

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Hamilton North Primary School (2035)



Submitted for review by Donald Beaton (School Principal) on 26 November, 2020 at 10:04 AM

Endorsed by Michelle Miller (Senior Education Improvement Leader) on 26 November, 2020 at 11:14 AM

Endorsed by Karen Spong (School Council President) on 09 December, 2020 at 09:50 AM

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Naplan:</p> <p>By 2021 a minimum of 35% of students will be in the top two Naplan bands in Reading, Writing and Numeracy in Year Three and Year 5.</p> <p>By 2021 all students who were in the top two bands in Grade 3 remain in the top two bands in Grade 5 using a matched cohort.</p> <p>By 2021 at least 75% of students will have achieved Medium or High growth in all areas of Literacy and Numeracy.</p> <p>Teacher Judgements:</p> <p>By 2021 100% of students deemed capable to achieve at least one year's growth in learning in Reading, Writing, and Number and Algebra</p> <p>By 2021 ATSS ...</p> <p>All Social Engagement factors move into the fourth quartile.</p>
12 Month Target 1.2	<p>All students in Grades 2-6 deemed capable, to make expected growth over 12 months against the Fountas and Pinnell levels (A-Z)</p> <p>All students in Foundation deemed capable to achieve mastery of the Sounds Write initial code.</p> <p>All students deemed capable to achieve mastery of Sounds Write extended code by the end of Grade 2.</p>

KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<p>Implement strategies to support identified students in catching up on their learning against the essential learnings of the curriculum</p> <p>Build teacher capacity by strengthening and developing PLCs/PLTs structures to support teacher collaboration including analysis of data and reflection of practice.</p> <p>Review and refine both curriculum content and its delivery and using the school's pedagogical models.</p>
Outcomes	<p>Students Through the PLC Inquiries targeted students will receive interventions and strategies that will result in significant short term growth in their learning. Students will use worked examples to assist them in their learning and completion of tasks. Students will respond to feedback and be able to articulate the next steps/goals in their learning. More able students feel challenged and engaged. 40 students identified for extra support through the learning tutor program</p> <p>Teachers Teachers will confidently and accurately identify student learning needs of their students Teachers will work collaboratively to prioritise student groups and areas of need for each of the four inquiry cycles. Teachers will work collaboratively to implement interventions and strategies to be used through the Inquiry Cycles. Teachers will measure and monitor the impact of the cycles and reflect together on the outcomes. Teachers will provide worked examples/scaffolds in the majority of Literacy and Numeracy lessons Teachers will provide high quality feedback in the majority of Literacy and Numeracy lessons Teachers able to provide a challenging and engaging program for high achieving students through differentiation and intervention.</p> <p>Leaders Leaders will support staff in establishing a targeted support program for Leaders will continue to guide their teams through the PLC process. Leaders will collect and analyse data with their teams. Leaders will monitor the use of worked examples Leaders will model the effective use of feedback and monitor the quality of feedback being given by team members. Leaders will ensure instruction in Literacy and Numeracy is consistent with the school's instructional models Organise for Sounds Write to be delivered across F-2 at the point of need. Leaders to provide developmental opportunities for staff to enable high achieving students to flourish.</p>

	Leaders will monitor and refine curriculum content and delivery in their level teams.			
Success Indicators	<p>Targeted students in the Learning Tutors support program make significant progress in Literacy and Numeracy. Collection of data from each of the twelve inquiry cycles. (Template for whole school created). Teacher PDP monitoring showing evidence of cycle completion Evidence from instructional rounds and Learning Specialist observations showing worked examples being provided for students and high quality feedback being given. Sharing of Inquiries by teams with Whole Staff PLTs Flexible delivery of Sounds Write across multiple ages at point of need Learning Specialist collection of evidence regarding Sounds Write delivery from classroom observations Processes for improvement in student learning outcomes completed documented.. Student Excellence Program and other strategies including differentiation that help high achieving students to be successful implemented by term 4.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Deliver Learning Tutor support program in Numeracy and Literacy for targeted students and monitor their progress.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Revisit PLC training for staff and Implement four Inquiry Cycles at each of the three PLT areas following the PLC model and FISO improvement cycle.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used
Review instructional models and monitor their implementation across the school.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Provide professional learning in the HITs strategies (Differentiation;Feedback; Worked Examples) and monitor implementation in classrooms through walkthroughs, instructional rounds, peer observations and PLT collaboration.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$12,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to support staff in implementing effective Guided Writing and Guided Reading sessions through all classrooms	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Review and refine curriculum design and other school programs to further promote student engagement and healthy lifestyle choices for students including regular exercise.</p> <p>Provide wellbeing support for students who are deemed at risk including those with trauma related behaviours.</p>			
Outcomes	<p>Students</p> <p>Student are engaged in their learning</p> <p>Students taking further responsibility for their own learning</p> <p>Students in F-1 will receive daily Discovery time that involves problem solving, decision making, social interaction skills and oral language development</p> <p>Students will feel their successes and efforts are being recognised and acknowledged.</p> <p>Students will feel inspired to make healthy life choices.</p> <p>Students enjoy regular opportunities to exercise during the school day</p> <p>Teachers</p> <p>Teachers will provide the environment that promotes a strong learning culture in the classroom</p> <p>Relevant teachers will deliver a Discovery program that is sequenced, purposeful and where applicable linked to the Vic. Curriculum.</p> <p>Teachers will explicitly recognise and acknowledge student successes and efforts through their classroom environment.</p> <p>Teachers will have a clear vision of what Learning to Inquire and Inquiring to Learn look like at HNPS</p> <p>Teachers provide students with regular opportunities to exercise.</p> <p>Leaders</p> <p>Leaders will monitor the development of scope and sequence for Discovery learning</p> <p>Leaders will provide collaborative professional learning that clarifies the inquiry approach to be developed at HNPS</p>			

