchmark growth from 80% (2019) to 85% (2023).
Target 3.3	By 2023 the percentage of students above level in all areas of Numeracy, F to Year 6, as measured by teacher judgement will be increased from • 35% (2018) to 40% (2023) in Measurement and Geometry, • 43% (2018) to 48%(2023) in Number, • 48% (2018) to 53% (2023) in Statistics and Probability.
Key Improvement Strategy 3.a	Build teacher capacity in data literacy to inform the teaching and learning cycle in numeracy.

Evaluating impact on learning	
Key Improvement Strategy 3.b Building practice excellence	To extend staff curriculum knowledge in order to differentiate the teaching and learning of Numeracy.
Key Improvement Strategy 3.c Evaluating impact on learning	To refine assessment practices to inform planning and teaching in Numeracy.
Goal 4	To improve student engagement.
Target 4.1	By 2023 maintain or exceed the percentage of positive responses in the student attitudes to school survey above 2019 levels in the following areas: • Student voice and agency from 88% (2019) to 90% (2023). • Resilience 87% (2019) to 89% (2023). • Stimulated Learning 86%(2019) to 88% (2023).
Target 4.2	To maintain or exceed the percentage of positive responses in the student agency and voice category in the parent opinion survey at or above 89% (2019).
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	To continue to develop a common language and understanding of student agency in learning across the whole school community.
Key Improvement Strategy 4.b	To refine a whole school approach to student goal setting and feedback to maximise student growth

Intellectual engagement and self-awareness	
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	To embed the Respectful Relationships curriculum across the school.

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	Foundation- Year 2 students in the intervention programMaths Online Interview*GP = Growth Point Foundation - 80% of students to achieve GP2 - Counting, GP1 - Place Value & GP1- Addition and SubtractionYear 1- 80% of students to achieve GP4 - Counting, GP2 - Place Value & GP2 & 3- AdditionYear 2 - 80% of students to achieve GP5 - Counting, GP3 - Place Value & GP4- AdditionYear 3-6 students in the intervention programStudents in Numeracy Intervention achieving 6 months or above in a semester for students involved in intervention.Year 3-6 students Essential Assessment: Number General All TestIncrease percentage of Y5 students meeting or exceeding bench mark growth from 79% to 82%
To maximise literacy outcomes for all students.	Yes	By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN: • Reading from 49% (2019) to 54%. • Writing from 34% (average 2016-18) to 39%.	NAPLAN Year 5 resultsReading from 53% (2022) to 58%.Writing from 27% (2022) to 39%.Fountas and Pinnell Levels (80 percent achieve this benchmark or aboveFoundation- Level DYear 1-Level JYear 2- Level MYear 3- Level PYear 4-Level SYear 5- Level VYear 6- Level Y

		By 2023 the percentage of students above level in the Speaking and Listening mode of the Victorian Curriculum, F to Year 6, as measured by teacher judgement will be increased from 38% (2019) to 43%.	Victorian Curriculum judgement scores, students above the level in Speaking and Listening F to Year 6 : 24% (2022) to 30% (2023)Victorian Curriculum judgement scores, 80 % of students have had 12 months growth
To maximise numeracy outcomes for all students.	No	To increase the percentage of students in the top two bands of NAPLAN numeracy at Year 5 from 43% (2019) to 50% (2023).	
		To increase the percentage of students meeting or above NAPLAN benchmark growth from 80% (2019) to 85% (2023).	
		By 2023 the percentage of students above level in all areas of Numeracy, F to Year 6, as measured by teacher judgement will be increased from • 35% (2018) to 40% (2023) in Measurement and Geometry, • 43% (2018) to 48%(2023) in Number, • 48% (2018) to 53% (2023) in Statistics and Probability.	
To improve student engagement.	Yes	By 2023 maintain or exceed the percentage of positive responses in the student attitudes to school survey above 2019 levels in the following areas: • Student voice and agency from 88% (2019) to 90% (2023). • Resilience 87% (2019) to 89% (2023). • Stimulated Learning 86%(2019) to 88% (2023).	Student Attitudes to School Survey:Student voice and agency from 56% (2022) to 65% (2023).Resilience 62% (2022) to 70% (2023).Stimulated Learning 68%(2022) to 78% (2023).
		To maintain or exceed the percentage of positive responses in the student agency and voice category in the parent opinion survey at or above 89% (2019).	Student Attitudes to School Survey:Student Voice and agency (parent) - 73% (2022) to 80% (2023)

