

2022 Annual Implementation Plan

for improving student outcomes

Heatherhill Primary School (4802)



Submitted for review by Amanda McLean (School Principal) on 11 February, 2022 at 03:13 PM
Endorsed by Tina Clydesdale (Senior Education Improvement Leader) on 15 March, 2022 at 02:03 PM
Endorsed by Bart Firus (School Council President) on 30 March, 2022 at 02:37 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
Leadership	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
Support	Responsive, tiered, and contextualised approaches and strong relationships to support student learning, wellbeing, and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p>Enter your reflective comments</p>	<p>The Tutor Program continued to be resourced and implemented in semester two. The Tutor worked with targeted students through remote and flexible learning, evidenced in the weekly timetable and planning documents distributed to classroom teachers. The Tutor continued to record observations using a template during sessions and shared these notes with classroom teachers. The Tutor Initiative Leader and Tutor met regularly to discuss student data, classroom strategies and practices.</p> <p>In semester two, the school introduced a template for Student Learning Contracts to challenge and extend students working 12 months or more above the expected level. Student Learning Contracts are shared with students and are updated every three to four weeks. Student Learning Contracts have had a positive impact on moving students to become self-autonomous learners.</p> <p>The whole school instructional model has continued to be implemented and evidenced in teacher work programs as too are differentiation and targeted teaching at the point of need in all curriculum areas. Students who consistently participated in remote and onsite learning have continued to show at least one year's growth in English and Mathematics.</p>
<p>Considerations for 2022</p>	<p>To continue:</p> <ul style="list-style-type: none"> - writing moderation against the Victorian and EAL continua across the school during professional learning - writing, monitoring, and evaluating IEP's and Student Learning Contracts for students working below and above the level - professional learning in English and Maths to build teacher capabilities and collaboration across the school - to employ the speech pathologist to develop the language support delivered by educational support staff for students as required -to employ the speech pathologist to provide clinical sessions for students as required - implementing the Tutoring Program in 2022.
<p>Documents that support this plan</p>	<p>Heatherhill Primary School (4802) - 2021 - AIP - Actions Outcomes and Monitoring.docx (0.09 MB)</p>

SSP Goals Targets and KIS

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student learning growth in literacy.
Target 2.1	By 2022, 55 percent or more of Year 3 students will be in the top two bands of NAPLAN Reading.
Target 2.2	By 2022, 40 percent or more of Year 5 students will be in the top two bands of NAPLAN Reading
Target 2.3	By 2022, 25 percent or more of Year 5 students will achieve high relative growth in NAPLAN Reading
Target 2.4	By 2022, 25 percent or more Year 5 students will achieve high relative growth in NAPLAN Writing

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning (CPA)
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed a collaborative team planning approach to implement the agreed sequential curriculum plan (CPA)
Key Improvement Strategy 2.c Building practice excellence	Embed an agreed and consistent whole school approach to teaching and learning (BPE)
Key Improvement Strategy 2.d Building practice excellence	Review and enhance the Instructional Model to enable point of need teaching and learning. (CPA)
Key Improvement Strategy 2.e Building practice excellence	Build teacher capacity through professional learning, mentoring and coaching to effectively and consistently use the Heatherhill Instructional Model through professional learning, mentoring and coaching (BPE)
Goal 3	To maximise Student Agency.
Target 3.1	By 2022 all measures within the Attitudes to School Survey (AToS) Student Agency and Voice factors will be 85 or more percent positively endorsed
Target 3.2	By 2022 all percentile measures within the Staff Opinion Survey (SOS) Academic Emphasis factor will be at or above 85 percent positively endorsed
Target 3.3	By 2022, all percentile measures within the Parent Opinion Survey (POS) Student Agency and Voice and Confidence and Resilience will be at or above 85 percent positively endorsed

