



2020 ANNUAL IMPLEMENTATION PLAN

Ballarat Primary School (Dana St)

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	<u>LITERACY</u>
<u>SSP Goal</u>	Improve individual student learning outcomes in Writing
<u>Targets</u>	<ul style="list-style-type: none"> • That the absolute mean score in Writing in Grade 3 and Grade 5 in NAPLAN improves every year of the Strategic Plan. • That all students make at least one year learning growth in Writing as indicated by teacher judgements against the Victorian Curriculum. • That students with individual learning plans achieve their set goals in Writing.
<u>Key Improvement Strategies</u>	Deepen staff capacity to design and implement writing cycles using student data
<u>Actions</u>	<ul style="list-style-type: none"> • Use and extend documentation of Writing cycles to embed the process in teacher planning and instruction
<u>Activities</u>	<ul style="list-style-type: none"> • Embed the use of the school's instructional model in Writing • Continue to embed Writers' notebooks with consistency across the school, to increase student voice and agency in Writing • Professional learning focus on use of student data within a writing cycle- before, during and after • Professional learning on two different types of Writing cycles- text type and free-write • Plan for explicit teaching of text types in a sequence across the school within the writing cycles • Further professional learning and implementation of consistent word study lessons across the school, including refining documentation • Consider a P.L.C. Inquiry focus on embedding writing cycles, using data to monitor progress and professional learning to adjust strategies as required. • Track students in top two bands in Writing from 2018 (grade 3) and 2019 (Grade 5) NAPLAN. Create an action plan for these students
<u>Outcomes (Impact)</u> What are the expected changes in knowledge, skills and behaviours that will be observed?	<p>Leaders/ teams:</p> <ul style="list-style-type: none"> • Ensure that data is personalised with student names so that the data is contextualised • Literacy A.I.P. team will refine the document that explains the way in which Writing is taught at D.S.P.S. This includes the Instructional Model, scope and sequence of Writing Cycles, including text type and Free Write cycles and the document which elaborates on Word study • Leaders providing ongoing feedback to build collective efficacy <p>Teachers:</p> <ul style="list-style-type: none"> • Teachers will collaborate in teams to plan teaching of Writing. They will develop term and weekly planners. • Weekly planners which will clearly demonstrate the stage of the cycle and demonstrate use of the school's Instructional Model and explicit teaching. These will include individualised sections e.g. differentiation for own class • Teachers will use data diagnostically to differentiate and use consistent instructional approaches for teaching spelling • Assessment will occur throughout year and be formative in nature • ILPs created for students judged to be 12 months ahead in two areas of Writing, Reading or Number- successful achievement of goals. • Teachers will use consistent technical language related to teaching of Writing

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	<ul style="list-style-type: none">Teachers will observe and give feedback to each other on pedagogy related to writing <p>Students:</p> <ul style="list-style-type: none">Articulate and assess their progress towards success criteria and individual goalsEngage in work actively since work is pitched at the right level of challengeWork samples demonstrate student growth in the stages of the Writing cycles and text types involvedWork samples and pre and post testing show measurable progress in spelling development.Growth in Writing outcomes one Victorian Curriculum level over 12 months
<u>Success Indicators</u>	<ul style="list-style-type: none">Student cohort data documents- NAPLAN, Teacher Judgement- students above and below expected levels, high and low growth documentsTeacher Performance Plans- line of sight from A.I.P.Teaching and Learning session minutes, documents and presentationsEnhanced documentation of writing cyclesA.I.P. team minutesTeacher planners- term and weeklyILPsTeacher documents showing tracking of their own dataDocumentation for and from peer observations

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	<u>NUMERACY</u>
<u>SSP Goal</u>	Improve individual student learning outcomes in Number
<u>Targets</u>	<ul style="list-style-type: none"> • <i>That the absolute mean score in Number in Grade 3 and Grade 5 in NAPLAN improves every year of the Strategic Plan.</i> • <i>That all students make at least one year learning growth in Number as indicated by teacher judgements against the Victorian Curriculum.</i> • <i>That students with individual learning plans achieve their set goals in Number.</i>
<u>Key Improvement Strategies</u>	Using Numeracy assessment data as a starting point, build teacher capacity to link assessment curriculum and pedagogy.
<u>Actions</u>	Improve teacher capacity to use assessment as a starting point for designing learning sequences
<u>Activities</u>	<ul style="list-style-type: none"> • Continue to work with Andrea Hillbrick (Numeracy consultant) to work with staff to build their content knowledge, assessment and pedagogical skills. This will involve 4 full days throughout the year; of which the second will comprise a full day of professional learning for all staff. Other days will involve Andrea working with teams. • Learning specialist to plan collaboratively with teams across the school, in alternate terms. • Ongoing focus on Numeracy through Curriculum, Numeracy A.I.P. Team, unit and staff meetings. • Embed the school's instructional model within Numeracy planning and teaching • Develop a whole school consistent approach to Numeracy teacher observations and feedback for consistency of practice • Ongoing focus through Teaching and Learning meetings on High Impact Teaching Strategies and their use in teaching number.
<u>Outcomes (Impact)</u> What are the expected changes in knowledge, skills and behaviours that will be observed?	<p>Leaders/Team:</p> <ul style="list-style-type: none"> • Ensure that the data is personalised with student names so that the data is contextualised. • Track students in top two bands in Numeracy from 2018 (Grade 3) and 2019 (Grade 5) NAPLAN. Disseminate this information and create an action plan for these students • Leaders providing ongoing feedback to build collective efficacy • Provide teaching and Learning sessions for staff related to analysis of data and differentiation <p>Teachers:</p> <ul style="list-style-type: none"> • Teaching teams will develop collaborative term planners using the Numeracy scope and sequence • Teaching teams will develop consistent weekly planners which will clearly demonstrate use of the developed Instructional Model. Individual teachers' weekly planners will show differentiation for their own class • ILPs created for students judged to be 12 months ahead in two areas of Number, Writing or Reading- successful achievement of goals • 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 small group work • Observe and give feedback to each other on pedagogy related to Numeracy

