

HATTON VALE STATE SCHOOL 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

<p>School priority 1</p>	<p>Enhance educational excellence by aligning our Curriculum, Assessment and Reporting Plan (CARP) with the Australian Curriculum V9 English, prioritising the learning outcomes for highly capable students and our priority groups.</p>	<p>Phase</p>	<p>School priority 2</p>	<p>Implement a comprehensive school wide Multi-Tiered System of Supports (MTSS) to optimise better relationships, better behaviour and better learning. By integrating Universal Design for Learning (UDL), emphasising the explicit teaching of behaviour (PBL) and developing a strong sense of belonging, a responsive and supportive learning environment will be cultivated.</p>	<p>Phase</p>
<p>Link to school review improvement strategy:</p>	<p>Empower Excellence – Through instructional leadership, teacher clarity, systematic curriculum delivery and collegial engagement</p>	<p>Link to school review improvement strategy:</p>	<p>Enhance Engagement – through community partnerships, knowing our students, differentiating for all students and evidence informed practices.</p>		
<p>Strategies</p>	<p>Accountable implementation of the Australian Curriculum through school curriculum and assessment plans and moderation processes. Reading excellence through the consistent approach of teaching of reading embedded throughout the school Consistent school-wide approaches to the teaching of Writing Collaboratively define & implement the agreed pedagogical approaches, providing a range of professional learning opportunities to ensure teachers have a deep understanding of expected ways of teaching that are consistently implemented in all classrooms.</p>	<p>Strategies</p>	<p>Review collaborative opportunities and professional learning to build staff capability to differentiate to cater for all students, including high-achieving students Systematically enact school-wide processes for all staff to implement inclusive practices including co-teaching, co-planning, monitoring and delivering targeted differentiated instruction. Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including further opportunities for case management. Provide opportunities for parents to be strong partners in their child’s education, enhancing existing community partnerships.</p>		
<p>Actions including Responsible officer(s)</p>	<p>Resources</p>	<p>Actions including Responsible officer(s)</p>	<p>Resources</p>		
<ul style="list-style-type: none"> Enhance and refine our 3 levels of planning to foster greater clarity in curriculum delivery to ensure improved achievement across all learning areas, with a particular emphasis on English. Systematically implement a Structured Literacy framework utilising structured whole class and targeted instruction, prioritising key reading components of the Reading Rope, including oral language, phonological awareness, phonics, vocabulary, fluency, spelling and comprehension. Develop a comprehensive understanding and a consistent and rigorous implementation of PLD (Promoting literacy Development) among school leaders and staff through targeted professional learning and coaching. Design and execute tailored supports for all students performing at A/B levels in English, aiming to both challenge and support their academic growth and achievement. Refine and enhance our visible learning practices, including the strategies of BIUW, goal setting and feedback to make learning progress visible and measurable. Revise and enhance our school wide moderation practices ensuring fidelity in our three levels of planning with a focus on clarity in English. Align assessment to Curriculum Achievement Standards (AS) and implement specific processes, particularly M2 moderation to guarantee consistency and rigour across all levels. Systematically implement quality assured assessment practices aligned to the Australian Curriculum to evaluate students’ progress and understanding, safeguarding our high-quality learning environment. Review and optimise the school’s data plan to align with strategic priorities, enhancing our precision and purpose in both the collection and utilisation of data 	<p><i>Pedagogy Teacher for every year level</i></p> <p><i>U2B teacher</i></p> <p><i>2025 Data Plan</i></p> <p><i>Science of Reading resources</i></p> <p><i>Collaborative planning time for each year level</i></p> <p><i>Pedagogy OneNote</i></p> <p><i>HVSS Impact Cycles Program</i></p> <p><i>Harrier High Flyers</i></p> <p><i>Curriculum Gateway Assessment Hub</i></p>	<ul style="list-style-type: none"> Systematically implement the 5 Pillars of practice outlined in Paul Dix’s book, “When the Adults Change, Everything Changes” to enhance relationships, behaviour and learning outcomes: <ul style="list-style-type: none"> ➢ consistent, calm behaviour ➢ first attention for best conduct ➢ relentless routines ➢ scripting difficult conversations ➢ restorative follow up Strengthen staff proficiency in addressing student needs through targeted professional learning sessions dedicated to Dix’s 5 pillars, empowering all staff with the essential skills and strategies, and facilitating seamless integration into daily practice. Establish a comprehensive monitoring and evaluation process by conducting regular data collection, facilitating feedback loops and engaging in reflective practices to accurately assess the impact of our framework on student outcomes and school climate (better relationships-better behaviour-better learning) Implement targeted interventions and intensive case management to provide specialised support for students within the Multi-Tiered System of Supports (MTSS) Implement UDL framework for documenting UDL and differentiation within unit planning, providing multiple means of engagement through classroom design and multiple means of representation to remove barriers to learning. Prioritise the explicit teaching of behaviour and social-emotional competencies to cultivate a positive and conducive learning environment incorporating the ‘Grow Your Mind’ wellbeing initiative. Tailor responsive strategies to cater to the diverse needs of students, promoting a strong sense of belonging and support within the school community, organising parent/carer workshops to further enhance collaboration and understanding. Develop and implement a key strategy to maximise learning for students attending less than 85%. Establish family support initiatives and programs that address both academic and non-academic needs. Showcase success stories to create a positive and supportive environment, reinforcing confidence in the school’s ability to deliver positive student outcomes. 	<p><i>Paul Dix – When the Adult Changes – Everything Changes</i></p> <p><i>Doug Fisher – Engagement Master classes</i></p> <p><i>Employment of Community Liaison Officer – Attendance</i></p> <p><i>Track Ed data</i></p> <p><i>Term English and Mathematics Data</i></p> <p><i>UDL Implementation Plan</i></p> <p><i>Professional Learning Schedule</i></p> <p><i>POD minutes</i></p>		

