

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Banyule Primary School (4746)



Submitted for review by Sharon Marmo (School Principal) on 30 November, 2021 at 12:24 PM

Endorsed by Justin Esler (Senior Education Improvement Leader) on 08 February, 2022 at 11:23 AM

Endorsed by Michael Gibbs (School Council President) on 09 February, 2022 at 01:25 PM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	By the end of 2022, increase the percentage of positive endorsement in the Atos factor teacher concern from 79% in 2021 to 82% in 2022.
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Practice Principle 1. High expectations for every student promote intellectual engagement and self-awareness Action 1.1 Teachers scaffold and differentiate learning to enable students to achieve their goals -Enhance processes for teachers to utilise data to plan for differentiation (including elaborations and extensions) -Continue to provide targeted intervention programs across the school -Strengthen the partnership between Tutors and classroom teachers -Document BPS Response To Intervention (RTI) model including the Tutoring program for 2022
<b>Outcomes</b>	-Teachers and Tutors will confidently and accurately identify student learning needs and monitor student progress using data walls -Students in need of targeted academic support or intervention will be identified and supported -Students with additional learning needs will have Individual Education Plans in place
<b>Success Indicators</b>	Early Indicators: -Differentiated curriculum evident in planning documents -Data walls documenting student progress in place and updated with 2021 data -Students identified as benefitting from intervention/tutoring added to the 'Intervention Needs' spreadsheet Late indicators: -Data used to identify students for tailored supports -Student participation in intervention/tutoring tracked on the 'Intervention Needs' spreadsheet -Student progress against Individual Education Plan goals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Students requiring additional support (including IEPs) have been identified on a whole school intervention planning document	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Train additional staff members to implement Macq Lit and Mini Lit intervention programs	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide intervention programs to support disadvantaged students	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Practice Principle 2. A supportive and productive learning environment promotes inclusion and collaboration  Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner  - Prioritise relationship building through the Start Up program  - Revisit Whole School Classroom Wellbeing program implementation with all staff at the beginning of the year  - Prioritise implementation of the Peaceful Kids program in all classes, along with the addition of a Peaceful Kids lunchtime club  - Teachers regularly seek feedback from students regarding engagement and wellbeing</p> <p>Practice Principle 9. Partnerships with parents and carers enhance student learning  Action 9.1 Teachers establish open and sustained communications with parents  - Revisit the agreed approach for (timeline/process) monitoring and responding to student wellbeing needs  - Continue to build relationships and engage with families of at-risk students and provide support where appropriate</p>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers and the school community will share a common understanding of the whole school approach to wellbeing</li> <li>- Teachers will have a deeper understanding of student thoughts regarding wellbeing and engagement</li> <li>- Students will participate in the Peaceful Kids and UR Strong programs</li> <li>- Student wellbeing concerns are monitored systematically; documented and communicated through the PLT meetings, and followed up when required</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators:  - Documentation of resources available for wellbeing programs</p>			

	-Students' engagement in wellbeing programs (documented through feedback processes, classroom observations, exit tickets etc.) Late indicators: -Whole School Wellbeing program curriculum documentation reflecting social and emotional learning -Documentation of teacher reports of student wellbeing concerns through PLT meeting minutes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Revisit the personal and social curriculum map to ensure a timely and needs based approach to wellbeing programs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve student learning growth in Numeracy.			
<b>12 Month Target 2.1</b>	By the end of 2022, increase the percentage of Year 5 students making above benchmark growth in NAPLAN: Numeracy—32% (2022)			
<b>12 Month Target 2.2</b>	By the end of 2022, increase the percentage of Year 5 students in the top two NAPLAN bands: Numeracy—56% (2022)			
<b>12 Month Target 2.3</b>	By the end of 2022, increase the average percentage of Years 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum: Measurement & geometry—7% (Semester 2, 2022) to 15% or above (Semester 2, 2022) Number & algebra—8% (Semester 2, 2022) to 15% or above (Semester 2, 2022) Statistics & probability—7% (Semester 2, 2022) to 15 % or above (Semester 2, 2022)			

