**2024 Annual Implementation Plan**

Submitted for review by Nigel Holloway (School Principal) on 12 January, 2024 at 09:50 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 19 January, 2024 at 04:17 PM
Awaiting endorsement by School Council President

**for improving student outcomes**

Hamlyn Banks Primary School (4804)



**Define actions, outcomes, success indicators and activities**

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| **Goal 1** | **Improve learning growth in literacy and numeracy.** |
| KIS 1The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen middle level leadership to improve teaching and learning.  |
| **Actions** | Continue to build the capacity of the Middle Leadership Team to actively participate in school improvement planning and implementation. |
| **Outcomes** | Exec team will have clarity about their responsibilities and accountabilities. Middle leadership team will lead highly effective PLTs. Continued progress toward SSP academic targets. |
| **Success Indicators** | Year 3 Reading - 70% in Exceeding and Strong. Year 3 Writing - 80% in Exceeding and Strong. Year 3 Numeracy - 60% Exceeding and Strong. Year 5 Reading - 70% in Exceeding and Strong. Year 5 Writing - 60% in Exceeding and Strong. Year 5 Numeracy - 52% Exceeding and Strong. Year 3 Numeracy - 40% of less in Developing or Needs Additional Support.Academic emphasis from 69% (2023) to 75% Collective efficacy from 84% (2023) to 90% Teacher collaboration from 70% (2023) to 80% Understand curriculum from 80% (2023) to 85% |
| Activities | Facilitate Learning Leaders Impact Projects. Clearly document Role Descriptions and Key Responsibilities for Exec Team.Scheduled Exec Leadership Planning Days (TIP Development) and Learning Leader TIP review sessions. Map key AIP / TIP activities into the Annual Planner.Include AIP / Impact Project Leadership in PDPs.Exec Team 'Progress Monitoring Meetings' - Ongoing monitoring and checking in on how leaders are feeling about and progressing with their areas of responsibility. Learning Leader Team 'Progress Monitoring Meetings' - Ongoing monitoring and checking in on how leaders are feeling about and progressing with their areas of responsibility. |
| KIS 2The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed consistent high expectations for students, staff and families.  |
| **Actions** | Embed agreed HBPS whole school non-negotiable expectations and CPRs. |
| **Outcomes** | Expectations fully implemented and followed. Expectations fully understood by staff, students and families. |
| **Success Indicators** | Compass behaviour data reduction in class withdrawals / calls for assistance.Improved SAtoSS data.Agreed CPR posters displayed and referred to in each space.  |
| **Activities** | Plan and deliver Staff PL on agreed CPRs. Implement and monitor agreed CPRs. Identify and develop additional required CPRs.Update HBPS portal with agreed CPRs and PL. |
| KIS 3Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capabilities to implement evidence based instructional practice. |
| **Actions** | Creating a HBPS Instructional Playbook including the evidence base. |
| **Outcomes** | Increased shared understanding and consistency of practice across the school.Clear focus areas for PL identified. |
| **Success Indicators** | Staff Portal updated. PL developed and delivered. Instructional Playbook complete.SSS results.  |
| **Activities** | Enrol in Instructional Playbook PL.Exec Leadership Team to identify sources of evidence to inform Instructional Playbook content.Staff Portal updated with Instructional Playbook and agreed guiding evidence. |
| KIS 4Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capabilities to use data and evidence to meet the learning needs of all students. |
| **Actions** | A1 - Monitor the accuracy of assessment administration. A2 - Monitor the accuracy of data analysis in line with assessment schedule.  |
| **Outcomes** | Consistent assessment administration, analysis and use.School level data being used to inform instructional and leadership decisions. PLTs using student data in a consistent, efficient and impactful way. |
| **Success Indicators** | Assessment resources available on the school portal.Leadership and PLT mins. Data use process captured. Work programs.  |
| **Activities** | A1 - Model and monitor assessment administration to ensure accuracy.A2 - Model and monitor assessment data analysis for PLTs to ensure accuracy.A2 - Identify any data gaps.A2 - Analysis and preparation of data for Exec.A2 - % of students from each class that achieved mastery in each PLT Cycle recorded accurately in PLT documentation. |
| Goal 2 | **Improve student engagement in learning.** |
| KIS 1Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop student learning opportunities that are challenging, engaging and promote curiosity |
| **Actions** | A1 - Develop a shared, evidence based definition of ‘student engagement’ with agreed Engagement Techniques.A2 - Document a Whole School Curriculum Plan inclusive of knowledge building Units of Study and Subject Scope and Sequences. |
| **Outcomes** | Agreed definition of ‘student engagement’ with agreed Engagement Techniques being used consistently in all classrooms.Whole School Curriculum Plan inclusive of knowledge building Units of Study and Subject Scope and Sequences complete.Increased clarity of the teaching and learning sequences enabling more planning time to be used for discussions about HOW, rather than WHAT.  |
| **Success Indicators** | High levels of student engagement in learning in all classrooms.High quality teacher Work Programs based on curriculum sequences. |
| **Activities** | A1 - Create shared definition of Student Engagement.A1 - Engage consultant to deliver Responsive Teaching Master Class.A1 - Decide on HBPS agreed Student Engagement Techniques and update portal.A2 - Document a two year cycle of knowledge building Units of Study aligned to the Victorian Curriculum - Humanities.A2 - Document a P - 6 English Scope and Sequence that aligns to the Units of Study where possible. |
| KIS 2Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Embed a whole school approach to student agency in learning.  |
| **Actions** | Review and refine a whole school approach to student leadership. |
| **Outcomes** | A clearly documented whole school approach to student leadership.Student Leadership Role descriptions complete. |
| **Success Indicators** | Increased student participation with leadership roles and activities. Increased student impact.  |
| **Activities** | Clearly define Student Leadership Roles.Review and document Student Leadership Process.Plan and deliver leadership learning for Students.Promote student leadership development, projects and opportunities with the community via newsletter / social media. (JSC, Student Leaders, Peer Mediators etc) |

