

2024 Annual Implementation Plan

for improving student outcomes

Hawthorn West Primary School (0293)



Submitted for review by Nerida Smith (School Principal) on 05 February, 2024 at 12:18 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 06 February, 2024 at 09:35 PM
Endorsed by Gabriella Lorenzetti (School Council President) on 23 February, 2024 at 02:48 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve learning growth in literacy and numeracy for all students.</p>	Yes	<p>By 2026, increase the percentage of students in Foundation to Year 6 assessed at or above expected growth (semester 2) using Victorian Curriculum (Teacher Judgement Growth-Time Series) for:</p> <ul style="list-style-type: none"> • Reading and viewing from 80% (2020 to 2021) to 85% • Writing from 72% (2020 to 2021) to 82% • Number and algebra from 76% (2020 to 2021) to 85% 	At or above expected learning growth from 2023 to 2024 targets to be: Reading 81% Writing 75% Number 77%
		<p>By 2026, increase the percentage of students at Year 5 showing above NAPLAN benchmark growth for:</p> <ul style="list-style-type: none"> • Reading from 32% (2021) to 37% 	Not able to measure until 2025 due to changes to NAPLAN
		<p>By 2026, decrease the percentage of students at Year 5 showing low NAPLAN benchmark growth for:</p> <ul style="list-style-type: none"> • Writing from 24% (2021) to 15% 	Not able to measure until 2025 due to changes to NAPLAN

		<ul style="list-style-type: none"> • Numeracy from 41% (2021) to 20% • Spelling from 54% (2021) to 20% • Grammar and punctuation from 52% (2021) to 20% 	
		<p>By 2026, increase the percentage of students achieving in the top two NAPLAN bands for:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Numeracy from 34% (2022) to 55% • Grammar and punctuation from 36% (2022) to 45% <p>Year 3:</p> <ul style="list-style-type: none"> • Numeracy from 56% (2022) to 65% 	<p>Grade 5 Increase percentage of students in top band in Numeracy (exceeding) to 27% Increase percentage of students in top band in Grammar and Punctuation (exceeding) to 27% Grade 3 Increase percentage of students in top band in Numeracy (exceeding) to 32%</p>
		<p>By 2026, improve the percentage of positive responses for the following School Staff Survey factors:</p> <p>School Climate module:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 66% (2022) to 80% • Teacher collaboration from 65% (2022) to 75% <p>Teaching and learning evaluation module:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 53% (2022) to 80% <p>Teaching and learning implementation module:</p> <ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 63% (2022) to 80% <p>Teaching and learning practice improvement module</p> <ul style="list-style-type: none"> • Believe peer feedback improves practice from 58% (2022) to 80% • Professional learning through peer observation from 32% (2022) to 50% <p>Teaching and learning planning module</p> <ul style="list-style-type: none"> • Time to share pedagogical content knowledge from 53% (2022) to 80% 	<p>Guaranteed and viable curriculum - 80% Teacher collaboration - 72% Understand how to analyse data - 80% Knowledge of high impact teaching strategies - 83% Believe peer feedback improves practice - 60% Professional learning through peer observation - 50% Time to share pedagogical content knowledge - 70%</p>

Develop confident, connected and empowered learners.	No	<p>By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:</p> <p>Student cognitive engagement module</p> <ul style="list-style-type: none"> stimulating learning environment from 76% (2022) to 85% student motivation and support from 72% (2022) to 80% <p>Student development module</p> <ul style="list-style-type: none"> student agency and voice from 77% (2022) to 85% 	
		<p>By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors:</p> <p>Learner characteristics and disposition domain</p> <ul style="list-style-type: none"> Motivation and interest from 75% (2022) to 83% Sense of confidence from 79% (2022) to 85% <p>Social engagement domain</p> <ul style="list-style-type: none"> Student agency and voice from 67% (2022) to 75% 	
		<p>By 2026, improve the percentage of positive responses for the following School Staff Survey factors:</p> <p>Teaching and learning evaluation module</p> <ul style="list-style-type: none"> Use student feedback to improve practice from 53% (2022) to 70% <p>Teaching and learning implementation module</p> <ul style="list-style-type: none"> Promote student ownership of learning from 74% (2022) to 85% 	
Enhance the wellbeing of all students.	Yes	<p>By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:</p> <p>Parent community engagement module</p> <ul style="list-style-type: none"> Parent participation and involvement from 77% (2022) to 85% <p>School ethos and environment module:</p>	<p>Parent participation and involvement - 78%</p> <p>School improvement - 70%</p> <p>Teacher communication - 70%</p>