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	Foundation- Year 2 students in the intervention program Maths Online Interview *GP = Growth Point Foundation - 80% of students to achieve GP2 - Counting, GP1 - Place Value & GP1- Addition and Subtraction Year 1- 80% of students to achieve GP4 - Counting, GP2 - Place Value & GP2 & 3- Addition Year 2 - 80% of students to achieve GP5 - Counting, GP3 - Place Value & GP4- Addition Year 3-6 students in the intervention program Students in Numeracy Intervention achieving 6 months or above in a semester for students involved in intervention. Year 3-6 students Essential Assessment: Number General All Test Increase percentage of Y5 students meeting or exceeding bench mark growth from 79% to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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.	

Goal 2	To maximise literacy outcomes for all students.
12 Month Target 2.1	NAPLAN Year 5 results Reading from 53% (2022) to 58%. Writing from 27% (2022) to 39%. Fountas and Pinnell Levels (80 percent achieve this benchmark or above Foundation- Level D Year 1-Level J Year 2- Level M Year 3-Level P Year 4-Level S Year 5- Level V Year 6- Level Y
12 Month Target 2.2	Victorian Curriculum judgement scores, students above the level in Speaking and Listening F to Year 6 : 24% (2022) to 30% (2023) Victorian Curriculum judgement scores, 80 % of students have had 12 months growth

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evaluating impact on learning	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.	Yes
KIS 2.b Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.	No
KIS 2.c Evaluating impact on learning	To embed a culture of formative assessment to inform planning and teaching across all modes of English.	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.	This key improvement strategy has the school undertook Professional Learning Community professional leaning and training in 2022. As a school, the training of nine staff members will enable the school to lead this initiative with an understanding of the 'why' and supports needed to implement this approach. It is also linked to the school's Literacy focus and the school's journey for 6 plus 1 Traits for Writing. To support the teaching and learning, conferring in Writing will be a mode to build the capacity of teachers with data literacy and goal setting.	
Goal 4	**To improve student engagement.**	
12 Month Target 4.1	Student Attitudes to School Survey: Student voice and agency from 56% (2022) to 65% (2023). Resilience 62% (2022) to 70% (2023). Stimulated Learning 68%(2022) to 78% (2023).	
12 Month Target 4.2	Student Attitudes to School Survey: Student Voice and agency (parent) - 73% (2022) to 80% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Intellectual engagement and self-awareness	To continue to develop a common language and understanding of student agency in learning across the whole school community.	Yes
KIS 4.b Intellectual engagement and self-awareness	To refine a whole school approach to student goal setting and feedback to maximise student growth	Yes
KIS 4.c Setting expectations and promoting inclusion	To embed the Respectful Relationships curriculum across the school.	No

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.	Based on the Student Attitudes to School Survey, the school has a target of student agency and providing authentic opportunities to students to show student agency. As part of this approach and increase the stimulating environment, school will investigate inquiry practices at Heidelberg Primary School and the students adding voice and agency to their essential questions to big ideas. In 2023, we will investigate the evolving practice for goal setting for Writing conferences.

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	Foundation- Year 2 students in the intervention program Maths Online Interview *GP = Growth Point Foundation - 80% of students to achieve GP2 - Counting, GP1 - Place Value & GP1- Addition and Subtraction Year 1- 80% of students to achieve GP4 - Counting, GP2 - Place Value & GP2 & 3- Addition Year 2 - 80% of students to achieve GP5 - Counting, GP3 - Place Value & GP4- Addition Year 3-6 students in the intervention program Students in Numeracy Intervention achieving 6 months or above in a semester for students involved in intervention. Year 3-6 students Essential Assessment: Number General All Test Increase percentage of Y5 students meeting or exceeding bench mark growth from 79% to 82%
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	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting in the HPS intervention program.
Outcomes	Students will: -have improved learning confidence in Numeracy -have improved learning outcomes in Numeracy -receive targeted Numeracy academic support or intervention when identified -know what the next steps are to progress their learning in Numeracy -display an increased use of Numeracy-specific vocabulary -understand their learning goals Teachers will:

