

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Barrawang Primary School (5585)



Submitted for review by Alisha Campbell (School Principal) on 20 November, 2023 at 10:58 AM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 22 November, 2023 at 09:05 AM

Endorsed by Barrawang Primary School SCP (School Council President) on 22 November, 2023 at 09:29 AM

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>To increase the proportion of students, assessed as working above the expected level across all strands of mathematics (Semester 2 teacher judgement) to greater than</p> <p>Prep - 30% Year 1 - 30% Year 2 - 30% Year 3 - 20% Year 4 - 20% Year 5 - 20% Year 6 - 20%</p> <p>Staff opinion Increase understanding of how to analyse data from 88%-95% Increase collaborate and plan from 75%-85%</p> <p>Parent opinion Increase survey data around communication. Teachers communicate with me often enough from 70%-80% Teachers provide useful feedback from 80%-85% Maintain academic standards at this school provide adequate challenge for my child to above 90%</p> <p>Student opinion Maintain differentiated learning challenge in student opinion survey to above 80% Maintain Stimulated learning in student survey to above 80%</p>
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> - The Principal and Assistant Principal will work closely together to track our PLC cycle, ensuring data is collected and monitored consistently. - The Principal and Assistant Principal will strategically plan the weekly professional learning to ensure it feeds directly into our PLC cycle, with a specific focus on numeracy. - The Assistant Principal will mentor our leading teacher and learning specialist to develop their capabilities to lead teams towards our school vision. - A learning specialist will be appointed to assist with and lead the weekly professional learning which will help build the capacity and understanding of all staff about collaboration and collective efficacy. - The learning specialist will work along side our Assistant Principal to facilitate curriculum leader data and planning sessions which will then feed into our weekly team meetings we will use a Professional Learning Communities approach within teams and across the whole school. - We will use 2024 to consolidate our numeracy pre assessments to align with the new Victorian curriculum before implementation in 2025.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide structure, processes and documentation to support consistent practices across the school - provide guidance and feedback on processes and documentation across the school - observe and provide feedback on teaching practice across the school - lead responsive professional learning to meet the needs of the teaching teams <p>Teachers will:</p> <ul style="list-style-type: none"> - improve individual data literacy to collaboratively develop inclusive curriculum learning programs - develop differentiated learning programs which effectively target the learning for all students in their group - engage in peer observation and professional conversations - Support tracking and celebration of learning through our teaching and learning cycles <p>Students will:</p> <ul style="list-style-type: none"> - be able to verbalise their learning goals/focus for each cycle - be able to talk about what they are learning, not just the activity they are completing
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Whole School Curriculum Maps and assessment schedule are aligned and tracked throughout the year - Assessment Practises are developed articulated clearly to staff, new staff are supported to understand the assessment practises - Assessment data is unpacked at a Principal Class Level, middle leaders level and community level to ensure accurate targeted

	<p>teaching</p> <ul style="list-style-type: none"> - Learning cycles have clear learning intentions that target student learning needs - Planning documents show a direct link between the learning cycle and scaffolding of the skill being taught - Learning walks and observation notes record high level consistency of practice aligned to planning and assessment cycles - Student goals are easily articulated by students, teachers and known by parents through learning tasks <p>Late:</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning (English & Mathematics) - SSS factors: academic emphasis, collective efficacy, understanding curriculum - AtoSS factors: effective teaching time, differentiated learning challenge, stimulating learning, student voice and agency - POS factors: stimulating learning environment, student motivation and support 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC document will be created to ensure a direct link to collection of assessment tasks, unpacking of assessment data, creating learning cycles and supporting differentiated planning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs. AP and LS to provide instructional leadership within planning teams and develop data literacy of teachers	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,950.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetables developed to support collaborative team planning enable middle leaders meeting ensure peer obs continue allow for Prin Class and SIT team meeting	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning Cycles will be implemented with rigour ensuring the Victorian Curriculum drives all cycle focuses. This information will be shared with parents and students.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Review the numeracy assessment tasks and align with the Victorian curriculum 2.0	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop working party group of teachers to analyse our Science of Reading approach to create a guaranteed and viable reading curriculum for implementation in 2024	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Learning Specialist employed to take responsibility of our tutor learning program and work closely with our identified teachers to plan implement and monitor our tutor program	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Leadership team will build staff capacity to understand and implement curriculum adjustments to individual students Leadership team will work with ES and other teaching staff to assess learning and implement adjustments to individual students or small groups.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Continue to refine the implementation of the SWPBS Model - A leading teacher responsible for Wellbeing at Barrawang who will begin to develop our school wide tier 3 wellbeing programs - Continue to refine our wellbeing and REACH lessons to align to our SWPBS approach - Establish an agreed approach to monitoring and responding to student wellbeing concerns including for minor and major behaviours 			

	<ul style="list-style-type: none"> - Continue to develop teachers ability to make and monitor reasonable adjustments for identified DI students - Continue to build capacity of staff to support positive student wellbeing, inclusion and engagement through professional learning and team planning meetings
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide structure, processes and documentation to support consistent wellbeing practices. - provide guidance and feedback on processes and documentation across the school, particularly in relation to students and their wellbeing. - observe and provide feedback on students adjustments and regulation across the school. - lead responsive professional learning to meet the needs of the teaching teams. - plan school wide social and emotional learning programs for teachers to implement. <p>Teachers will:</p> <ul style="list-style-type: none"> - implement comprehensive weekly social and emotional learning programs. - engage in peer observation and professional conversations to support the wellbeing needs of students. - implement identified student adjustments in their learning spaces - develop, implement and monitor IEP's <p>Student will:</p> <ul style="list-style-type: none"> - be able to identify their emotions and choose appropriate regulation strategies. - actively engage in learning programs as they will be regulated learners.
Success Indicators	<p>Early</p> <ul style="list-style-type: none"> - All teachers will have engaged in mentoring on developing high quality IEP's for all students requiring reasonable adjustments - Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed -Notes from learning walks and peer observation will show how staff are implementing student adjustments - Consistent SWPBS displays around the school - SWPBS data is used to inform whole school practice and professional development decision making <p>Late</p> <ul style="list-style-type: none"> - School-wide Teacher Collective Efficacy (School Staff Survey) data has increased positive responses - Parent Community Engagement (POS) data has a greater number of positive responses - Attitudes To School Survey factors of School-wide Emotional awareness and regulation, psychological distress, resilience, Subjective Physical Health and Respect for Diversity (AToSS) data are improving - School-wide student attendance data is improving

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Disability Inclusion leader to continue to develop and deliver disability inclusion professional learning to staff, including Individual Education Plans, NCCD data and categories for adjustment (supplementary, substantial or extensive adjustments) for all teaching and educational support staff.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Disability Inclusion leader to support staff to identify and prepare key information to prepare and complete the Disability Inclusion Profile	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,888.68 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Appoint 2 school wellbeing middle leaders to help drive whole school wellbeing vision including the planning and implementation of school-wide REACH lessons	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and implement with fidelity School-wide Positive Behaviour and Support SWPBS systems (Reinforcement, Expectations, Rewards)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,852.46 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Explore whole school tier 3 approaches to support student needs including; Fine motor Social skills Life skills and language support</p>	<p><input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$34,888.68 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
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