

# Annual Implementation Plan - 2024

## Define actions, outcomes, success indicators and activities

Hampton East School (6368)



Submitted for review by Juliet Cooper (School Principal) on 28 February, 2024 at 04:42 PM

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Endorsed by Andrew Mitchell (School Council President) on 07 March, 2024 at 12:00 PM

# 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>Learning - 75% of staff will demonstrate positive responses to 'collective responsibility' questions on the 2024 school staff survey. (Was 60% in 2023).</p> <p>Learning &amp; Wellbeing - 65% of staff will demonstrate positive responses to 'instructional leadership' questions on the school staff survey (Was 46% in 2023)</p> <p>Wellbeing - 65% of staff will demonstrate positive responses to 'staff psychological safety' questions on the school staff survey (Was 27% in 2023)</p> <p>Learning - 80% of ungraded students will demonstrate positive responses to 'stimulating learning' responses to questions in the student attitude to survey data for 2024 (was 73% in 2023).</p> <p>Wellbeing - 80% of ungraded students will demonstrate positive responses to 'sense of connectedness' in the student attitudes to school survey for 2024 (Was 72% in 2023)</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>

<b>Actions</b>	Develop our whole-school identity by establishing our collective vision, values and practices, that lead to a positive and collaborative learning culture.
<b>Outcomes</b>	<p>Students will be positively engaged in their learning.  Students will feel a strong sense of pride and connection to their teachers and the school.  Students will demonstrate the school values.  Students will feel physically and emotionally safe and secure in the learning environment.</p> <p>Teachers will collaborate each other by seeking advice from colleagues and participating in professional discussions to improve learning and teaching.  Teachers will demonstrate the school values.  Teachers will feel a strong sense of pride and connection to their students, colleagues and the school.  Teachers will have confidence in the school vision and have clarity around their expectations.  Teachers will demonstrate consistent teaching &amp; learning practices.</p> <p>Leaders will provide a strong and clear direction regarding the schools vision and values.  Leaders will facilitate professional learning that focuses on consistent teaching &amp; learning practices  Leaders will model the school values and provide transparency of expectations.  Leaders will feel a strong sense of pride and connection to the school and all stakeholders.</p>
<b>Success Indicators</b>	<p>Through Learning Walks and Surveys we will determine how students feel about their school.  School Assemblies and SRC will provide evidence of students improved active involvement in school.  Attendance records will remain high.  Essential Assessment grades in Literacy and Numeracy will improve for all classes.</p> <p>Teaching plans will provide evidence of collaborative planning.  Collaborative Planning minutes/observations will provide evidence of consistent understanding and approaches.  Learning Walks and Peer Observations will provide evidence of consistent practices and collective responsibility.  Examples of team teaching and integrated learning.</p> <p>Leaders results of 360 degrees survey will provide evidence of strong instructional leadership.  Regular leadership and SIT meeting minutes will demonstrate that a focus is on our own growth and reflection of the target and monitoring our impact.</p>

Regular check in with staff to determine their understanding and commitment to the vision will demonstrate our positive impact in this goal.  
Exit tickets or surveys after PD will provide evidence that the workshops were relevant and meaningful.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Held 2x Curriculum Days to: Clarify leadership role descriptions to provide greater transparency Strengthen relationship and build strong teams Consistent reading practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Held weekly PD sessions on implementation of whole school reading practices	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Learning Walks to observe the implementation of Read Write Inc. Fresh Start Programs	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00
Desktop review of curriculum documentation (Unit Plans, Lesson Plans)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00
School Review - External Consultant	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Introduce staff to SWPBS Framework to ensure consistent practices in responding to student behaviours.			
<b>Outcomes</b>	<p>Students will follow the statement of expectations for behaviours.  Students will understand and use the Zones of Regulation.  Students will provide feedback on the effectiveness of the SWPBS Framework  Student will understand the impact of their behaviours and feel empowered to regulate their responses.</p> <p>Teacher will consistently use the SWPBS Framework strategies in and out of the classroom.  Teachers will provide feedback on the effectiveness of the implementation of the SWPBS framework.  Teachers will collaboratively develop a set of school lesson plans to support the consistent and explicit delivery of the SWPBS School Values.</p> <p>Leaders will provide a strong and clear direction regarding the SWPBS framework.  Leaders will facilitate professional learning that focuses on consistent implementation of the SWPBS framework.  Leaders will model the school SWPBS values.</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Through Learning Walks determine consistent use of SWPBS strategies across the school.</li> <li>• School Assemblies and SRC will provide evidence of students improved active involvement in school.</li> <li>• An increase in the number of positive chronicle entries on COMPASS and reduced Edusafe reports</li> <li>• Staff Survey to determine understanding of the SWPBS framework.</li> <li>• Teaching plans will provide evidence of the explicit teaching of SWPBS strategies</li> <li>• Professional development presentations to improve understanding and implementation of the SWPBS framework.</li> <li>• Learning Walks and Peer Observations will provide evidence of consistent practices and collective responsibility.</li> </ul>			

- Leaders results of 360 degrees survey will provide evidence of strong instructional leadership in SWPBS.
- Regular leadership and SIT meeting minutes will demonstrate that a focus is on our own growth and reflection of the target and monitoring our impact of the SWPBS framework
- Regular check in with staff to determine their understanding and commitment to the vision of the SWPBS framework will demonstrate our positive impact in this goal.
- Exit tickets or surveys after PD will provide evidence that the SWPBS framework workshops were relevant and meaningful.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional development fortnightly PLC workshops	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Weekly Learning Specialist meetings to reflect on the implementation of the SWPBS practices.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
External Special School Presentation to staff - SWPBS journey (Monash SDS- Gold Accredited School)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input checked="" type="checkbox"/> Other funding will be used

External SWPBS consultant to review schools current implementation of SWPBS framework through Learning Walks	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Visits to other Schools who have successfully implemented SWPBS framework	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used