2022 ANNUAL IMPLEMENTATION PLAN

Ballarat Primary School (Dana St)

NUMERACY

SSP Goal	DET 2022 goal: To continue to focus on student learning; teaching and supporting each student at their point of need. **(DSPS goal: To maximise learning growth and achievement for all students)**
Targets	By 2024 increase the percentage of students above benchmark growth in NAPLAN ● Numeracy to increase from 24% (2019) to 26% (SSP- 30% in 2023) By 2024 to increase the percentage of students above level on Teacher Judgements F-6 against the Victorian Curriculum in ● Number & Algebra from 31% (2019) to 33% (SSP-40% in 2023)
Key Improvement Strategies	DET: Support both those who need extra support and those who have thrived to continue to extend their learning
Actions	Deepen teacher capacity to collaboratively design lesson sequences with student assessment data and knowledge of curriculum and teaching approaches.

Activities	● Learning specialist to plan collaboratively with teams across the school, in alternate terms
	● Build staff capacity to use crosschecks for rich learning assessment tasks and to develop rich assessment tasks
	● Refresh peer observations with a focus on differentiation in the classroom Build staff capacity to analyse data collected (crosschecks, PAT-M) to identify student point of need
	● Investigate use of proficiency scales for student goal setting in Numeracy
	● Consider a PLC focus in Numeracy focusing on problem solving
	● Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including students with disabilities and EAL
	● Support at risk students with Numeracy Tutoring funding
	● Create a data wall: Track students:
	   o in top two bands in NAPLAN Numeracy from 2020 (grade 3). Ensure classroom teachers are aware and have plans in place
	   o in other bands in NAPLAN Numeracy from 2020 (yr 3). Ensure classroom teachers are aware and have plans in place.
	   o above level on Teacher Judgements (N&A) F-6 against VC (June 2021 and Dec 2021).
	   o PAT Maths data

Outcomes (Impact) What are the expected changes in knowledge, skills and behaviours that will be observed?	**Leaders/ team:** ● Ensure that data is personalised with student names so that the data is contextualised ● Leaders providing ongoing feedback to build collective efficacy ● Time provision to A.I.P. leader and team for meeting ● Leaders providing ongoing feedback to build collective efficacy ● Provide teaching and Learning sessions for staff related to analysis of data and differentiation ● Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning **Teachers:** ● Teachers will implement differentiated teaching and learning to meet individual student needs ● Teachers will use data diagnostically to differentiate and use consistent instructional approaches for teaching Numeracy ● Teachers will use consistent technical language related to teaching of Numeracy ● Teachers will track their Numeracy data and analyse data to inform goals, lesson plans and focus groups ● Observe and give feedback to each other on pedagogy related to Numeracy ● IEPs developed for students significantly above or below level according to school criteria **Students:** ● Articulate and assess their progress towards Success Criteria and individual goals ● Students are actively in engaged in differentiated tasks that are targeted to their areas of need ● Students will know what the next steps are to progress their learning ● Students below level in December 2021 will show improved growth in 2022 after participation in the tutoring program. ●
Success Indicators	● Curriculum documentation will show plans for differentiation ● Numeracy tutor will share plans to support individual students' learning needs ● Formative and summative assessment will show student learning growth ● Student IEPs will describe adjustments to meet their needs, and will be implemented, monitored and evaluated. ● Victorian Curriculum teacher judgements will show growth in learning and consistency with NAPLAN

LITERACY

SSP Goal	DET 2022 goal: To continue to focus on student learning; teaching and supporting each student at their point of need. **(DSPS goal: To maximise learning growth and achievement for all students)**
Targets	Increase the percentage of students above benchmark growth in NAPLAN: ● Reading to increase from 38% (2019) to 40% (SSP-45% in 2023) ● Writing to increase from 36% (2019) to 38% (SSP-40% in 2023) By 2024 to increase the percentage of students above level on Teacher Judgements F-6 against the Victorian Curriculum in ● Reading & Viewing from 38% (2019) to 40% (SSP-45% in 2023) ● Speaking & Listening from 11% to 20% (SSP-25% in 2023) ● Writing from 22% (2019) to 25% (SSP-30% in 2023)
Key Improvement Strategies	DET: Support both those who need extra support and those who have thrived to continue to extend their learning
Actions	Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support or extension.

