2023 Annual Implementation Plan
for improving student outcomes

Huntingdale Primary School (4716)

Goal 1	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	NAPLAN -That student growth in Numeracy exceeds state averages and equals like schools **Teacher Judgments Against the Victorian Curriculum** -Compared with NAPLAN is within a 30% differential -That more students achieve above the expected level against the Victorian Curriculum in Number and Algebra, focusing on F-1- 20% -That less students achieve below the expected level against the Victorian Curriculum in Number and Algebra **Student Attendance** -To decrease the percentage of students with 20-29.5 days absence to 5% -To decrease the percentage of students with 30+ days to less than 3% -All students with identified attendance issues to have an IEP **Other** -All identified students below the expected level in Reading, Writing, Mathematics to have an IEP

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Goal 2	To improve student engagement in learning through increased student voice and agency.
12 Month Target 2.1	To increase the percentage endorsement for the student voice and agency factor in the student attitudes to school survey from 70% (2022) to 80%.
12 Month Target 2.2	To increase the percentage endorsement for the stimulating learning factor in the student attitudes to school survey from 74% (2022) to 84%.
12 Month Target 2.3	To increase the percentage endorsement for the self-regulation and goal setting factor in the student attitudes to school survey from 70% (2022) to 80%
12 Month Target 2.4	To increase the percentage endorsement for the student voice and agency factor in the parent opinion survey from 79% (2022) to 84%- check- this is from preliminary results
12 Month Target 2.5	To increase the percentage endorsement for the collective focus on student learning factor on the staff survey from 94% (2022) to 95%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	To develop and implement a common language, understanding and practice of student voice and agency in learning in the bilingual learning environment.	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.	Student Voice and Agency is the lowest area in the Student Attitudes to School Survey (52% positive endorsement) This is an area we have not focused on in any AIP	

Goal 3	To enhance student engagement and capabilities through STEM.
12 Month Target 3.1	To increase the percentage endorsement for the guaranteed and viable curriculum factor on the staff opinion survey from 89% (2022) to 91%
12 Month Target 3.2	To increase the percentage endorsement for the differentiated learning challenge factor on the staff opinion survey from 95% (2022) to 96%
12 Month Target 3.3	To increase the percentage endorsement for the student motivation factor on the parent opinion survey from 78% (2022) to 85%- check- this is from preliminary results
12 Month Target 3.4	To increase the percentage endorsement for the motivation and interest factor on the student opinion survey from 73% (2022) to 80%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2 Building practice excellence	To build teacher capacity to teach STEM	Yes
KIS 3 Building communities	To enhance student opportunities through the involvement with key stake holder partners.	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.	The school is part of the Oakleigh Education Plan, which has a focus on STEM. The school is planning activities related to STEM in 2023. The staff have identified that they need to build their capacity to understanding STEM and how to teach it.	

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	**NAPLAN** -That student growth in Numeracy exceeds state averages and equals like schools **Teacher Judgments Against the Victorian Curriculum** -Compared with NAPLAN is within a 30% differential -That more students achieve above the expected level against the Victorian Curriculum in Number and Algebra, focusing on F-1- 20% -That less students achieve below the expected level against the Victorian Curriculum in Number and Algebra **Student Attendance** -To decrease the percentage of students with 20-29.5 days absence to 5% -To decrease the percentage of students with 30+ days to less than 3% -All students with identified attendance issues to have an IEP **Other** -All identified students below the expected level in Reading, Writing, Mathematics to have an IEP
KIS 1- 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	-Consolidate a bilingual approach to teaching mathematics in F-5, focusing on language and reasoning skills, meeting students' individual learning needs and improving learning growth -Consolidate the Tutor Learning Initiative across the school targeting students who are behind the expected level in literacy and numeracy, targeting students in Year 2, 3 & 4.

Outcomes	**Leadership Team** -Provide support to teachers for explicit numeracy teaching time/focus (Japanese & English teachers) and provide professional learning opportunities, focusing on work from Ryan Dunn -Plan clear processes for the Tutor Learning Initiative **Teachers** -Plan and teach a differentiated numeracy program based on student learning data and needs -Communicate with tutors on the learning needs of students on the program -Engage with and implement learnings from numeracy professional learning **Tutors** -Provide targeted academic support to students -Communicate with classroom teachers on student progress for those on the Tutor Learning Initiative **Students** -Students will set goals for their numeracy learning so they understand their next steps in learning
Success Indicators	**Early indicators** -Numeracy teaching time stated explicitly in the school timetable -TLI program documented e.g., timetable and list of students on program -All students on the TLI program or who are 6 months behind in literacy and numeracy to have an Individual Education Plan **Late indicators** -Victorian Curriculum judgments will show growth in learning -PAT assessments to show students on Tutor Learning Program have shown growth -NAPLAN numeracy benchmark data to show improvement