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	<p>Students:</p> <ul style="list-style-type: none">• Articulate and assess their progress towards Success Criteria and individual goals• Students are actively engaged in differentiated tasks that are targeted to their areas of need• Work samples and pre and post testing show measurable progress in Numeracy development. Growth in Numeracy outcomes one Victorian Curriculum level over 12 months
<p><u>Success Indicators</u></p>	<ul style="list-style-type: none">• Student cohort data documents- NAPLAN, Teacher Judgement- students above and below expected levels, high and low growth documents• Teacher Performance Plans- line of sight from A.I.P.• Teaching and Learning session minutes, documents and presentations• A.I.P. team minutes• Teacher planners- term and weekly• Documents from sessions with consultant Andrea Hillbrick.• ILPs• Teacher documents showing tracking of their own data• Documentation for and from peer observations

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<u>ENGAGEMENT AND WELLBEING</u>	
<u>SSP Goal</u>	Enhance the well-being of all students in the school.
<u>Targets</u>	<ul style="list-style-type: none"> • That the percentile scores for the Stimulated Learning factors in the Student Attitudes to School Survey improve every year of the Strategic Plan. • That the percentile scores for the Stimulating Learning factors in the Parent Opinion Survey improve every year of the Strategic Plan. • That the overall score for the School Climate module in the Staff Opinion Survey improves every year of the Strategic Plan. • That the percentile scores for the Student Safety factors in the Student Attitudes to School Survey improve every year of the Strategic Plan. • That the percentile scores for the Student Safety factors in the Parent Opinion Survey improve every year of the Strategic Plan. • That the overall score for the School Staff Safety and Wellbeing module in the Staff Opinion Survey improves every year of the Strategic Plan.
<u>Key Improvement Strategies</u>	Continue to build capacity of teachers to provide an environment that is supportive and empowering for students to develop positive relationships, efficacy and agency
<u>Actions</u>	Embed wellbeing practices and investigate further methods for increasing student agency in their learning
<u>Activities</u>	<ul style="list-style-type: none"> • The Wellbeing Team will support teachers to continue to further build student knowledge and understanding of Respectful Relationships through sessions focussed on Respectful Relationships, Circle Time AND Bounce Back • The wellbeing team will continue to build knowledge in how to use the Restorative Practice Script in and outside the classroom to build confidence with staff and students. • Teachers will embed integrated wellbeing initiatives including Restorative Practices, Circle Time, Bounce Back and Respectful Relationships into their practice with consistent language. • Leaders will regularly hold student focus groups to monitor student attitudes to school. Teachers will complete some of the ATSS questions with students in first term, analysing and teachers using the data to discuss with students and improve practices. • Further develop regular goal-setting practices with students and sharing of progress with families • Teachers will collaborate to implement opportunities for students to exercise voice and choice within lessons • Explore digital platforms to enhance student and parent engagement e.g. google classroom • Increase staff understanding of the place of student self-assessment and metacognitive strategies to build efficacy • Investigate methods of implementing emotional regulation strategies across the school • Investigate further opportunities outside the classroom to enhance student leadership, voice and agency - environment team, clubs, etc
<u>Outcomes (Impact)</u> What are the expected changes in knowledge, skills and	<p>Leaders:</p> <ul style="list-style-type: none"> • Team will facilitate further professional learning on Wellbeing programs • Leader will continue to meet with RRRR cluster schools to discuss the baseline data and action plan to determine next steps in the implementation of RRRR knowledge across the school and wider community. <p>Teachers:</p>