Success Indicators	ATSS Data (learning Characteristics) Discovery scope and sequence in place by end of term 3 Regular examples of recognition and acknowledgement of successes and effort. Improved attendance (compared to 2019 data) Students having regular exercise during the school day. Increase in number of students joining Runners Club before school.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide targeted support for at risk or vulnerable students.	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,375.00 <input checked="" type="checkbox"/> Equity funding will be used
Document the Discovery Curriculum at HNPS outlining what it is, how it is implemented and rationale behind this philosophy.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Set up and resource new outdoor Discovery learning space (Stage 1) for all year round use.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning including visits to St Peter's Primary School establishing a clear vision of Learning to Inquire and Inquiring to Learn for HNPS.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,400.00 <input type="checkbox"/> Equity funding will be used
Create a detailed scope and sequence document that outlines the learning process using the Discovery program making links to the	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,600.00

Victorian Curriculum, the Early Learning Framework and Respectful Relationships.			to: Term 2	<input type="checkbox"/> Equity funding will be used
Explore and implement strategies to support individual students learning using digital technologies.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Explore and implement strategies to increase student activity and exercise including re-launching of Runners Club program.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore, implement and document strategies, including using digital technologies, to celebrate student achievements and efforts.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and refine planning documentation including HNPS Curriculum Mapping Document.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Commitment of all staff to provide opportunities for students to have regular exercise.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	<p>Strengthen and embed the school-wide approach to sense of community and to communication with parents/carers/kin, including incorporating Seesaw as an information and communication tool.</p> <p>Strengthen links with other stakeholders and agencies to build meaningful working partnerships.</p> <p>Review and strengthen student voice and agency across the school.</p>			
Outcomes	<p>Leaders Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Leaders will have facilitated partnerships between school and local Kinders Leaders will have facilitated partnerships between school and local State secondary school.</p> <p>Teachers Teachers will have strong relationships with students and parents/carers/kin Relevant teachers will have closer links with local Kinders and will be able to form stronger professional based relationships Relevant teachers will have a better knowledge of Kinder practice and better knowledge of new enrolments when they enter the school Relevant teachers will have a stronger working relationship with the local State secondary school.</p> <p>Students Students and parents/carers/kin will feel as though they belong and are an important part of the community. Students will have a more seamless transition into school from Kinder Students will have a more seamless transition from HNPS to Baimbridge.</p>			
Success Indicators	<p>Observations and learning walks demonstrate use of digital learning Documentation of school digital policies Whole school surveys (SSS, AToSS) Parent surveys completed as part of PRSE</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Prioritise collaboration time in PLCs/PLTs and share effective digital learning and relationship building strategies</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Explore and implement strategies in which Seesaw can be used to strengthen the links between home and school.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and update HNPS Homework Policy	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Re-launch and promote established community events to re-affirm close links between school and community (True North Adventure Challenge, Art Show, Book Week, JSC events)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen student voice and agency by facilitating opportunities for students to give feedback to teachers on lessons using school agreed template.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
As part of Glenelg Network initiative, work with other schools to strengthen links with Baimbridge College to ensure a seamless transition for Year 6 students.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen links with local Kinders and Stepping Stones to improve transition process and ensure support for vulnerable students entering school.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

As a Community of Practice, join with other local schools in moderating work samples.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
---	---	--	----------------------------------	--