Activities	● Develop staff capacity to measure growth through the use of data walls in Literacy
	● Investigate the Speaking and Listening continuum. Investigate Reading Scope and Sequence
	● Investigate Reading Scope and Sequence
	● Develop professional learning that supports staff to identify and meet students' individual learning needs, including students with disabilities and EAL
	● Consider a PLC focus on Literacy, using trend and current data to drive the cycle
	● Use peer observation to gain feedback on teaching strategies in Literacy
	● Support at risk students with Literacy Tutoring funding
	● Create a data wall: Track students:
	   o in top two bands in NAPLAN Writing and Reading from 2021 (year 3). Ensure classroom teachers are aware and have plans in place.
	   o in other bands in NAPLAN Writing and Reading from 2021 (year 3). Ensure classroom teachers are aware and have plans in place.
	   o above level on Teacher Judgements F-6 (all strands) against VC (June 2021 and Dec 2021).
	   o PAT-R Data

Outcomes (Impact) What are the expected changes in knowledge, skills and behaviours that will be observed?	**Leaders/ team:** ● AIP Team will observe and give feedback to each other on pedagogy related to Literacy. ● Use personalised data to lead conversations within unit planning. ● Further develop Literacy scope and sequence documents. ● Leaders provide ongoing feedback to build collective efficacy. ● Time provision to A.I.P. leader and team for meeting. ● AIP to further develop teacher capacity in data literacy through professional learning **Teachers:** ● Teachers will identify student learning needs based on diagnostic assessment data. ● Teachers and tutors will plan for differentiation based on student learning data. ● Teachers will collaborate in teams to plan teaching of Literacy based on data. ● Reading weekly planning will show evidence of differentiation/use of data to teach to point of need. ● Crosschecks will be used daily within Literacy lessons to identify individual learning needs. ● IEPs developed for students significantly above or below level according to school criteria ● Establish/embed consistent approaches to formative assessment. ● Teachers will provide regular feedback and monitor student progress using data. ● Data walls indicating student progress. **Students:** ● Articulate and assess their progress towards success criteria and individual goals. ● Students will be able to identify strategies and language when in the learning pit. ● Work samples demonstrate student growth in the stages of the Writing cycles and text types involved. ● Students below level in December 2021 will show improved growth in 2022 after participation in the tutoring program. ● Students will know what their next steps are to progress their learning through goals. ● Build students' self-awareness and metacognitive skills.
Success Indicators	● Curriculum documentation will show plans for differentiation ● Literacy tutor will share plans to support individual students' learning needs ● Formative and summative assessment will show student learning growth ● Student IEPs will describe adjustments to meet their needs, and will be implemented, monitored and evaluated. ● Victorian Curriculum teacher judgements will show growth in learning and consistency with NAPLAN

	# WELLBEING

Ballarat Primary School (Dana St) Annual Implementation Plan 2022

SSP Goal	DET 2022 Goal: To continue to focus on Student Wellbeing, supporting each student at their point of need

Targets	• Victorian Curriculum: Personal and Social Capability will show an average growth of 1.0
	• Staff Survey: Collective Efficacy- 95%
	• ATSS:
	   o Connectedness: 89%
	   o Emotional Awareness and Regulation: 75%