KIS 2- Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	-Embed Respectful Relationships within the school teaching program -Monitor student attendance to ensure students are connected to school -Consolidate the use of support and wellbeing services for students and staff and participated in the mental health supports community of practice
Outcomes	**Leadership Team** -Monitor monthly student attendance -Explicitly stating in the school timetable teaching time for respectful relationships -Implementing the 2023 HPS Wellbeing Curriculum Map -Provide policies and processes to manage student wellbeing **Student Wellbeing Team** -Implement, monitor and review the whole school SWB curriculum map -Support classroom teachers with SWB support strategies **Teachers** -Teach respectful relationships sessions in their class each fortnight -Implement the 2023 HPS Wellbeing Curriculum Map -Follow up student absences in their class and liaise with school leadership on student attendance concerns -Support students' wellbeing by proactively working with the student, parents and leadership team to implement interventions **Students** -Student wellbeing will increase -Will understand the wellbeing supports available to them and how to access them -Academic results will increase with increased attendance.
Success Indicators	**Early Indicators** -2023 HPS Wellbeing Curriculum Map finalized and implemented -Assistant Principal engaging with the region Health and Wellbeing Key Contact -Monthly student attendance data being monitored and reported to parents (via a newsletter) and attendance concerns documented **Late Indicators** -School attendance data -Attitudes to School Survey data- sense of inclusion and sense of connectedness, attitudes to attendance -Reports of wellbeing concerns are reduced

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KIS 1 Vision, values and culture	To develop and implement a common language, understanding and practice of student voice and agency in learning in the bilingual learning environment.
Actions	-Devise a school-wide understanding/framework of what student voice and agency is at HPS -Implement a refreshed student leadership program within the school -Implement more student led activities within the school
Outcomes	**Leadership Team** -Budget for student leadership program -Provide professional learning on student voice and agency for teachers using Amplify -Assistant Principal to work on timetable of student-led lunchtime activities -Principal to complete feedback sessions with students each term -Implement the use of an 'Ideas/Feedback Box' in the office for students to access **Teachers** -Plan for student voice in their planning documents -As part of the Creating Our Learning Community in Term 1 complete student voice brainstorm activity -Implement student conferencing and goal setting cycle that promote student voice and agency -Using specific language with students that promotes student voice (e.g., your- 'choice', 'opinion' or 'decision' in learning)

	School Captains & SLC -Implement more student led activities in the school -Participate in the new student leadership program **Students** -Students will set goals for their learning with their teachers as part of conferencing -Have voice and choice in inquiry project learning
Success Indicators	**Early indicators** -Student leadership program implemented all year -Student voice ideas promoted around the school **Late indicators** - Student Attitudes to School Survey- Student Voice & Agency, stimulated learning, self-regulation and goal setting teacher concern -Parent Opinion Survey- student voice and agency -Staff Opinion Survey- collective focus on student learning

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12 Month Target 3.3	To increase the percentage endorsement for the student motivation factor on the parent opinion survey from 78% (2022) to 85%- check- this is from preliminary results
12 Month Target 3.4	To increase the percentage endorsement for the motivation and interest factor on the student opinion survey from 73% (2022) to 80%
	To build teacher capacity to teach STEM
Actions	-Provide professional learning in STEM -Create a STEM Improvement Team -Continue to develop and implement STEM specialist curriculum for Years 3-5. -Build F-2 teacher capacity in teaching STEM using a co-teaching model and focusing on the design thinking process
Outcomes	**Leadership** -Assign teachers to STEM Improvement Team -Allow professional development opportunities for STEM e.g. one staff workshop per term in the school calendar **Teachers** -Participate professional development related to STEM -Integrate STEM learning opportunities through inquiry learning using the design thinking process **Students** -Will actively participate in STEM opportunities
Success Indicators	**Early Indicators** -STEM shown in school timetable -Teacher professional development **Late Indicators** -Staff Opinion Survey- Guaranteed & viable curriculum, differentiated learning challenge -Parent Opinion Survey- student motivation -Student Attitudes to School Survey- motivation and interest

KIS 2 Building communities	To enhance student opportunities through the involvement with key stake holder partners.
Actions	-Implement STEM learning opportunities as part of the Oakleigh Education Plan OEP) -Implement STEM engagement opportunities for students e.g., school-based extension program, John Monash Science School, before and after school programs -STEM focus as part of Education Week activities at the school
Outcomes	**Leadership** -Assign teachers to OEP STEM Team -Assign teachers to STEM engagement programs within the school -Promote STEM opportunities to the school community **Teachers** -Implement STEM learning opportunities through OEP and school-based extension programs -Teacher confidence and understanding in STEM curriculum to improve **Students** -Will actively participate in STEM opportunities - Show growth in VC STEM areas e.g. critical and creative capability, science, technology
Success Indicators	**Early Indicators** -STEM learning shown in school timetable **Late Indicators** -Staff Opinion Survey- Guaranteed & viable curriculum, differentiated learning challenge -Parent Opinion Survey- student motivation -Student Attitudes to School Survey- motivation and interest