

**2024 Annual Implementation Plan  
for improving student outcomes**

Huntingdale Primary School (4716)



Submitted for review by Ruth Biddle (School Principal) on 06 December, 2023 at 06:29 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define actions, outcomes, success indicators and activities

<p><b>Goal 1</b></p>	<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p><b>12-month target 1.1 target</b></p>	<p><b>NAPLAN</b> -That the percentage of students achieving ‘exceeding’ or ‘strong’ in Year 3 and Year 5 NAPLAN numeracy matches or exceeds like school and state averages. -That the percentage of students achieving ‘exceeding’ or ‘strong’ in Year 3 and Year 5 NAPLAN writing matches similar schools, with a focus on raising student results in exceeding (Year 3- 2023- 21% to 25% &amp; Year 5- 2023 16% to 25%)</p> <p><b>Teacher Judgments Against the Victorian Curriculum</b> - By 2024 the percentage of students making above age expected level from foundation to year 6 in number and algebra as measured by teacher judgements to increase from 31% to 40%. -That more students achieve above the expected level against the Victorian Curriculum in Number and Algebra, focusing on F- 25% -That less students achieve below the expected level against the Victorian Curriculum in Number and Algebra</p> <p><b>Student Attendance</b> -To decrease the percentage of students with 20-29.5 days absence to 7% -To decrease the percentage of students with 30+ days to less than 10% -For P-6 absence data to remain lower than similar, network and state levels -All students with attendance below 80% to have this as an IEP goal.</p> <p><b>Parent Opinion Survey</b> -By 2024 to increase the percentage endorsement for the student voice and agency factor in the parent opinion survey from 76% (2019) to 84%. -By 2024 to increase the percentage endorsement for the student motivation factor on the parent opinion survey from 80% to 85%</p> <p><b>Student Attitudes to School Survey</b> -By 2024 to increase the percentage endorsement for the student voice and agency factor in the student attitudes to school survey from 79% (2023) to 80% -By 2024 to increase the percentage endorsement for the self-regulation and goal setting factor in the student attitudes to school survey from 89% (2023) to 90%. -By 2023 to increase the percentage endorsement for the motivation and interest factor on the student opinion survey from 83% to 85%</p>

<p><b>KIS 1.a</b> 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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>-Consolidate a bilingual approach to teaching mathematics in F-6, focusing on language and reasoning skills, meeting students' individual learning needs and improving learning growth.</li> <li>-Consolidate teaching writing F-6, with a focus on targeted teaching, meeting students' individual learning needs and improving learning growth.</li> <li>-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 &amp; 4 and those identified as 'need attention in 2023 NAPLAN.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Principal</b> -Lead the school review process and collate the pre-review self-evaluation.</p> <p><b>All Staff</b> -Develop school data knowledge through participation in the pre-review self-evaluation process.</p> <p><b>Assistant Principal</b> -Lead the Tutor Learning Initiative and monitor the work of tutors so they are targeting student needs and there are clear processes for TLI. -Work with Foundation Teachers to develop their understanding of student achievement against the Victorian Curriculum in Number (Japanese Teachers) and Writing (English Teachers) using a data wall, focusing on 'teaching to the next level' and accurately rating students' abilities. -Coordinate the work with the NEVR Education Improvement Leader in Writing. -Coordinate that all students 6 months behind in literacy/numeracy have an IEP.</p> <p><b>Learning Specialist</b> -Provide coaching/support to teachers for explicit numeracy teaching and provide professional learning opportunities, focusing on preparing for the transition to the new Mathematics Victorian Curriculum. -Document the 50/50 mathematics curriculum in Year 6. -Lead the SIT Team focusing on data literacy (triangulation of data) and targeted teaching.</p> <p><b>School Improvement Team</b> -Develop data literacy skills and devising a meaningful inquiry cycle that impacts student learning.</p>

	<p><b>Literacy Leader</b></p> <ul style="list-style-type: none"> <li>-Work with the NEVR Education Improvement Leader on targeted teaching in writing.</li> <li>-Lead professional learning in writing for staff.</li> <li>-Implement targeted literacy support for identified students so that they can achieve the expected level in reading and writing.</li> </ul> <p><b>Tutors</b></p> <ul style="list-style-type: none"> <li>-Provide targeted academic support to students.</li> <li>-Communicate with classroom teachers on student progress for those on the Tutor Learning Initiative.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>-Plan and teach a differentiated numeracy program based on student learning data and needs.</li> <li>-Communicate with tutors on the learning needs of students on the program.</li> <li>-Engage with and implement learnings from numeracy and writing professional learning.</li> <li>-Develop understanding of and use 'Design Thinking' in classroom teaching and learning.</li> </ul> <p><b>Education Support Staff</b></p> <ul style="list-style-type: none"> <li>-Participate in Learning Walks to develop their skills in supporting students in the classroom.</li> <li>-Attend IEP Meetings each term so they understand the needs of students they work with and implement differentiated strategies.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>-Students will set goals for their numeracy and writing learning, so they understand their next steps in learning.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Early indicators</b></p> <ul style="list-style-type: none"> <li>-Completed PRSE (Early May)</li> <li>-Foundation data walls in Number and Writing showing student achievement</li> <li>-TLI program documented e.g., timetable and list of students on program</li> <li>-Individual Education Plan list showing students 6 months behind in literacy and numeracy</li> </ul> <p><b>Late indicators</b></p> <ul style="list-style-type: none"> <li>-NAPLAN data to show improvement</li> <li>-Victorian Curriculum judgments will show growth in learning</li> <li>-PAT assessments to show student growth</li> </ul>

