

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Hazel Glen College (5552)



Submitted for review by Neil Baillie (School Principal) on 27 January, 2024 at 01:31 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 29 January, 2024 at 09:43 AM

Endorsed by Greg Davis (School Council President) on 12 March, 2024 at 01:54 PM

Define actions, outcomes, success indicators and activities

Goal 2	Improve all students' achievement and learning growth.
12-month target 2.1 target	<p>% of students in Strong and Exceeding Numeracy and Reading will increase to</p> <p>Reading Year 3 - 78% Year 5 - 76% Year 7 - 60% Year 9 - 61%</p> <p>Numeracy Year 3 - 70% Year 5 - 63% Year 7 - 58% Year 9 - 60%</p>
12-month target 2.2 target	VCE mean study score 27
12-month target 2.3 target	<p>Academic emphasis: 30%</p> <p>Guaranteed and Viable Curriculum: 40%</p> <p>Collective focus on student learning: 50%</p> <p>Teacher collaboration: 30%</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Develop all teachers' capability to consistently implement data-driven, high quality pedagogical approaches to teaching and learning.

incorporating extra-curricula programs				
Actions	Develop a professional learning program to support implementation of the revised Instructional Model. Implement a consistent approach to coaching programs across the College. Complete PLC training and pilot program for full implementation in 2025. Begin to develop a common approach to curriculum planning, assessment and inclusive practice.			
Outcomes	Students will be engaged for longer periods of time in lessons Students and teachers will have more time to work on content and skills at students' point of need. Teachers will consistently implement the agreed Instructional Model Teachers will effectively plan for students to work at their level and assess appropriately. Leaders will be trained in PLC and plan for successful PLC implementation Leaders will deliver an effective and connected professional learning program. Coaches will develop the capacity of staff through an agreed coaching model			
Success Indicators	Teacher planners and curriculum documentation Teacher records and observations from coaching program PL and coaching evaluation surveys Classroom observations and learning walks demonstrating learning from professional learning Late Indicators VCE and VM results Staff survey results Teacher Judgements Student focus groups			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Reviewing curriculum scope and sequence to align with the stages of learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
Review and plan for connected and relevant approaches to literacy and numeracy, including workshop models, that cater for the stages of learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop connected social and emotional learning program through iThrive/Values	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Agree upon a common approach to curriculum planning, assessment and reporting in both primary and secondary years	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning to build capacity of teachers to cater for diverse learners	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed differentiation and adjustments to curriculum planning documents and assessment to support all students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,433.32 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Document plans for coaching and PDP process	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Continue to build capacity of staff in best practice in literacy and numeracy.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage in training for identified PLC leaders Complete pilot PLC cycle and evaluate success. Plan implementation of PLC in 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed an agreed college instructional model.			
Actions	Build capacity of staff in understanding the revised Instructional Model. Implement a professional learning program on the revised Instructional Model.			
Outcomes	Students will be engaged for longer periods of time in lessons Students and teachers will have more time to work on content and skills at students' point of need. Teachers will consistently implement the agreed Instructional Model Leaders will deliver an effective and connected professional learning program. Leaders will document best practice for future induction program and coaching conversations Coaches will connect program to the Instructional Model			

Success Indicators	<p>Early Indicators Lesson observations and documentation Learning Walks with established 'Look fors' Evaluation surveys</p> <p>Late Indicators NAPLAN and PAT data Staff Opinion Survey ATToS data</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Produce and document each phase of the Instructional Model Develop resources to support staff induction in relation to the instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver and evaluate professional learning program on Instructional Model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct Learning Walks to evaluate implementation of Instructional Model	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Produce and document each phase of the Instructional Model Develop resources to support staff induction in relation to the instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Embed Instructional Model in curriculum planning	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students as engaged and active learners.			
Actions	Develop agreed vision and understanding of the Hazel Glen Learner and high expectations for all Develop student engagement through implementation of Instructional Model and Professional Learning Examine assessment and reporting practices that enable engagement in learning Review and prepare to relaunch Learning Dispositions for primary and secondary years			
Outcomes	Students will set goals and monitor their own learning Students will be actively engaged in each phase of the Instructional Model Teachers will plan and deliver lessons that promote active learning Leaders will develop professional learning of the Instructional Model to promote active learners Leaders will facilitate an agreed commitment for the Hazel Glen Learner			
Success Indicators	Early Indicators Hazel Glen Learner documentation Student and teacher focus groups Learning Walks and observations Late Indicators ATToS NAPLAN and PAT data			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Agree and document a commitment of the Hazel Glen Learner, which includes, dispositions, graduates and high expectations for learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan and develop student goal setting protocols across the College.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Build capacity for staff to provide opportunities for student active engagement in learning through the Instructional Model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review policies and guidelines concerning home learning, assessment and reporting	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop agreed Learning Dispositions for primary and secondary years, and ensure these are connected and cohesive	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve all students' engagement and wellbeing.			
12-month target 3.1 target	F-6: 43%			