		<ul style="list-style-type: none"> • School improvement from 68% (2022) to 75% • Teacher communication from 66% (2022) to 75% 	
		<p>By 2026, improve the percentage of positive responses for Years 4 to 6 for the following student Attitudes to School Survey factors:</p> <p>School safety domain</p> <ul style="list-style-type: none"> • Respect for diversity from 67% (2022) to 80% <p>Emotional and relational engagement domain:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 69% (2022) to 80% 	<p>Respect for diversity - 80%</p> <p>Emotional awareness and regulation - 76%</p>
		<p>By 2026, improve the percentage of positive responses for the following School Staff Survey, factors:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Parent and community involvement from 70% (2022) to 75% • Trust in students and parents from 76% (2022) to 80% • Staff trust in colleagues from 76% (2022) to 85% 	<p>Parent and community involvement - 86%</p> <p>Trust in students and parents - 86%</p> <p>Staff trust in colleagues - 85%</p>

Goal 2	Improve learning growth in literacy and numeracy for all students.
12-month target 2.1-month target	At or above expected learning growth from 2023 to 2024 targets to be: Reading 81% Writing 75% Number 77%
12-month target 2.2-month target	Not able to measure until 2025 due to changes to NAPLAN
12-month target 2.3-month target	Not able to measure until 2025 due to changes to NAPLAN

12-month target 2.4-month target	Grade 5 Increase percentage of students in top band in Numeracy (exceeding) to 27% Increase percentage of students in top band in Grammar and Punctuation (exceeding) to 27% Grade 3 Increase percentage of students in top band in Numeracy (exceeding) to 32%
12-month target 2.5-month target	Guaranteed and viable curriculum - 80% Teacher collaboration - 72% Understand how to analyse data - 80% Knowledge of high impact teaching strategies - 83% Believe peer feedback improves practice - 60% Professional learning through peer observation - 50% Time to share pedagogical content knowledge - 70%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Enhance teacher practice in literacy and numeracy through the strengthening of Professional Learning Communities. Yes
KIS 2.b Teaching and learning	Strengthen consistent whole school practice in the implementation of a high quality instructional model. Yes
KIS 2.c Assessment	Build teacher capability to differentiate learning to challenge students at their point of need. 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.	One of the key improvement foci in the SSP is development of teacher capacity to plan and implement a differentiated learning program, which caters for all students' learning needs. In 2023 staff developed an instructional model for the teaching of numeracy and began using data to plan the learning program and evaluate learning growth. Further work is required in relation to the use of formative assessment and embedding the instructional model. In literacy Little Learners Love Literacy and SMART Spelling were introduced. These programs will continue to be embedded and impact measured. The next area of focus will be revisiting the writing program with specific focus on explicit instruction in grammar and punctuation.

Goal 4	Enhance the wellbeing of all students.	
12-month target 4.1-month target	Parent participation and involvement - 78% School improvement - 70% Teacher communication - 70%	
12-month target 4.2-month target	Respect for diversity - 80% Emotional awareness and regulation - 76%	
12-month target 4.3-month target	Parent and community involvement - 86% Trust in students and parents - 86% Staff trust in colleagues - 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Strengthen the social emotional learning curriculum with the School Wide Positive Behaviour Support framework.	Yes
KIS 4.b Support and resources	Strengthen the partnership between parents, carers, students and staff and create a shared vision for high expectations for student learning.	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 Wide Positive Behaviour Support Framework has been implemented across the school. There is a need for further consistency in relation to the programs expectations and weekly focus. The Assistant Principal will revisit the expectations with the staff team and an overview of the SWPBS program will be included in induction for new staff. There is also a need for a focus on the management of bullying data which has declined in the previous year. All school staff will complete the SWPBS Bullying Prevention Program, to be led by the Assistant Principal.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning growth in literacy and numeracy for all students.
12-month target 2.1 target	At or above expected learning growth from 2023 to 2024 targets to be: Reading 81% Writing 75% Number 77%
12-month target 2.2 target	Not able to measure until 2025 due to changes to NAPLAN
12-month target 2.3 target	Not able to measure until 2025 due to changes to NAPLAN
12-month target 2.4 target	Grade 5 Increase percentage of students in top band in Numeracy (exceeding) to 27% Increase percentage of students in top band in Grammar and Punctuation (exceeding) to 27% Grade 3 Increase percentage of students in top band in Numeracy (exceeding) to 32%
12-month target 2.5 target	Guaranteed and viable curriculum - 80% Teacher collaboration - 72% Understand how to analyse data - 80% Knowledge of high impact teaching strategies - 83% Believe peer feedback improves practice - 60% Professional learning through peer observation - 50% Time to share pedagogical content knowledge - 70%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice in literacy and numeracy through the strengthening of Professional Learning Communities.