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behaviours that will be observed?	<ul style="list-style-type: none">• Weekly planners will show evidence of planning for integrated wellbeing programs, reflecting the whole school documentation.• Weekly planners will evidence growing choice for students e.g. in integrated curriculum• Weekly planners will evidence student involvement e.g. in co-constructing success criteria, reflection section of lesson• Staff-staff, Staff-student and student-student interactions will evidence the language of our wellbeing initiatives.• Conversations among the entire school community will include frequent references to our school values.• Teachers will implement goal-setting across the curriculum, with a particular focus on Literacy, Numeracy and self-management <p>Students:</p> <ul style="list-style-type: none">• Attitudes to school survey will demonstrate continuous improvement in relevant areas• Students will collaborate with teachers on goal-setting and self-assessment, increasing their ability to be meaningfully involved in the process• Students will articulate their learning progress in conversations with teachers and in their learning conferences with parents
<u>Success Indicators</u>	<ul style="list-style-type: none">• Minutes of RRRR COP meetings• Teacher weekly planners• Unit term planners• Student goal-setting documents• Student learning conference documents• Improved ATSS indicators as indicated in targets

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	<u>LEADERSHIP</u>
<u>SSP Goal</u>	Enhance the level of professional leadership in the school.
<u>Targets</u>	<ul style="list-style-type: none"> • <i>That operational structures for teaching units and the leadership team are documented and adhered to.</i> • <i>That the overall scores for the School Leadership module in the Staff Opinion Survey improve every year of the Strategic Plan.</i> • <i>That operational structures for Professional Learning Communities are documented and adhered to.</i>
<u>Key Improvement Strategies</u>	Further build capacity of teams to analyse and use student data to drive differentiated teaching and learning, and to work collaboratively towards school goals
<u>Actions</u>	<ul style="list-style-type: none"> • Further build capacity of team leaders and learning specialist to effectively lead A.I.P. strategies across the school • Further build staff understanding of and capacity to work in an effective PLC •
<u>Activities</u>	<ul style="list-style-type: none"> • Learning Specialist and PLC leaders to access Bastow course- Open to Learning • Induct new PLC leader for 3-6 PLC • S.I.T. devise and implement plan for successful peer observations across the school, focussed on improving pedagogy through use of the school's Instructional model
<u>Outcomes (Impact)</u> What are the expected changes in knowledge, skills and behaviours that will be observed	<p>Leaders:</p> <ul style="list-style-type: none"> • School Improvement Team minutes will show collaboration towards goals • Leadership team work with new PLC leader/s to build capacity • Leaders meeting regularly to set direction and monitor action plans • Leaders organise and ensure implementation of peer observations <p>Teachers:</p> <ul style="list-style-type: none"> • reflect positively on PLC process in annual survey • collaborate on PLC-based Inquiry into evidence-based practice • embed teaching strategies into their practice • observe peers, giving and receiving feedback and collaborate to improve practice
<u>Success Indicators</u>	<ul style="list-style-type: none"> • PLC minutes and documents • PLC surveys • Staff Opinion survey- collaboration, leadership factors • S.I.T. minutes • Peer observation documents • Learning Specialist documents

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<u>SCHOOL REVIEW</u>	
<u>Goal</u>	To review and evaluate the goals of the Strategic Plan for 2017-2020; Writing, Number, Wellbeing and Leadership; and identify goals, priorities and key improvement strategies for 2021-2024 through the School Review process, within the allocated time.
<u>Targets</u>	Complete a comprehensive school self-evaluation and participate in the school review process, ensuring timelines and responsibilities are met.
<u>Key Improvement Strategies</u>	Use the FISO Improvement Cycle to engage the whole school community in a review of the progress and outcomes achieved against the previous Strategic Plan and set goals, targets and key improvement strategies for the next Strategic Plan.
<u>Actions</u>	Engage key stake holders in a thorough process of review and development of future direction for the school.
<u>Activities</u>	<ul style="list-style-type: none"> • Develop review timeline/ action plan • Allocate time in meeting schedule for staff to engage in review process • Provide release time for teams to work on review tasks • Conduct parent forum/s and distribute survey to gain feedback • Gain feedback from students through focus groups • Review and update policies to ensure VRQA standards are met • Complete self-evaluation documentation • Participate in school review day/s (Term 3) • Develop new Strategic Plan
<u>Outcomes (Impact)</u> What are the expected changes in knowledge, skills and behaviours that will be observed	<p>Staff, parents and students will :</p> <ul style="list-style-type: none"> -Participate in a collaborative process to review school performance and celebrate achievements -Be involved in the development of new strategic priorities including school vision, goals, targets and key improvement strategies <p>Leaders will:</p> <ul style="list-style-type: none"> -Ensure timelines are met and active involvement is gained from key stakeholders
<u>Success Indicators</u>	<ul style="list-style-type: none"> • Self-evaluation document completed, and showing evidence of input from staff, students and wider school community • New Strategic Plan completed