<b>12 Month Target 2.4</b>	By the end of 2022, maintain or increase the percentage of positive endorsement for SSS factors: Collective efficacy—95% or above Teacher collaboration—88%
<b>KIS 1</b> Building practice excellence	Develop teachers' Numeracy knowledge and teaching capacity through collaboration, reflection and evaluation.
<b>Actions</b>	Practice Principle 7. Evidence based strategies drive professional practice improvement Action 7.2 Teachers identify and target areas for professional learning -Develop teacher knowledge and understanding of effective instructional approaches Action 7.3 Teachers draw on current research and use an inquiry improvement cycle -Teachers will build their knowledge of effective mathematical teaching practices through participation in a PLT collaborative inquiry Action 7.4 Teachers challenge and support each other to improve practice -Teachers will participate in Peer Observations and Learning Walks to provide feedback on implementation of identified effective teaching practices (Number talks and Challenging Mathematical tasks)
<b>Outcomes</b>	Students will: -Have improved learning outcomes in mathematics across the school  Teachers will: -Collaborate with colleagues to plan and develop a consistent understanding of the teaching and learning of mathematics -Understand the classroom conditions needed to foster effective maths learners -Develop confidence to effectively implement Number Talks and Challenging tasks in their classrooms  Leaders will: -Support and facilitate knowledge building of mathematical teaching and learning
<b>Success Indicators</b>	Early Indicators: -Peer Observation records demonstrate staff engagement in knowledge building -Curriculum planners demonstrate staff trialing new teaching approaches Late indicators: -Collaborative Inquiry documentation -Teacher work programs -Student achievement data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLT Collaborative Inquiry Cycles	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Walks to monitor the implementation of new teaching practices in the classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Building practice excellence	Implement evidence-based Numeracy teaching strategies to support, challenge and engage students in their learning.			

<b>Actions</b>	<p>Practice Principle 5. Deep learning challenges students to construct and apply new knowledge  Action 5.1 Teachers design learning programs to explicitly build deep levels of thinking and application  Action 5.3 Teachers support students to be reflective, questioning and self-monitoring learners  -Implement evidence based numeracy teaching strategies; Number Talks and Challenging Mathematical Tasks  -Further develop teacher understanding of the Maths proficiencies</p> <p>Practice Principle 4. Curriculum planning and implementation engages and challenges all  Action 4.1 Teachers place student needs at the centre of program planning and delivery  -Enhance processes for teachers to utilise data to plan for differentiation (including elaborations and extensions)  Action 4.3 Teachers regularly review and update learning programs  -Update curriculum planning documents to include the proficiencies, Number Talks and Challenging tasks</p>			
<b>Outcomes</b>	<p>Students will:  -Have improved learning outcomes in mathematics across the school  -Understand the characteristics of an effective Maths learner</p> <p>Teachers will:  -Understand effective teaching practices for numeracy  -Collaborate with colleagues to plan and develop a consistent understanding of the teaching and learning of mathematics  -Understand the characteristics of an effective Maths learner and teacher  -Understand the classroom conditions needed to foster effective Maths learners  -Develop confidence to effectively implement Number Talks in their classrooms</p> <p>Leaders will:  -Support and facilitate knowledge building of mathematical teaching and learning  -Support and facilitate the implementation of consistent instructional model for across the whole school</p>			
<b>Success Indicators</b>	<p>Early Indicators:  -PLT collaborative inquiries timetabled  -Professional Learning Schedule in place</p> <p>Late indicators:  -Student attitude surveys, feedback processes  -Curriculum planning documents and teacher work programs reflect engagement with new teaching approaches</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>



Professional development to build staff knowledge and understanding of evidence-based teaching approaches for numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum planning documents	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items