Actions	<p>1. Enhance teacher collaboration by developing a school wide understanding of the work of effective PLCs.</p> <p>2. Strengthen the capacity of PLC Leaders to facilitate teams to effectively utilise the FISO improvement cycle.</p> <p>3. Build staff capability in using data to plan and implement a responsive, differentiated curriculum.</p>			
Outcomes	<p>Students will consistently engage with developmentally appropriate learning in both Literacy and Numeracy.</p> <p>Students will articulate the skills and strategies they are learning in Literacy and Numeracy.</p> <p>Teachers will use data to inform collaborative planning in both Literacy and Numeracy.</p> <p>Teachers will use formative assessment effectively to ensure all students have access to response learning program.</p> <p>Teachers will use the FISO improvement cycle to continually develop the Literacy and Numeracy program.</p> <p>Leaders will facilitate effective PLC practices.</p> <p>Leaders will ensure that teachers receive professional learning in relation to data analysis.</p> <p>Leaders will demonstrate coherent practices across all PLCs.</p>			
Success Indicators	<p>Increase the number of students achieving a minimum of 12 months growth in Mathematics and Reading as measured by PAT.</p> <p>Staff Survey data will demonstrate increased or consistent endorsement in the areas of:</p> <ul style="list-style-type: none"> - instructional leadership 75% - understand formative assessment 75% - moderate assessment tasks together 95% 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Refresher session with NEVR staff in relation to running PLC (completed in term 4, 2023)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>
<p>Whole staff learning in relation to effective PLCs - with particular focus on using the FISO Improvement Cycle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Professional Learning with the NEVR Education Improvement Leader, in relation to effectively using data for planning and implementing a responsive curriculum Program.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional Learning in relation to facilitating data conversations - NEVR Education Improvement Leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen consistent whole school practice in the implementation of a high quality instructional model.			
Actions	<ol style="list-style-type: none"> 1. Build teacher capacity to effectively use a range of data, particularly formative assessment, to plan and implement a responsive Mathematics program. 2. To develop teacher confidence in implementing the HWPS Maths Instructional Model through classroom observations and modelling. 3. To ensure the consistent use of high impact teaching strategies in all classrooms. 			
Outcomes	<p>Students will articulate the strategies they are using to solve challenging Maths problems. Students will articulate how their learning relates to the learning intentions and personal learning goals. Teachers will use data to inform the teaching approaches to be implemented in their learning environments. Teachers will confidently implement the HWPS instructional model in their learning environments. Teachers will active participate in classroom observations to build their understanding of HITs. Leaders will articulate and model effective use of data to drive school improvement. Leaders will ensure teachers have opportunities to observe effective classroom practice. Leaders will provide professional learning to support the implementation of the HWPS Instructional Model.</p>			
Success Indicators	<p>Following Staff Survey targets are met: Understand how to analyse data - 80% Knowledge of high impact teaching strategies - 83%</p>			

	Believe peer feedback improves practice - 60% Professional learning through peer observation - 50% PAT data indicates: - decrease in the number of students not meeting the expected level in Maths - increase in students making a year or more growth in Maths			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers will observe Maths Consultant Michael Minas modelling the implementation of the HWPS Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC's will work with Maths Consultant Michael Minas to plan units of work using the HWPS Maths Instructional Model.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All classroom teachers will work with Maths Consultant Michael Minas for a curriculum day - focused on using HITs to plan and implement a responsive Maths Program.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers will observe their colleagues implementing the HWPS Instructional Model for Mathematics.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide	Build teacher capability to differentiate learning to challenge students at their point of need.			