-identify student learning needs in Numeracy based on diagnostic assessment data
-plan for differentiation based on student learning Numeracy data
-implement differentiated teaching and learning to meet individual student needs using data from pre and post assessments
-provide targeted academic support to students through Numeracy goals in IEPs
-provide professional learning- internal and external (regional support)
-provide resource to support the learning
-provide teacher to student, student to teacher, teacher to parent, parent to teacher feedback

Leaders will:
-support teaching staff to build assessment and differentiation practices through clear processes/ structures and professional learning
-track and monitor Numeracy student learning outcomes data
-provide Numeracy resources as required to enhance both teacher and student learning outcomes
-support teaching staff to revise current Number and Algebra units
-support the learning with additional ES support

Success Indicators	Early Indicators Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy assessment rubrics will show student learning growth Pre unit and post assessment results will be documented and regularly analysed to inform future planning (Maths Online Interview and Essential Assessment) Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late Indicators Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra The percentage of students in the top two NAPLAN bands for Numeracy will increase SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish Numeracy Intervention Structure, including timetable/ structures/ processes	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

				☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct an Numeracy intervention across the school with teachers working with a year level- a different focus group each term	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ 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	Implement SWPBS UPA with fidelity; Continue to develop the systems and practices to implement the 7 SWPBS Essential features with fidelity. Meet with the area SWPBS coach Introduce some monitoring and coaching systems to support staff with initial implementation. Draft Schoolwide matrix and behaviour response flowchart and decide on whole school acknowledgement system Establish data collection and analysis of systems to support long term SWPBS implementation. Complete UPA Action Plan by Term 1, Week 4. Enhance existing tiered supports for students requiring academic, behavioural and wellbeing assistance. Define the process for identifying and documenting students. Regular SSGs with families to share plans developed for these students. Use DET resources to support the identification of those students with mental health challenges. Ensure adequate internal and external supports and plans are in place. Monitor regularly.
Outcomes	Students will: -take shared responsibility for creating an environment that allows all students to be engaged in a high quality education Wellbeing PLT will: -enable staff professional voice and ongoing commitment to SWPBS implementation by building trust, respect, and shared responsibility. -use Compass pulse to discuss data and trends (Hotspots) SWPBS Team will: -support and the school leadership to integrate analysis of academic and behaviour data. -use data with confidence to evaluate effectiveness of Action Plan and of implementation outcomes -develop, monitor and report on the implementation of the 2023 Action Plan for HPS

-monitor the implementation of practices and move towards adult consistency and collective efficacy across school.

Teachers will:
-use their voice in relation to the implementation of the SWPBS framework in the school
-take shared responsibility for creating an environment that allows all students to be engaged in a high quality education
-consistently use the SWPBS core practices developed to ensure consistency across the school
-record behaviour chronicles

ES will:
-take shared responsibility for creating an environment that allows all students to be engaged in a high quality education
consistently use the SWPBS core practices developed to ensure consistency across the school

Through the enhanced and documented process for support for students requiring academic, behavioural and wellbeing assistance this will result in improved mental health and learning outcomes.

Success Indicators	Early Indicators Draft Matrix Compass Pulse discussion Draft Behaviour Flowchart Completion of SWPBS UPA Action Plan Late Indicators AtoSS factors: student safety Final matrix Final flowchart			
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
SWPBS Expected Behaviours Matrix to be established in Term 1 and reviewed and adjusted accordingly throughout the year.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$18,157.40 ☑ Equity funding will be used

					□ Disability Inclusion Tier 2 Funding will be used
					□ Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Behaviour Flow Chart to be established in Term 1 based on the initial simplified flowchart established in Term 4, 2022. This flowchart will be reviewed and adjusted accordingly throughout the year.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To maximise literacy outcomes for all students.
12 Month Target 2.1	NAPLAN Year 5 results Reading from 53% (2022) to 58%. Writing from 27% (2022) to 39%. Fountas and Pinnell Levels (80 percent achieve this benchmark or above Foundation- Level D Year 1-Level J Year 2- Level M Year 3-Level P