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| Goal 3 | **Enhance the wellbeing of all students.** |
| KIS 1Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support that enhance student wellbeing and inclusion.  |
| **Actions** | A1 - Continue to implement Disability and Inclusion Reforms. A2 - Continue to engage with SWPBS. |
| **Outcomes** | Improved inclusion practices and documentation. High level of support for staff from inclusion coach.Continued improvement of student behaviour / safe and orderly environment. Increased clarity regarding T3 behaviours / suspensions.  |
| **Success Indicators** | Work programs. Compass documentation. Teacher concern from 63% (2023) to 80% Perseverance from 64% (2023) to 75% School connectedness from 64% (2023) to 80% Emotional awareness and self-regulation from 59% (2023) to 75% Managing of bullying 60% (2023) to 75% |
| **Activities** | A1 - System of recording adjustments in Work Programs.A1 - Review of HBPS Templates (BSP / IEPs / Safety Plans etc).A1 - Engagement with Inclusion Outreach coach.A2 - Exec team monitoring the establishment of Safe and Orderly environments across the school.A2 - Review Student Snapshots and Handover Profiles to ensure all adjustments are in place.A2 - Lead student focus groups to further investigate AToSS data for Connectedness, Sense of Belonging, Management of Bullying, Experience of Bullying and Teacher Concern. A2 - Personal Safety Audit.A2 - Review and promote the experience menu.A2 - Clarify and document suspension process including decision making and return to school meeting template. |
| KIS 2Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Embed a whole school approach to improve attendance.  |
| **Actions** | Monitor whole school attendance data to identify students at risk and evaluate the effectiveness of attendance improvement plans. |
| **Outcomes** | Students at risk due to attendance are known and plans in place.Attendance improvement plans monitored and evaluated. |
| **Success Indicators** | Improved attendance data. Decreased numbers of students requiring T2 and T3 supports.  |
| **Activities** | Whole Staff Time scheduled to focus on students at risk of low attendance.Review and strengthen the use of attendance data to inform support for staff and follow up.Use Compass Pulse to create a digital visual of students' attendance rates.Refine the attendance acknowledgement system, with a focus on group experiences and celebrating positive attendance. Attendance referral notifications for Referral Team. |