End Term 4	Measurable outcomes	Targets	2024	2025
		% Students achieving C+ in English	85.5%	90%
		% Students achieving B+ in English	50.1%	60%
		% Students achieving A in English	13.6%	20%
		% Year 1 Students achieving C+ in English	75%	90%

End Term 4	Measurable outcomes	Targets	2024	2025
		% Prep – Year 6 student attendance	85.9%	+95%
		% Prep – Year 6 student <85% attendance	36.7%	<15%
		% Satisfaction in Staff Morale	24.3%	+90%
		% Satisfied with student safety	61.8%	+90%
		% Student satisfaction “I am interested in my school work”	68.9%	+85%
		% Student satisfied “I can talk to my teachers about my concerns”	79.7%	+85%
		Baseline data for students reporting a sense of belonging at school	Year 4 cohort High 58% Medium 31% Low 12%	Year 4 cohort High 65% Medium 30% Low 5%
		Baseline data for self-management	Year 4 cohort High 3% Medium 43% Low 10%	Year 4 cohort High 50% Medium 45% Low 5%

Measurable outcomes	Success criteria	Artefacts	Monitoring	Measurable outcomes	Success criteria	Artefacts	Monitoring
<ul style="list-style-type: none"> All students make expected rate of progress or greater at each year level and between year levels. Increase the percentage of students exceeding expected growth in English. Increase the proportion of students demonstrating active engagement and driving their own learning through the use of the engagement continuum. Increase in the percentage of teachers demonstrating expert formative assessment practices. Increase the percentage of teachers embedding the school's 	<p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Demonstrate mastery when they apply their knowledge and skills with authentic, meaningful tasks. Have an increased reading accuracy, fluency and understanding of authentic texts. Articulate 5-star responses to Sharratt 5 Q. Engage in creative and critical thinking by articulating ideas with confidence and clarity across various media platforms. Collaborate and act on feedback. <p>Teachers will:</p> <ul style="list-style-type: none"> Demonstrate leadership, curriculum innovation and quality teaching to inspire learning. Create a stimulating and engaging learning environment underpinned by high expectations, evidence-based practices and innovative teaching. Use assessment practices that position students as leaders of their own learning. Use meaningful data to reflect on practice, track student progress and set goals. Commit to ongoing, collaborative professional learning, consistency in expectation, professional dialogue and reflective practice. Commit to expanding pedagogical practices to maximise student progress and achievement. <p>Leadership team will:</p> <ul style="list-style-type: none"> Be visible as an instructional leader by actively engaging in planning meetings and classrooms. Quality- assure our work and maintain a clear through line from planning to practice, aiming for a tangible impact. Actively implement and quality assure our K-6 Curriculum, Assessment and Reporting Plan to enhance staff capabilities and precision in teaching. Celebrate and utilise staff as change champions, promoting the sharing of high-quality practices among teaching teams for continuous improvement. Align the school's data plan with strategic priorities, ensuring purposeful data collection that directly influences student progress and achievement. Regularly assess the effectiveness of data usage, making adjustments to ensure a targeted and results-driven approach in supporting our school's success measures. Equitably allocate resources based on assessment needs, adopting a responsive approach. Establish and implement accountability systems to foster an inclusive and supportive learning environment for all students. 	