Key Improvement Strategy 3.a Empowering students and building school pride	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students. (ESBSP)
Key Improvement Strategy 3.b Empowering students and building school pride	Embed student agency to promote student leadership, differentiated learning and programs tailored individual student needs. (ESBSP)
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop and implement a School Improvement Plan using the schools purpose statement and values as a foundation for all core learning priorities. (CPA)
Key Improvement Strategy 3.d Curriculum planning and assessment	To work as a Professional Learning Community to implement processes that support quality planning and decision making aligned to the SSP. (CPA)
Key Improvement Strategy 3.e Curriculum planning and assessment	Embed the Heatherhill Primary School structures and process that enable rigorous teaching and learning for all students at their point of need. (CPA) Including but not exclusive to: <ul style="list-style-type: none"> a. Student/Teacher conferences that facilitate student led goal setting and reflections b. Timely evidence-based feedback to maximise student growth c. The Heatherhill Primary School agreed Instructional Model
Key Improvement Strategy 3.f Curriculum planning and assessment	To embed whole school curriculum planning and practice that demonstrates the interconnectedness between the SSP, the AIP, PDPs, FISO initiatives and school improvement. (CPA)
Key Improvement Strategy 3.g Intellectual engagement and self-awareness	Embed the Heatherhill Primary School Wide Positive Behaviour Support (SWPBS) program. (IESA)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>Support for the 2022 Priorities</p>

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	Support for the 2022 Priorities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Support for the 2022 Priorities
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build teacher capabilities to use student assessment data to differentiate their learning in literacy and numeracy.
Outcomes	Teachers will use diagnostic assessment data to identify the learning needs of students Teachers and the tutor will plan for differentiation in English and Mathematics based on student learning data Teachers will implement differentiated learning in English and Mathematics teaching to meet individual student needs The Tutor will provide targeted academic support to students in classrooms Teachers will write Individual Education Plans (for PSD students and students six months below or above the expected level) and Student Learning Contracts (for students 12 months or more ahead of the expected level) Leaders will support teaching staff to build assessment and differentiation practices through clear processes, professional learning and learning walks As part of the research, teachers will participate in professional learning to build students' capabilities to persevere with the mathematical problem-solving process As part of the research, students will participate in activities to build their capabilities to persevere with the mathematical problem-solving process.
Success Indicators	Teacher Work Programs, Individual Education Plans and Student Learning Contracts will demonstrate how learning has been differentiated to cater for the range of students The Tutor will continue to provide notes for teachers based on classroom support. The documentation will be stored in Google Drive and shared with teachers. Teachers will implement the school's Assessment Schedule in Mathematics and create Guttman Charts to monitor student learning growth

	<p>Teachers will implement the school's Assessment Schedule in English to monitor student learning growth and to inform Individual Education Plans and Student Learning Contracts</p> <p>Teachers will use the school-wide assessment tracker in English and Mathematics to monitor student learning progress</p> <p>Teachers will write, implement and evaluate Individual Education Plans in Sentral and set new goals each term</p> <p>Teachers will write, implement and evaluate Student Learning Contracts in Sentral and set new goals at least twice a term</p> <p>Teachers will create Student Achievement Data shows to demonstrate student growth each semester</p> <p>Teachers and students will contribute to research that builds students' capabilities in persevering with the mathematical problem-solving process.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership and the Learning Specialist will continue to support year level planning teams to use student data to differentiate learning in English and Mathematics.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The Learning Specialist will oversee the Tutoring Learning Program and ensure the whole school instructional model is implemented in classrooms and reflected in Teacher Work Programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Staffing Due to transience and COVID 19 (immigration restrictions), with declining enrolment, maintain eight classes continue specialist classes: Italian, Visual Arts and Performing Arts.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The assistant principal will monitor the school-wide assessment tracker and Sentral to ensure data is entered and Individual Education Plans and Student Learning Contracts are written, implemented, and evaluated accordingly.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,253.36 <input checked="" type="checkbox"/> Equity funding will be used
Teacher Professional Learning investigating how a professional learning module builds teacher capability in teaching students to persevere with the mathematical problem-solving process.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Embed social and emotional learning through the Learn-to-Learn Program implemented at the beginning of each year Embed School-wide Positive Behaviours and explicitly teach Respectful Relationships throughout the year Introduce Protective Behaviours in the junior school to meet safety concerns identified during remote and online learning Revisit Protective Behaviours in the middle and senior schools to meet safety concerns identified during remote and online learning.
Outcomes	Students will be able to recognise a network of people who can help them and where they can seek support at school Students will be able to explain situations that are safe and unsafe Students will be able to explain how to move from unsafe to safe situations Students will report improved awareness of situations that can place them at risk and when to ask for help Teachers will continue to teach social and emotional learning through weekly Respectful Relationships sessions Teachers will be able to recognise, respond and refer them for additional assistance as required Leaders will support the continuous development, documentation and revision of the Child Safe Policy Staff and the student wellbeing team will directly support students' safety and mental health and/or provide referrals.
Success Indicators	Student support resources will be displayed in all learning areas showing students how to seek help for themselves and or peers With teacher support, students identify a network of people who can help them Teacher Work Programs will document the teaching of the Learn to Learn unit of inquiry, Respectful Relationships and School-wide Positive Behaviours Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support .