	Year 4-Level S Year 5- Level V Year 6- Level Y
12 Month Target 2.2	Victorian Curriculum judgement scores, students above the level in Speaking and Listening F to Year 6 : 24% (2022) to 30% (2023) Victorian Curriculum judgement scores, 80 % of students have had 12 months growth
KIS 2.a Evaluating impact on learning	Build teacher capacity in data literacy to inform the teaching and learning cycle in literacy.
Actions	Establish Professional Learning Communities (PLC) structures to support teacher collaboration and strengthen teaching practice
Outcomes	Students will: -know know how lessons are structured and how this supports their learning -have opportunities to receive feedback about their learning -participate in the learning progress as an active member Teachers will: -meet to engage in reflective practices linked to teaching and learning -create norms on the way we work as professional learning communities -differentiate the learning for the students based on evidence to support all students -receive feedback on their practice in learning walks and team teaching -have a common understanding of the 'why' Leaders will: -build the 'why' with all staff -prioritise time for staff to meet as a professional learning community and discuss and conduct an inquiry improvement cycle on a curriculum area -support PLC facilitators with regularly meetings on building their capacity on the approach -build staff capacity on using data walls -build a culture of peer observation
Success Indicators	Early Indicators Established norms for PLC Staff developed a structure for the PLC cycle Differentiated curriculum documentation in planning

	Self assessment- student rubrics and staff- PLC Maturity Matrix Late Indicators Completed PLC Improvement Cycles Staff reporting higher level of comfort with peer observation- collective efficacy in the Staff Opinion Survey Self assessment- student rubrics and staff- PLC Maturity Matrix

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish PLC norms across the school	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a HPS improvement cycle for Writing	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule and organise professional learning for PLC facilitators with collecting, analysing and responding to data with the Regional PLC manager- Callum Shaw	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement PLC protocols/ structures across the school	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Evidence-based high-impact teaching strategies	To extend staff curriculum knowledge relating to the teaching and learning of English modes.			

Actions	Build teacher capacity for utilising instruction practices that engage and motivate students to write
Outcomes	Students will- -work productively and understand their role and the teacher's role at each phase of the workshop. -use a Writer's Notebook as a tool for writing - gathering ideas and trialling crafting techniques. -use their knowledge of the qualities of writing (eg 6+1 traits of writing) to revise and produce high-quality texts. -use mentor texts to support them to create their own high-quality texts -be able to articulate the common language of the 6 plus 1 traits Teachers will: -use a workshop model that includes the implementation of the gradual release of responsibility model, a short focused mini lesson, scaffolded practice, time for independent practice and differentiation and a debrief. -establish clear, specific learning intentions and success criteria for each writing mini lesson and differentiated small group work. -differentiate instruction by utilising a variety of teaching practices that include language experience, conferring, guided writing groups, interactive writing groups and strategy groups. -use rich, diverse and authentic texts, including on-line texts and student-written texts as mentor texts for teaching students about the Six +1 Traits of Writing. -explicitly teach students how to effectively write with the Six+1 Traits of Writing in mind at all stages of the writing process. -explicitly teach students how to use a writer's notebook as tool for writing. Leaders will: -provide a professional learning plan with privileged time towards AIP goal in writing -implement an improvement cycle for Writing across the school -improve their coaching expertise in ways that transform practice -support collaborative conversations on the writing process and the 6 plus 1 approach -facilitate moderation sessions for staff- PLC, Literacy Professional Learning Team and whole school moderation
Success Indicators	Early Indicators Students' Work Samples Classroom observation based on the students' learning Planning documents in Writing with evidence of differentiation with the 6 plus 1 Traits Consistent use of mentor texts PLC minutes on the Inquiry Improvement Cycle in Writing Celebration of learning by teams- this is conducted with sharing with Gallery Walks

	Late Indicators Vic Curriculum Writing scores Professional learning plan/ meeting schedule (Online Oz Lit- Writing Traits/ Whole Day PL)				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Schedule Professional learning with Narissa Leung online Masterclass in Writing Traits Advanced Masterclass in Writing Traits (Check in 5 weeks TBC)		☑ Assistant Principal ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day (Writing)- GRR and Workshop Model Reflect on this throughout the year- follow up session after school		☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Establish Writing Notebooks across the school	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Co constructed anchor charts on: 6 plus 1 Traits Workshop Model	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.c Evaluating impact on learning	To embed a culture of formative assessment to inform planning and teaching across all modes of English.
Actions	Students will be supported to learn at point of need in Writing by establish consistent consistent approaches to formative assessment in Writing (Moderation/ Writing Conferences) and Reading analysing Fountas and Pinnell data.