<p>PLD monitoring screeners</p> <p>HVSS Structured Literacy Framework</p> <p>Comprehension monitoring tools</p> <p>Impact cycles process</p> <p>HVSS HITS</p> <p>HVSS Data Plan</p> <p>Engagement Continuum</p>	<p>Green –on track Yellow – underway Magenta – yet to commence</p>	<ul style="list-style-type: none"> Baseline data for students reporting a sense of belonging at school Reduce the number of school disciplinary absences. Maintain a high level of student attendance across the school, in particular students attending less than 85%. Improve staff, students' and parents/carers' satisfaction across key items in the school opinion survey. Improve Staff satisfaction in staff morale across the school 	<p>Behaviourally: Students will:</p> <ul style="list-style-type: none"> Take pride in themselves, their class and their school, ensuring they show respect for each other. Assume accountability for their actions and repair (restore) any inappropriate choices they might take. Learn to the best of their abilities and allow others to do the same. Show kindness to all within our school community. <p>Teachers will:</p> <ul style="list-style-type: none"> Welcome and greet students at the classroom door as part of consistent routines. Explicitly teach our school expectations of 'responsible, respectful, ready to learn and safe' in all school contexts. Model positive behaviours and foster strong relationships through consistent, calm, adult behaviour. Plan lessons that engage, challenge and meet the needs of all learners using UDL principles. Incorporate a visible recognition strategy throughout every lesson, focusing on providing initial attention for exemplary behaviour. Be calm and give 'take up time' when going through the steps. Connect, identify, restore and re-connect. Consistently follow up, taking ownership, and initiating private, reflective dialogues with learners, adhering to scripted interventions and restorative follow-ups procedures. Execute daily the 'Grow your Mind' program. <p>Leadership team will:</p> <ul style="list-style-type: none"> Be a visible presence around the school connecting with students, families and members of the wider community. Celebrate staff and students, not only those that do their role well, but who go above and beyond our expectations. Carry out regular "Classroom Learning Walks and Talks" (Impact Cycles) to support, coach and model expectations of behaviour and requirements of agreed relational practices and the Student Code of Conduct. Build staff capability through targeted support utilising pedagogical teachers and watching others work. Empower teachers with a clear, structured intervention approach for supporting students with complex needs. Lead and implement inclusive events that bring together all community stakeholders, aiming to enhance involvement, 	<p>Track Ed Data Sets</p> <p>HVSS Data Plan</p> <p>PBL reports</p> <p>School Opinion Surveys</p> <p>Wellbeing Survey</p> <p>'Grow your Mind' baseline data</p>	<p>Green –on track Yellow – underway Magenta – yet to commence Complete end of each term</p>

pedagogical practices, model of instruction and purposeful use of emerging technologies, into their daily lives.	<ul style="list-style-type: none"> Regularly take time to pause and celebrate our accomplishments and successes. Parents, Carers, Community members will: <ul style="list-style-type: none"> Engage in conversations with your child about their learning and provide feedback to them with their Bump it Up process. Show an interest in their child's schooling, encouraging them to apply mastery where possible. Attend school led parent curriculum workshops where possible 				strengthen relationships, and reinforce the school's identity as a nurturing, high-performing, family-orientated environment. Parents, Carers, Community members will: <ul style="list-style-type: none"> Be aware of, and support the school's behaviour expectations. Be a positive role model and encourage children to display our school expectations at all times. Encourage independence and self-discipline in their child. Show an interest in their child's schooling. 		
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Approvals
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal *S Wright*
P&C/School Council

School Supervisor