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Facilitate staff professional learning that links the relevant aspects of the Mandatory Reporting Modules such as online Student Safety to support students and their families.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Implement Respectful Relationships and embed the personal and social capability of the Victorian Curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to provide release for the student wellbeing team to work with students after lunch each day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$358,253.36	\$358,253.36	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$358,253.36	\$358,253.36	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Staffing Due to transience and COVID 19 (immigration restrictions), with declining enrolment, maintain eight classes continue specialist classes: Italian, Visual Arts and Performing Arts.	\$300,000.00
The assistant principal will monitor the school-wide assessment tracker and Sentral to ensure data is entered and Individual Education Plans and Student Learning Contracts are written, implemented and evaluated accordingly.	\$35,253.36
Implement Respectful Relationships and embed the personal and social capability of the Victorian Curriculum	\$3,000.00
Continue to provide release for the student wellbeing team to work with students after lunch each day	\$20,000.00
Totals	\$358,253.36

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing Due to transience and COVID 19 (immigration restrictions), with declining enrolment, maintain eight classes continue specialist classes: Italian, Visual Arts and Performing Arts.	from: Term 1 to: Term 4	\$300,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
The assistant principal will monitor the school-wide assessment tracker and Sentral to ensure data is entered and Individual Education Plans and Student Learning Contracts are written, implemented and evaluated accordingly.	from: Term 1 to: Term 4	\$35,253.36	<input checked="" type="checkbox"/> School-based staffing
Implement Respectful Relationships and embed the personal and social capability of the Victorian Curriculum	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Continue to provide release for the student wellbeing team to work with students after lunch each day	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$358,253.36	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leadership and the Learning Specialist will continue to support year level planning teams to use student data to differentiate learning in English and Mathematics.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
The Learning Specialist will oversee the Tutoring Learning Program and ensure the whole school instructional model is implemented in classrooms and reflected in Teacher Work Programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Staffing Due to transience and COVID 19 (immigration restrictions), with declining enrolment, maintain eight classes continue specialist classes: Italian, Visual Arts and Performing Arts.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The assistant principal will monitor the school-wide assessment tracker and Sentral to ensure data is entered and Individual	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Education Plans and Student Learning Contracts are written, implemented and evaluated accordingly.	<input checked="" type="checkbox"/> School Leadership Team					
Teacher Professional Learning investigating how a professional learning module builds teacher capability in teaching students to persevere with the mathematical problem-solving process.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Anny Lawrence	<input checked="" type="checkbox"/> On-site
Facilitate staff professional learning that links the relevant aspects of the Mandatory Reporting Modules such as online Student Safety to support students and their families.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Implement Respectful Relationships and embed the personal and social capability of the Victorian Curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to provide release for the student wellbeing team to work with students after lunch each day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Restorative Practices and Respectful Relationships	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	
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