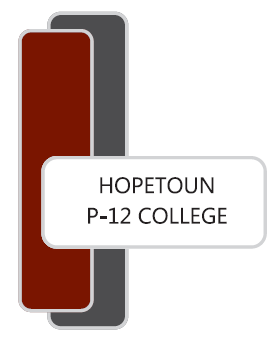
**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

Hopetoun P-12 College (8904)



Submitted for review by Helena Croser (School Principal) on 18 December, 2023 at 04:19 PM  
Endorsed by Therese Allen (Senior Education Improvement Leader) on 10 January, 2024 at 02:27 PM  
Awaiting endorsement by School Council President

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | **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. | | | | |
| 12-month target 1.1 target | Rational and focus from SSP 2020-2024 is:  [1] To improve literacy and numeracy outcomes for all students. [2] To improve the engagement of all students in their learning | | | | |
| KIS 1.a 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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | 1. Review and refine the curriculum plan to identify and implement authentic opportunities to improve student learning  2. In 2024 a Curriculum Committee will be formed with the Leading Teacher for Curriculum guiding the team that will outline the plan to develop the whole school guaranteed and viable curriculum.  3. Professional Learning to build capacity in staff, improving pedagogy and engaging students  4. Further embedding of 'Learning to learn' program with students | | | | |
| **Outcomes** | Leadership will:  - Use NAPLAN and student data to source, design and implement PD for staff  - Develop and implement Learning Walks  - Create and implement induction resource  - continue to develop staff capacity in assessment, moderation and reporting. - establish a curriculum committee  - provide professional development in recording and reporting against Victorian Curriculum including Victorian Curriculum 2.0 in Mathematics  - Refine the role of Leading Teacher Curriculum    Teachers will:  - Document curriculum completed by end of 2024 - Implement the learning from PD in day-to-day teaching  - Actively engage in Learning Walks - Use the agreed Hopetoun P-12 College instructional model    Students will:  - Demonstrate benchmark growth in Literacy and Numeracy  - Actively engage in their Learning  - be able to actively implement revision strategies and study habits  - improve their management of own learning | | | | |
| **Success Indicators** | 1. NAPLAN - Benchmark growth -The percentage of students in all year levels and in Reading, Writing and Numeracy be 85% or more meeting or above benchmark growth -VCE - Mean study score of 30 or more -VM - Completion of 95% or more 2. PIVOT: Mean scores of 5 and above for all questions 3. Compass Chronicle: fewer reports of negative student behaviour 4. Attendance - an average of 7 days absence 5. Attitudes to School Survey (AToSS): sense of connectedess, teacher concern, perseverance and student voice and agency all 80% and better 6. Staff Opinion Survey (POS): Academic empahsis, collective efficacy and trust in students and parents all 85% or better. 7. Parent Opinion Survey (POS): engage a higher number of participants for the survey and create high expectations of 90% or higher | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| [1] Engage in Professional Development  a) 2023/2024 Wimmera South West Area Literacy Learning Community  b) 2023/2024 Wimmera South West Area Numeracy Learning Community c) Literacy and Numeracy leaders to attend professional learning sessions and disseminate knowledge throughout the school d) Further PD with Andrea Hillbrick e) Responsive Teaching PD with Bronwyn Ryrie Jones | | 🗹 Assistant principal  🗹 Curriculum co-ordinator (s)  🗹 Leadership team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| [2] Domain Leaders leading teams in regular domain meetings a) Curriculum planning/documentation b) Moderation c) Peer Learning Walks d) Domain specific Professional development | | 🗹 Curriculum co-ordinator (s)  🗹 KLA leader  🗹 Leading teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| [3] Forming Curriculum team a) Oversee the development and documentation of the school curriculum from Prep to Year 10.  b) Develop and Implement consistent course calendars for P-12  c) Research and trial unit plans  d) Plan and deliver PDs including on Assessments and Rubrics  e) Implement planning time for staff to ensure templates are consistent and completed in a timebound matter  f) Peer Learning Walks | | 🗹 Curriculum co-ordinator (s)  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| [4] Professional Development to support the planning and delivery of curriculum including:  a) Regular staff meetings b) Domain meetings | | 🗹 Leadership team  🗹 Leading teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 1.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 | | | | |