Activities	People responsible	Is this a PL priority	When
Curriculum Day for all staff to develop data knowledge and participate in the pre-review self evaluation- 15 April 2024 PRSE to be compiled and completed by early May for reviewer	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
Data Wall devised for Foundation Writing and Number. Assistant Principal and Foundation Teachers using this as part of PLC Inquiry Cycle and showing spread of learning achievement, with a focus on extending students beyond the expected level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Individual Education Plans devised for students 6 months behind and 12 months ahead in literacy and numeracy. IEP meetings with parents each term (students behind) and twice yearly (extension). Assistant Principal to review IEP list each term.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Tutor Learning Initiative (numeracy/writing) to be implemented in Years 2, 3 and 4, focusing on students who are behind expected level. Literacy Support for students who need it, focusing on students in Years F-5 and Literacy extension for Year 2 & 4.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Literacy Professional development for F-6 teachers working with the NEVR Education Improvement Leader. Literacy Team and Assistant Principal to coordinate	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy network teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2

<p><b>KIS 1.b</b> 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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>-Monitor student attendance to ensure students are connected to school</li> <li>-Implement a whole school strategy for Mental Health Supports in the school</li> <li>-Enhance and improve student voice and agency in the school through goal setting and student leadership</li> <li>-Develop a whole school strategy to support vulnerable students using Tier 2 DIPS funding.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>-Create staffing profile and role statements for Mental Health Support Teacher (0.4), ES Staff Leader (Tier 2 Funded) and Literacy Leader and Literacy Support Leader.</li> <li>-Review Attendance Policy to include attendance plans for students going on holidays.</li> <li>-Promote Attendance to parents via the newsletter, school website and displays around the school.</li> <li>-Promote Student Voice and Agency to parents in the newsletter and website.</li> </ul> <p><b>Assistant Principal</b></p> <ul style="list-style-type: none"> <li>-Oversee and manage the work of the Mental Health Supports Teacher, so they are targeting students needs through small group work, developing support plans and providing PD to staff.</li> <li>-Oversee work of the School Chaplain is supporting students who need it.</li> <li>-Oversee and manage the work of the ES Staff leading Tier 2 Supports so that vulnerable students are supported in the classroom.</li> <li>-Engage in professional learning about DIPS in readiness for 2025 implementation and provide PD to staff.</li> </ul> <p><b>Leadership Team/SIT Team</b></p> <ul style="list-style-type: none"> <li>-Monitor monthly student attendance.</li> <li>-Ensure goal setting cycle is implemented in each year level.</li> <li>-Student Wellbeing focus on PLC agenda</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>-Follow up student absences in their class and liaise with school leadership on student attendance concerns.</li> <li>-Implement goal setting cycle in class so that students have voice and agency in learning.</li> <li>-Support students' wellbeing by proactively working with the student, parents, mental health teacher and leadership team to implement interventions.</li> </ul>

	<p><b>Education Support Staff</b></p> <ul style="list-style-type: none"> <li>-Office Manager to provide monthly attendance reports.</li> <li>- TIER 2 Lead ES to work with AP to ensure vulnerable students are supported and engage in PD about DIPS in preparation for full implementation.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>-Students will understand the wellbeing supports available to them and how to access them.</li> <li>-Students will have increased attendance and an increase in academic results.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Early Indicators</b></p> <ul style="list-style-type: none"> <li>-Monthly student attendance data being monitored and reported to parents (via a newsletter) and attendance concerns documented.</li> <li>-Grade Xpert Entries monitored to ensure students are supported.</li> <li>-Student Support list devised by Assistant Principal</li> </ul> <p><b>Late Indicators</b></p> <ul style="list-style-type: none"> <li>-School attendance data</li> <li>-Parent Opinion Survey data- student voice and agency and motivation</li> <li>-Attitudes to School Survey data- motivation and interests, student voice and agency</li> </ul>

Activities	People responsible	Is this a PL priority	When
<p>Mental Health Support Teacher appointed (0.4) focusing on small group work (e.g. anxiety, social skills, student leadership, working with Year 6 boys), parent engagement and staff professional development. Work overseen by Assistant Principal.</p> <p>School to allocate budget for another teacher to be released (CRT) to support this work</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 4
<p>Purchasing of additional resources/personnel to support mental health (counselling/chaplain). Work to be overseen by Assistant Principal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<p>Education Support Staff role linked to support for Tier 2 students. This includes supporting students in class, making resources such as social stories, physical aides, attending SSG Meetings, coordinating professional development and timetable for ES Staff. This person will work in conjunction with the Assistant Principal.</p> <p>Purchasing additional resources/personnel to support Tier 2 students including support workers, allied health, classroom resources. This will be overseen by the Assistant Principal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied health</li> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Education support</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 4
<p>Out of Home Care (1) to be supported with IEP, learning mentor and SSG each term.</p> <p>Koorie students (1) to be supported with IEP, linked in with KESO and school Marrung Leads.</p> <p>To be overseen by Assistant Principal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 4
<p>Attendance Policy Reviewed, with support plans in place for family holidays.</p> <p>To be overseen by Principal and Assistant Principal</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum Day for all staff to develop data knowledge and participate in the pre-review self evaluation- 15 April 2024 PRSE to be compiled and completed by early May for reviewer	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Literacy Professional development for F-6 teachers working with the NEVR Education Improvement Leader. Literacy Team and Assistant Principal to coordinate	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy network teacher	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	<input checked="" type="checkbox"/> On-site