feedback on student learning growth, attainment and wellbeing capabilities				
Actions	<ol style="list-style-type: none"> 1. To ensure all students receive point of need instruction in Grammar and Punctuation (G&P) 2. To effectively use the FISO improvement cycle to develop a responsive G&P program. 3. To include small group instruction in G&P within the Writer's Workshop approach. 			
Outcomes	<p>Students will participate in small group explicit instruction, at their point of need, in G&P</p> <p>Students will transfer their learning in G&P, into their writing.</p> <p>Teachers will use formative assessment data effectively to plan the learning program</p> <p>Teachers will use the FISO improvement cycle to implement a targeted learning program in G&P</p> <p>Teachers will use HITs to provide a differentiated G&P Program</p> <p>Leaders will facilitate staff learning in relation to using the FISO improvement model</p> <p>Leaders will provide appropriate resources for teachers build their own knowledge about teaching G&P.</p>			
Success Indicators	<p>Following Staff Survey data is met:</p> <p>Guaranteed and viable curriculum - 80%</p> <p>Teacher collaboration - 72%</p> <p>Time to share pedagogical content knowledge - 70%</p> <p>NAPLAN data:</p> <p>Item analysis shows improvement in</p> <ul style="list-style-type: none"> -paragraphing -sentence structure 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School Improvement Team work collaboratively to plan the leadership of the Grammar and Punctuation Fiso Cycles.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional learning in relation to the teaching of Grammar and Punctuation.	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 3	
Goal 4	Enhance the wellbeing of all students.			
12-month target 4.1 target	Parent participation and involvement - 78% School improvement - 70% Teacher communication - 70%			
12-month target 4.2 target	Respect for diversity - 80% Emotional awareness and regulation - 76%			
12-month target 4.3 target	Parent and community involvement - 86% Trust in students and parents - 86% Staff trust in colleagues - 85%			
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the social emotional learning curriculum with the School Wide Positive Behaviour Support framework.			
Actions	1. To continue to embed the School Wide Positive Behaviour Support Program School Wide 2. To fully implement the Bullying Prevention practices throughout the school and broader school community.			
Outcomes	Students are able to articulate expected behaviours as outlined in the Behaviour Matrix. Students are able to identify the behaviours which constitute 'bullying' and how to seek support. Teachers consistently manage student behaviour in line with the whole school expectations. Teachers manage 'bullying' behaviour in a consistent, fair and transparent manner. Leaders provide professional learning in relation to Bullying Prevention and Management. Leaders promote understanding in the community in relation to high expectations for student behaviour.			
Success Indicators	Parent survey data: - Management of bullying - 85% positively endorsed - promoting positive behaviour - 93% positively endorsed			

	ATSOS Survey - not experiencing bullying in the past year reduced to 20% - managing bullying to increase to 80% (grade 5 boys to increase to 70%)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Induction for new staff to HWPS in relation to the School Wide Positive Behaviours Program.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
All staff complete the SWPBS Bullying Prevention module.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
School Improvement Team to regularly monitor SWPBS data and program implementation.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the partnership between parents, carers, students and staff and create a shared vision for high expectations for student learning.			
Actions	1. To build teacher capacity to provide an accessible program for neuro-diverse students 2. To build teacher knowledge about how accommodations for trauma affected students can be built into the classroom program. 3. To revisit Wellbeing scope and sequence throughout the school.			
Outcomes	Students will access appropriate supports to ensure successful integration Students will demonstrate wellbeing strategies/behaviours when challenged			

	<p>Teachers will implement appropriate accommodations to support all learners Teachers develop responsive IEPs based on the appropriate criteria Teachers will work effectively with families to provide the best possible outcomes for students Leaders will provide access to appropriate and timely professional learning Leaders will work effectively with families to provide the best possible supports for students. Leaders will facilitate the PSD Program.</p>			
Success Indicators	<p>-80% of students with SSG or IEP plans will be regularly achieving the learning goals -Reduction Compass chronicles reports in response to accommodations Parent Survey data: - respect for diversity - 90% positive endorsement - transitions - 85% positive endorsement Attitudes to School Survey data: - respect for diversity to increase to 85% -advocate at school to increase to 90%</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Identified students will have individual or small group instruction in order to build foundational skills in Literacy or Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identified students will be provided with support from an education support worker in order to access the learning program.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Teacher team to undertake professional learning in relation to supporting neuro-diverse students, specifically ADH and AS. (Curriculum Day to be confirmed in term 2 or term 3).	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$25,000.00

			to: Term 3	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teacher staff to undertake professional learning in supporting students with trauma backgrounds and reactive attachment disorder.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