| **Actions** | [1] Monitor and maintain positive wellbeing and mental health approaches in staff professional practice [2] Continue to activate student voice, agency and leadership to strengthen student participation and engagement in learning  High-Level actions that will be undertaken:  1. Embed whole school approach to SWPBS following on from training in 2023 2. Develop and embed whole school approach to RRRR 3. Build capacity in 2024 Student Leaders team 4. Student Leaders having voice in school decision making including School Council  5. SRC - Organising days for community connection | | | | |
| **Outcomes** | Leadership Will: - Provide Professional Learning on student wellbeing in classrooms  - Continue to develop and refine the whole school approach to student wellbeing and mental health - Refine the role of the Leading Teacher Wellbeing  - model SWPBS, RRRR and equitable treatment of students, staff and the broader school community. - Ensure an SRC Liaison teacher is appointed  - Seek student voice on applicable aspects of school decision making  - Ensure that Student leadership on School Council is reporting between entities to ensure connectiveness  - Work with SRC Liaison teachers and SRC Executive to include initiatives on the College Calendar    Teachers Will: -Share a common understanding of the whole school approach to student wellbeing -Implement Professional Learning on wellbeing in the classroom - Model SWPBS and RRRR practices and use these in the school community - Teachers explicitly teach and assess social emotional learning and education - Support student leaders with their skills development  - Support student lead initiatives  Students Will: - Actively participate in a cohesive program designed to increase awareness of student wellbeing and mental health - Know where to seek help and use their help-seeking skills when required - understand and practice behaviours role modelled by the Wellbeing Education practices - Support student lead initiatives - Elect student leaders to represent the student body  - Communicate student issues, concerns or ideas with the student body readily  - Give more consideration to Leadership opportunities presented to them | | | | |
| **Success Indicators** | Data Sources Students Attitudes to School Survey, Bully Audits, Year Level Coordinator meeting minutes, Compass behaviour reports, Reviews of programs and special events, data collected by wellbeing coordinator.  1. Curriculum demonstrates evidence of the Personal and Social Capability & Health Victorian Curriculum, SWPBS and RRRR 2. Explicit teaching embedded into curriculum and documented 3. Assessment & Reporting includes planning for Wellbeing programs 4. Communication about Wellbeing programs are found in the school, school newsletters and curriculum 5. Peer learning walks document evidence of Student Wellbeing in the classrooms 6. Fewer Compass Chronicles in regards to disrespectful behaviour 7. Records maintained of Wellbeing for each students  8. Leadership training for students 9. Monthly report created for School Council/SRC; written by students from SRC 10. Regular SRC Meetings  11. SRC community fundraising once a term completed | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| [5] Wellbeing and Student Support- Ensure current wellbeing and student support programs continue to be embedded across the College a) Zones of Regulation b) RRRR c) SWPBS d) School values of respect, responsibility and team work e) Therapy Dogs f) Wellbeing and Engagement Teams  g) Healthy Minds | | 🗹 All staff  🗹 Allied health  🗹 Leadership team  🗹 Leading teacher(s)  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| [6] Professional Development to support student health and wellbeing, including: a) Trauma Informed Teaching b) SWPBS Classroom Practices c) High Impact Wellbeing Strategies d) Zones of Regulation e) Disability and Inclusion Tiers | | 🗹 All staff  🗹 Leadership team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Other funding will be used |
| [7] Research, identify and implement wellbeing programs to support the social/emotional education and self management of students | | 🗹 Leadership team  🗹 Student wellbeing co-ordinator  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| [8] Student voice and student lead activities/ initiatives   a) SRC- at least one day a term connecting with the community to raise awareness  b) SRC- regular fundraisers and awareness activities based on student choice and feedback  c) Student participation on relevant school committees  d) Monthly report created for School Council/SRC; written by students from SRC e) Student representatives on all committees and panels including school council | | 🗹 Student leadership coordinator  🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00 |