	Collection and use of Writing data Use of PLC data protocols in teams to 'unpack' writing data Instructional coaching with the PLC approach with formative assessment
Outcomes	Students will: - articulate their learning intentions and success criteria - supported to learn at point of need - Implement feedback as provided to them - participate in provision of data (through assessment) that will guide learning progression - show growth in their learning outcomes in Literacy Teachers will: - review and evaluate assessment schedule to build consistency - collect data as documented on the HPS Literacy Assessment Schedule as to inform future planning and instruction, Fountas and Pinnell assessment practices - collect data in Writing conferences - seek further support from leading teachers and / or learning specialists as required Leaders will: - monitor and track data associated to literacy, with a focus on improved writing and reading - support completing Writing data analysis - provide professional learning with a focus on formative assessment in Writing Conferences
Success Indicators	Early Indicators Writing conferences notes Checklists of students- Writing conferences completed F and P questions stems Late Indicators Victorian Curriculum Writing scores Fountas and Pinnell results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Professional Learning- Writing Conference Why? What? How?	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Record and partake in assessment and moderation -Text Types -Conferencing	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement one type of writing conferencing practice consistently in Writing	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve student engagement.
12 Month Target 4.1	Student Attitudes to School Survey: Student voice and agency from 56% (2022) to 65% (2023). Resilience 62% (2022) to 70% (2023). Stimulated Learning 68%(2022) to 78% (2023).
12 Month Target 4.2	Student Attitudes to School Survey: Student Voice and agency (parent) - 73% (2022) to 80% (2023)
KIS 4.a Intellectual engagement and self-awareness	To continue to develop a common language and understanding of student agency in learning across the whole school community.
Actions	To build the capacity of teachers around the inquiry-based approach in their classrooms.
Outcomes	Students will: -be active learners in the inquiry approach- co constructing their own goal and taking action -take ownership over their learning- following the learning process e.g timelines -reflective on their learning -understanding the learning process -increase confidence in their ability to research areas of interest - student survey- regular check ins Teachers will: -develop opportunities for students to be active and provide feedback in their learning

	-participate professional learning on the inquiry approach -create opportunities for students to express their interests e.g Reading interest surveys Leaders will: -establish a inquiry learning model -communicate the inquiry learning models to all key stakeholders -investigate best practice on inquiry models -mapping the curriculum across the school -mapping the reporting skill outcomes to curriculum scope and sequences -linking Scope and Sequences -resources available for planning and instruction- Library resources
Success Indicators	Early Indicators Complete SWOT analysis on Inquiry at HPS Participate and share professional learning to staff on inquiry and goal setting Create documentation for HPS- contextualised for the school on inquiry Late Indicators Attitudes to School Survey- Student Agency, Resilience and Stimulating Learning What is inquiry at HPS? documentation and shared with the school community

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete a SWOT analysis and create the HPS 'Why'	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Trial the Inquiry approach with the Year 5 Team	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate an inquiry approach by LS and PLT- Inquiry Researching different models School Visits	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Planning Documentation	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Survey staff members on their understanding on the inquiry process	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 4.b Intellectual engagement and self-awareness	To refine a whole school approach to student goal setting and feedback to maximise student growth
Actions	Teachers will provide regular feedback and monitor student progress through goal setting and connecting key stakeholders- families Implement a consistent practice of goal setting for running records and writing conferences

