|  |
| --- |
| **BELLBRAE PS 2024 ANNUAL IMPLEMENTATION PLAN** |
| **Goal** | **To maximise the learning growth of all students in Literacy.** | **To maximise the learning growth of all students in Numeracy.** | **To strengthen student engagement in learning.** | **To maximise the wellbeing and inclusion of all staff and students.** |
| **Leaders** | **Dylan and Mel J** | **Luke and Vanessa** | **Brad and Damien** | **Kerry and Tess** |
| **12-month Targets** | By the end of 2024 % of Year 5 students performing at strong or exceeding to be above similar schools for NAPLAN Reading. By the end of 2024 % of Year 3 students performing at strong or exceeding to be above similar schools for NAPLAN Reading. By end of 2024 % of Year 5 students performing at strong or exceeding to be above similar schools for NAPLAN Grammar and Punctuation.By end of 2024 % of Year 3 students performing at strong or exceeding to be above similar schools for NAPLAN Grammar and Punctuation. By 2024, increase the % of students above the expected level in Writing (teacher judgment) from 17% 2021 to 20% | By 2024, increase the proportion of students assessed as working above the expected level in Number and Algebra from 29 percent to 35 percentBy the end of 2024 % of Year 3 students performing at strong or exceeding to be above similar schools for NAPLAN Numeracy. To decrease the number of Foundation and Year 1 students performing below expected level in 2023.To increase the number of Foundation and Year 1 students performing above expected level in 2023.  | By end 2024, increase the percentage of positive endorsement in the School Staff Survey for the factors:- Collective Efficacy to be maintained at or above 92%- Instructional Leadership to be maintained at or above 84%- Academic Emphasis maintained at or above 84% - Understand how to use data maintained at or above 89% - Use student feedback to improve practice maintained at 93% By end 2024, increase the percentage of positive endorsement in the Student Attitudes to School Survey for the factors: - Stimulated Learning to be maintained at above 81%  - Learning Confidence to be maintained at above 80%  - Student Voice and Agency to be maintained at above 77% By end 2024, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:- Student voice and agency from 77% to 79%  | By end 2023, increase the percentage of positive endorsement in the Student Attitudes to School Survey for the factors:- Managing Bullying to be maintained at above 84%- Teacher Concern to be maintained above 74% - Sense of Connectedness to be maintained at or above 82%- Respect for diversity to be maintained at or above 83% - Resilience (normal and high) from 78% to 80%- Advocate at school maintained at or above 90% By end 2024, increase the percentage of positive endorsement in the School Staff Survey for the factors:- Shielding and buffering to be maintained at above 83%- Teacher collaboration to be at or above 80%By end 2024, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors: - Managing Bullying from 78% to 82%- School pride and confidence from 78% to 82% In 2024, increase staff participation in the School Staff survey from 71% to 85%. |
|  | *In 2024 we will have a strong focus on NAPLAN data as changes to timing of NAPLAN and process for reporting to schools and families of students has impacted on the targets that we set for our school review. Relative growth will not be able to be reported on for another 2 years. Additionally, new NAPLAN bands will take some time to fully indicate student progression. Continued implementation of coaching and peer observation model with a focus on both Literacy and Numeracy. In 2024 next stage of implementation of Literacy approach will be underway with a focus on the Writing Revolution. Learning specialist and coaching model is under review and may look slightly different in 2024.*  | *Focus on Berry Street training for all staff to further embed our wellbeing practices. TLI funding will be discontinued next year which will impact on our support and intervention programs. Strategic use of ES staff to support student learning and wellbeing. Further work and practices on how we utilise our wellbeing room to support tier 2 and tier 3 students will be a priority.*  |
| **KIS** | - Further develop and implement coaching, mentoring and peer observation. - Develop and Implement a whole school approach to Literacy. - Build staff capacity to use assessment and data to inform practice. | - Further develop and implement coaching, mentoring and peer observation. - Develop and Implement a whole school approach to Numeracy. - Build staff capacity to use assessment and data to inform practice. | - Further develop differentiation to meet student point of need.- Embed goal setting, based on student assessment, to increase student agency and develop metacognition.- Build teacher capacity and confidence to use student voice in the development of intellectually challenging tasks.  | - Embed SWPBS whole school model to maximise staff and student wellbeing and inclusion.- Strategically collect, track data and use to promote student and staff wellbeing, connectedness and inclusion.- Increase school and family partnerships as a key strategy to improve student outcomes.  |