	7-12: 50%
12-month target 3.2 target	<p>Managing bullying Years 4-6 70% Years 7-9 35% Years 10-12 38%</p> <p>Sense of Connectedness Years 4-6 71% Years 7-9 36% Years 10-12 45%</p> <p>Effective Classroom Behaviour Years 4-6 75% Years 7-9 50% Years 10-12 50%</p> <p>Student voice and agency Years 4-6 66% Year 7-9 32% Year 10-12 36%</p> <p>Respect for diversity Years 4-6 75% Years 7-9 36% Year 10-12 36%</p>
12-month target 3.3 target	<p>Leadership visibility 30% Parent and community involvement 43%</p>
KIS 3.a	Develop and implement a college approach to a positive and purposeful climate for learning.

<p>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>Actions</p>	<p>Implement Positive Learning Routines Implement Disability Inclusion</p>			
<p>Outcomes</p>	<p>Students will feel supported and engaged in classrooms Teachers will implement and model consistent classroom routines Leaders will support continued implementation of consistent learning routines Students in need of targeted support or intervention will be identified and supported. Teachers will document in planners adjustments and accommodations for students Leaders to develop understanding of Disability and Inclusion and develop a framework for implementation. Leaders to consider an integrated tiered framework across the college.</p>			
<p>Success Indicators</p>	<p>Early Indicators Positive Learning Routine resources displayed in every classroom Classroom and peer observations Implementation of targeted professional learning A reduction in Tier 1 and 2- inside chronicle data Documentation of adjustments and accommodations in teacher planning Late Indicators AtoSS factors Sense of Connectedness, Effective Tier 1 and 2 behaviour chronicles Attendance Data Funded students through DI</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

<p>Appointment of a Positive Climate for Learning Coach to lead peer observations and staff coaching.</p> <p>Schedule regular learning walks and peer observation to increase staff capacity in implementation of Positive Learning Routines</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Head of Year (Positive Climate for Learning) to develop professional learning plan to increase staff capacity in Positive Learning Routines and behaviour management</p>	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Audit and develop 7-12 curriculum and resources to reflect wellbeing and social-emotional learning</p>	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Student Leaders to run student focus groups to seek feedback on the schools' approach to creating a Positive Climate for Learning</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Using a tiered framework of intervention identify supports for Inclusion across the College and document this plan. Identify students at Tiers 2 and 3 that require additional support and ensure learner profiles and IEP's support these interventions.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <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
<p>Define roles and processes for the successful implementation of Disability and Inclusion. Commence DI profiles and meetings for students with a focus on target cohorts: New students (e.g. prep students, year 7 students, students new to the system). Students with Program for Students with Disabilities (PSD) funding due for review that year (i.e. 6/7 Review* and Short Term Funded).</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Students who are not currently funded by PSD but for whom substantial and extensive adjustments are being made.				
Identify students at Tier 2 and develop supports through improved pedagogical classroom based approaches and intervention programs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$529,266.34 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identify what needs to be included in planners to support Disability and Inclusion adjustments and accommodations for individual students Review and modify planning documents to include Disability and Inclusion adjustments and accommodations.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Disability and Inclusion team to develop a professional learning plan to support staff in understanding and implementation of Disability & Inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.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	Ensure college structures that offer all students a connected, effective learning journey.			
Actions	Develop curriculum for Grade 6 Examine 7-9 structure and curriculum Use data and student voice to develop curriculum, programs and interventions to support attendance, wellbeing and connection.			

Outcomes	<p>Teachers and leaders will collaborate to develop a Grade 6 curriculum map</p> <p>Teachers and leaders will collaborate to review 7-9 structures and programs</p> <p>Leaders will use data and student voice to review the Years 7,8 and 9 structures and programs to consider how students are catered for most effectively at their stage of learning.</p> <p>Leaders will use The Improvement Cycle to review the Year 9 Experiential Program and inform future direction</p> <p>Students will report higher levels of connectedness and engagement in their learning</p> <p>Students will be engaged through student voice</p>			
Success Indicators	<p>Early Indicators</p> <p>Teacher team to review grade 6 curriculum</p> <p>Evidence through surveys and feedback on 7-9 curriculum and structures</p> <p>Long Term Indicators</p> <p>AtoSS - School stage transitions, Sense of Connectedness</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review Year 9 Experiential Program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop a Year 7-9 curriculum and structure review team to consider stage of learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use ATOSS data to review with student voice and then develop and implement strategies through curriculum, incursions, and school-based programs to support wellbeing and engagement in both primary and secondary years.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Utilise a tiered framework of intervention to support all students wellbeing, engagement and attendance.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule student voice, teacher and parent feedback forums	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement a scope and sequence of careers and pathways education from Year 7 -12.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00