Key Improvement Strategies	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop a multi-tiered response model to support students' mental health
Activities	• Recruit and utilise training opportunities for Mental Health and Wellbeing Coordinator (MHAWC) • Conduct an audit of current wellbeing practices and investigate new initiatives • Staff to undertake professional learning on trauma informed practices. • Provide re-engagement strategies for students at-risk through a range of clubs and a life skills program • Development of an area to be used for therapeutic and sensory needs • Establish a consistent approach for tiers of intervention • Peer observations used to obtain feedback on wellbeing practices • Build a consistency of language used around wellbeing and mental health • Establish processes for connections with support agencies • Establish a consistent approach for tiers of intervention and access items from the Mental Health menu for support
Outcomes (Impact) What are the expected changes in knowledge, skills and behaviours that will be observed?	**Leaders/ team:** • Leaders will support the development and documentation of a multi-tiered response model to mental health • Leaders will develop role clarity around the MHWB coordinator role • Leaders will investigate the Mental health Menu and use this support school activities and student needs **Teachers:** • Teachers will be able to recognise, respond to and refer students' mental health needs • Teachers will implement and model consistent routines • Teachers will further investigate and implement a range of practices in their classroom to support student wellbeing • Teachers will incorporate trauma informed practices in classes and in planning units of work **Students:** • Students will be able to explain what positive mental health means and where they can seek support at school • Students will feel supported and engaged in a strong classroom culture. • Students with emerging or acute wellbeing needs remain connected to the school and peers and experience learning success • Students and families will be connected to allied health and mental health services • Families of at-risk students will receive regular communication and support from the school
Success Indicators	• Policies and programs will show documentation of multi-tiered response model • Curriculum documentation will show plans for social and emotional learning • Mental Health menu acquittal will demonstrate programs and services utilised • 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

	INQUIRY/ THROUGHLINES
SSP Goal	**To further improve student engagement and deep learning connected to the wider world.**

Targets	Increase the percentage of positive endorsement in the Student Attitudes to School Survey in • Sense of connectedness from 87% (2019) to at 88% positive endorsement in 2021 (SSP-90+% in 2023) • Resilience from 80% (2019) to 85% positive endorsement in 2021 (SSP-90+% in 2023) • Stimulated learning from 89% (2019) to 90% positive endorsement in 2021 (SSP-90+% in 2023) • Motivation and interest from 85% (2019) to 87% positive endorsement in 2021(SSP-90+% in 2023) Increase the percentage of positive endorsement in the Parent Opinion Survey in • Student motivation and support from 91% to 93% (SSP-95% in 2023) Percentage of positive endorsement in the Staff Opinion Survey in • • Parent and community involvement at least 93% (SSP-93+% in 2023)
Key Improvement Strategies	a) Improve teacher capacity to integrate learning areas and capabilities of the Victorian Curriculum into a cohesive learning sequence b) Develop a schoolwide approach to inquiry learning
Actions	Develop and begin implementation of Throughlines (cohesive learning sequences) Build teacher understanding of and capacity to teach Inquiry-based units of work
Activities	• Complete the throughline documents and resources. (digitally and in a hardcopy folder) • Develop staff capacity to plan an inquiry using throughlines documents. • Build staff understanding around wonderwalls and other elements of inquiry learning. • Utilise consultant Andrea Hillbrick's expertise to assist with professional learning on inquiry and throughlines. • Investigate community connections that can be utilised as part of the inquiries. • Investigate inquiry learning in other schools • Develop supports that identify and meet students' individual learning needs, including students with disabilities and EAL. • Promote inquiry learning through communication channels with parents
Outcomes (Impact) What are the expected changes in knowledge, skills and behaviours that will be observed?	**Leaders/ team:** • Work with consultant Andrea Hillbrick to develop professional learning for staff • Continue to lead the development of throughlines • Develop, document and communicate throughlines • Develop, document and communicate shared understandings of inquiry learning **Teachers:** • Demonstrate understanding of throughlines • Teachers can articulate key components of teaching for inquiry • Collaboratively plan and implement units of inquiry each term according to agreed guidelines • Obtain feedback from peer observations related to inquiry and engagement • Teachers document their reflections on each inquiry unit **Students:** • Students will understand the stages of Inquiry • Students will use common language of Inquiry • Students will investigate areas of interest within the Inquiry • Students will pose, investigate and answer contributing and key questions
Success Indicators	• Documentation including throughlines, Inquiry guidelines, planners and teacher reflections • Reports reflect throughlines content • Assessment will show student learning growth and understanding