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| **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 percent  By 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-6  Scope and Sequences to be updated to include grammar and syntax  New pedagogical model  Daily reviews  Emina McLean PD - ongoing through PLT and peer observation  Learning Tasks  Assessment 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 improvement  Implemented Starting Right Program  Use of ‘I can statements’ for reporting, planning and goal setting | | Use of mentor texts  Purchase of class sets of texts to support core knowledge curriculum  Resources to support programs  Daily Review  Use of Vocabulary Walls  Anchor charts developed and displayed  Student learning displays  Coaching on MSL / Writing Revolution  Seesaw sharing  F-2 homework reinforcing class work for a maximum of 30 minutes per day  3-6 homework reinforcing class work for a maximum of 45 minutes per day  Incorporation of greater variety of digital devices (iPads and Laptops) to support typing and publishing skills  Data analysis | | Implementation of student Reading & Viewing, and Writing Goals aligned to ‘I can…’ statements  Appropriate decodable texts  Copy of book study text  Utilising learning data  Targeted support and intervention for tier 2 and 3 students  Literacy Leaders to support teachers to improve practice | |
| **Numeracy** | | PVAT unit explicitly implemented  Revision of whole school pedagogical model  Use the common department planning template to plan point of need learning for ‘above’ and ‘below’ students  Learning Tasks  Assessment schedule regularly reviewed and updated  Moderation in Number and Algebra timetabled in the meeting schedule  TLI (Year 4 and 6 students identified through NAPLAN as ‘Needs Additional Support’ to be a priority)  Allocating time in Tuesday meetings for Numeracy improvement Implemented Starting Right Program  Year 3-6 students completing Maths Mate  Allocation 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 Algebra  Resources to support programs  Vocabulary walls  Anchor charts  Student learning displays  Coaching on PVAT  SeeSaw sharing  F-2 homework reinforcing class work for a maximum of 30 minutes per day  3-6 homework reinforcing class work for a maximum of 45 minutes per day Data analysis incorporated into team planning | | Implement student Maths goals aligned to ‘I can…’ statements  Participation in peer observation cycles  Utilise student learning data  Targeted support and intervention for tier 2 and 3 students  Numeracy Leaders to support teachers for improved practice | |
| **KIS 1b - Wellbeing** | | | | | | | |
|  | | **Whole School** | | **Classroom** | | **Individual** | |
| **Student Engagement** | | Increase Student Voice and Agency across the school  Agreed SVA model  Community Hour Model  Student leadership roles  Unpacking AtoSS data and questions  Intercultural Capability and indigenous perspectives incorporated within the curriculum  Indigenous words in the Monday Morning Circle  Updated capability rubrics for reporting student achievement  Develop capabilities scope and sequence documents | | Foundation to Year 4 utilising the student diary and SeeSaw for communication  Year 5 and 6 utilising SeeSaw for communication  Providing opportunities for SVA across the curriculum  Sharing 2023 AtoSS data  Develop AtoSS related surveys for F-3 for each semester  Revisit RR Rubrics  Moderate capabilities across teams | | Utilising ‘Ready to Learn’ plans  Leveraging SVA in relation to learning modality  IEP for students 12 months below or above  Implement and analyse AtoSS related surveys for F-3  Incorporation of brain breaks into classroom practice | |
| **Student Wellbeing** | | Ongoing focus on SWPBS practices  Allocating time in Tuesday meetings for wellbeing improvement  Starting Right Program incorporating BSEM, SWPBS and RR (Values teaching - kindness, care, aspire, resilience, respect and responsibility)  BSEM PD days 1 and 2 for all staff  Timetabling a consistent wellbeing 1 hour across the school  Restorative Practices utilised to support student wellbeing  Department Assembly before Community Hour  Protected teaching time  Dedicated professional learning for ES staff  Regular meeting with classroom ES staff and AP/Wellbeing Leader | | Expectations explicitly taught in regard to learning and wellbeing strategies  Morning Circles implemented consistently across departments  Ready to Learn Scales visible in all classes  Data analysis of Compass incidents and survey data  SWPBS expectations and tangible reward systems  Regulation strategies including Smiling Minds and brain breaks  Trial strategies for students alert wellbeing leaders/prin class of high level concerns  Consistent and predictable routines across departments | | Wellbeing Leaders to support teachers to improve practice  Utilising ‘Ready to Learn’ plans  Understanding the Zones of Regulation Morning circles to occur regularly in all classrooms | |