| **Actions / Outcomes** | - Ensure that adequate resources are available to achieve targets- Full implementation of coaching, mentoring and peer observation model - Update and implement Literacy and Numeracy Pedagogical models - Ongoing review of Literacy and Numeracy assessment schedules- Allocated time in PL and meeting schedule for assessment and data - Whole school data discussions at management level to inform cohort discussions- Continued implementation of Literacy and Numeracy PLC cycles of inquiry - Refinement of curriculum documentation including scope and sequence documentation - I can statements developed and implemented for reporting, goal setting and planning | - Development of year level specific attitudes to school surveys F-3 - Further development of understanding of Personal and Social Capabilities (including assessment)- Implement DAL for assessing student achievement for Personal and Social Capability.- Sharing and discussion of AtoSS data with students- Wellbeing Scope and Sequence developed using BSEM, RR and SWPBS- Assessment and moderation of Capabilities data to be informed by our wellbeing curriculum (including BSEM, RR and SWPBS) | - Investigate Social Emotional Wellbeing component of PAT - Berry Street training - PL provided through SSS focused on diversity - Ensuring that RRRR is being taught in classrooms - Creating home / school partnerships focussed on building resilience - Expansion of Buddies and Yuddies programs to other year levels |
| **KIS 1a - Learning**  |
|  | **Whole School**  | **Classroom**  | **Individual**  |
| **Literacy** | MSL implemented from F-6Scope and Sequences to be updated to include grammar and syntaxNew pedagogical modelDaily reviewsEmina McLean PD - ongoing through PLT and peer observationLearning TasksAssessment schedule regularly reviewed and updated TLI (Year 4 and 6 students identified through NAPLAN as ‘Needs Additional Support’ to be a priority)Allocating time in Tuesday meetings for Literacy improvementImplemented Starting Right ProgramUse of ‘I can statements’ for reporting, planning and goal setting | Use of mentor texts Purchase of class sets of texts to support core knowledge curriculumResources to support programsDaily ReviewUse of Vocabulary WallsAnchor charts developed and displayed Student learning displaysCoaching on MSL / Writing RevolutionSeesaw sharing F-2 homework reinforcing class work for a maximum of 30 minutes per day3-6 homework reinforcing class work for a maximum of 45 minutes per dayIncorporation of greater variety of digital devices (iPads and Laptops) to support typing and publishing skillsData analysis | Implementation of student Reading & Viewing, and Writing Goals aligned to ‘I can…’ statementsAppropriate decodable textsCopy of book study textUtilising learning dataTargeted support and intervention for tier 2 and 3 studentsLiteracy Leaders to support teachers to improve practice |
| **Numeracy** | PVAT unit explicitly implementedRevision of whole school pedagogical modelUse the common department planning template to plan point of need learning for ‘above’ and ‘below’ studentsLearning TasksAssessment schedule regularly reviewed and updatedModeration in Number and Algebra timetabled in the meeting scheduleTLI (Year 4 and 6 students identified through NAPLAN as ‘Needs Additional Support’ to be a priority)Allocating time in Tuesday meetings for Numeracy improvementImplemented Starting Right ProgramYear 3-6 students completing Maths MateAllocation of iPads and Apps for F-3 Use of ‘I can statements’ for reporting, planning and goal setting | Numeracy Leader to support the analysis of MOI and Essential Assessment Data to drive point of need teaching for students below and above standard in Number and AlgebraResources to support programsVocabulary wallsAnchor chartsStudent learning displaysCoaching on PVATSeeSaw sharingF-2 homework reinforcing class work for a maximum of 30 minutes per day3-6 homework reinforcing class work for a maximum of 45 minutes per dayData analysis incorporated into team planning | Implement student Maths goals aligned to ‘I can…’ statementsParticipation in peer observation cyclesUtilise student learning data Targeted support and intervention for tier 2 and 3 studentsNumeracy Leaders to support teachers for improved practice |
| **KIS 1b - Wellbeing**  |
|  | **Whole School**  | **Classroom**  | **Individual**  |
| **Student Engagement**  | Increase Student Voice and Agency across the schoolAgreed SVA modelCommunity Hour ModelStudent leadership rolesUnpacking AtoSS data and questionsIntercultural Capability and indigenous perspectives incorporated within the curriculum Indigenous words in the Monday Morning CircleUpdated capability rubrics for reporting student achievementDevelop capabilities scope and sequence documents  | Foundation to Year 4 utilising the student diary and SeeSaw for communicationYear 5 and 6 utilising SeeSaw for communicationProviding opportunities for SVA across the curriculumSharing 2023 AtoSS dataDevelop AtoSS related surveys for F-3 for each semesterRevisit RR RubricsModerate capabilities across teams | Utilising ‘Ready to Learn’ plansLeveraging SVA in relation to learning modalityIEP for students 12 months below or aboveImplement and analyse AtoSS related surveys for F-3Incorporation of brain breaks into classroom practice  |
| **Student Wellbeing** | Ongoing focus on SWPBS practicesAllocating time in Tuesday meetings for wellbeing improvementStarting Right Program incorporating BSEM, SWPBS and RR (Values teaching - kindness, care, aspire, resilience, respect and responsibility)BSEM PD days 1 and 2 for all staffTimetabling a consistent wellbeing 1 hour across the schoolRestorative Practices utilised to support student wellbeingDepartment Assembly before Community HourProtected teaching timeDedicated professional learning for ES staffRegular meeting with classroom ES staff and AP/Wellbeing Leader | Expectations explicitly taught in regard to learning and wellbeing strategiesMorning Circles implemented consistently across departmentsReady to Learn Scales visible in all classesData analysis of Compass incidents and survey dataSWPBS expectations and tangible reward systemsRegulation strategies including Smiling Minds and brain breaksTrial strategies for students alert wellbeing leaders/prin class of high level concernsConsistent and predictable routines across departments | Wellbeing Leaders to support teachers to improve practiceUtilising ‘Ready to Learn’ plansUnderstanding the Zones of RegulationMorning circles to occur regularly in all classrooms |