Outcomes	Students will: -understand the goal setting process at HPS -understand the process on discussing goals linked to their learning in Literacy -partake in writing conferences or other formative assessment practices Teachers will: -have opportunities for authentic conversations on goal setting -provide families with information drilled down to the students' learning -provide students/families with the next learning progression in Semester One reporting cycle -implement a consistent practice of goal setting for running records and writing conferences Leaders will: -provide professional learning on what is goal setting at HPS -provide privileged time to discuss learning goals -provide templates and questions stems to discuss goals with students and families -hold Meet the Teacher events for families at the mid- year point of the year with a focus on next steps in the learning process -investigate progression reporting or reporting continuum to families
Success Indicators	Early Indicators Writing conferences recording sheets A common understanding of goal setting looks in writing Late Indicators Mid year student goal setting Future goals in Semester One reports

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning- Writing Conference Why? What? How?	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Reporting process with future learning goals- Semester 1 reports	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate progression reporting or reporting continuum to families	☑ Leadership Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Support Programs	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$67,335.07 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$36,157.40	$36,157.40	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$67,335.07	$67,335.07	$0.00
Total	**$103,492.47**	**$103,492.47**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
SWPBS Expected Behaviours Matrix to be established in Term 1 and reviewed and adjusted accordingly throughout the year.	$18,157.40
SWPBS Behaviour Flow Chart to be established in Term 1 based on the initial simplified flowchart established in Term 4, 2022. This flowchart will be reviewed and adjusted accordingly throughout the year.	$8,000.00
Schedule Professional learning with Narissa Leung online Masterclass in Writing Traits Advanced Masterclass in Writing Traits (Check in 5 weeks TBC)	$5,000.00
Curriculum Day (Writing)- GRR and Workshop Model Reflect on this throughout the year- follow up session after school	$5,000.00
Support Programs	$67,335.07
Totals	**$103,492.47**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
SWPBS Expected Behaviours Matrix to be established in Term 1 and reviewed and adjusted accordingly throughout the year.	from: Term 1 to: Term 4	$18,157.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
SWPBS Behaviour Flow Chart to be established in Term 1 based on the initial simplified flowchart established in Term 4, 2022. This flowchart will be reviewed and adjusted accordingly throughout the year.	from: Term 1 to: Term 4	$8,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Schedule Professional learning with Narissa Leung online Masterclass in Writing Traits Advanced Masterclass in Writing Traits (Check in 5 weeks TBC)	from: Term 1 to: Term 3	$5,000.40	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Curriculum Day (Writing)- GRR and Workshop Model Reflect on this throughout the year- follow up session after school	from: Term 2 to: Term 2	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		**$36,157.40**	

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
Support Programs	from: Term 1 to: Term 4	$67,335.07	☑ Dogs Connect Program **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider
Totals		$67,335.07	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
SWPBS Expected Behaviours Matrix to be established in Term 1 and reviewed and adjusted accordingly throughout the year.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site
SWPBS Behaviour Flow Chart to be established in Term 1 based on the initial simplified flowchart established in Term 4, 2022. This flowchart will be reviewed and adjusted accordingly throughout the year.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Departmental resources SWPBS Coach	☑ On-site
Establish PLC norms across the school	☑ All Staff	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Develop a HPS improvement cycle for Writing	☑ All Staff	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Departmental resources PLC Regional Manager	☑ On-site

Schedule Professional learning with Narissa Leung online Masterclass in Writing Traits Advanced Masterclass in Writing Traits (Check in 5 weeks TBC)	☑ Assistant Principal ☑ Literacy Leader	from: Term 1 to: Term 3	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Oz Lit Teacher- Narissa Leung	☑ Off-site Online
Curriculum Day (Writing)- GRR and Workshop Model Reflect on this throughout the year- follow up session after school	☑ Leadership Team	from: Term 2 to: Term 2	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Whole School Pupil Free Day	☑ External consultants Oz Lit Teacher- Narissa Leung	☑ On-site
Professional Learning- Writing Conference Why? What? How?	☑ Leadership Team	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Implement one type of writing conferencing practice consistently in Writing	☑ All Staff	from: Term 2 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Professional Learning- Writing Conference Why? What? How?	☑ Leadership Team	from: Term 2 to: Term 2	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise	☑ On-site
Reporting process with future learning goals- Semester 1 reports	☑ All Staff	from: Term 2 to: Term 2	☑ Formalised PLC/PLTs	☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site