



BALLARAT PRIMARY SCHOOL (DANA ST)



2018 Annual Implementation Plan

	<u>LITERACY</u>
<u>SSP Goal</u>	Improve individual student learning outcomes in Writing
<u>Targets</u>	<ul style="list-style-type: none"> • <i>That the absolute mean score in Writing 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 Writing as indicated by teacher judgements against the Victorian Curriculum.</i> • <i>That students with individual learning plans achieve their set goals in Writing.</i>
<u>Key Improvement Strategies</u>	<ul style="list-style-type: none"> • Further build teacher content knowledge and capacity to differentiate writing instruction using high impact teaching strategies.
<u>Actions</u>	<ul style="list-style-type: none"> • Engage services of Andrea Hillbrick (Writing 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 first one will comprise a full day of professional learning for all staff. Other days will involve Andrea working with teams and modelling teaching. • Ongoing focus on Writing through Curriculum, Literacy A.I.P. Team, unit and staff meetings. • Ongoing focus through staff meetings on High Impact Teaching Strategies and their use in teaching writing. • Literacy implementation Plan committee (in consultation with School Improvement Team and teachers) to lead in the development of documented whole school approach to the teaching of Writing.
<u>Impact and Evidence</u>	<ul style="list-style-type: none"> • Teachers will develop consistent weekly planners that show: <ul style="list-style-type: none"> - Learning Intentions and Success Criteria - Differentiation (focus groups) - The content focused on in professional learning sessions - Methods of Student reflection <ul style="list-style-type: none"> • Documentation of whole school approach to teaching Writing • Assessment will occur throughout year and be formative in nature • Teachers will use consistent technical language related to teaching of Writing • Writing lessons will demonstrate consistent lesson structure and explicit focussed teaching • Students will: <ul style="list-style-type: none"> - show growth in their writing outcomes



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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>	Further build teacher capacity to use data to differentiate number instruction using high impact teaching strategies
<u>Actions</u>	<ul style="list-style-type: none"> • *Continue involvement in Numeracy Community of Practice with other schools • * Ongoing focus on Number through Curriculum, Numeracy A.I.P. Team, unit and staff meetings. • * Ongoing focus through staff meetings on High Impact Teaching Strategies and their use in teaching number.
<u>Impact and Evidence</u>	<ul style="list-style-type: none"> • Teachers will: <ul style="list-style-type: none"> ~ develop consistent lesson plans across the school in Numeracy ~ consistently write and articulate learning intentions and success criteria in Numeracy lessons ~ differentiate lessons so that they are teaching to point of need. ~ teach weekly applied maths lessons based on the TANA project, focussing on the language of Maths and different problem solving strategies, incorporating pre and post assessments ~ track their Numeracy data and analyse data to inform goals, lesson plans and small group work ~ use the 3/4 week learning cycle in Maths so that students are getting Multiple Exposures to all of the Victorian Curriculum ~ Consistently use assessment tools, such as, Essential Assessments, when assessing students with online and paper tests in Terms 2 and 4 ~ Teach Subitising across all year levels • Leaders will: <ul style="list-style-type: none"> ~ ensure that data is personalised with student names so that the data is contextualised ~ develop processes for using data as a focal point in meetings • Students will: <ul style="list-style-type: none"> ~ show growth in their Numeracy outcomes

	<u>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"> • <i>That the percentile scores for the Stimulated Learning factors in the Student Attitudes to School Survey improve every year of the Strategic Plan.</i> • <i>That the percentile scores for the Stimulating Learning factors in the Parent Opinion Survey improve every year of the Strategic Plan.</i> • <i>That the overall score for the School Climate module in the Staff Opinion Survey improves every year of the Strategic Plan.</i> • <i>That the percentile scores for the Student Safety factors in the Student Attitudes to School Survey improve every year of the Strategic Plan.</i> • <i>That the percentile scores for the Student Safety factors in the Parent Opinion Survey improve every year of the Strategic Plan.</i> • <i>That the overall score for the School Staff Safety and Wellbeing module in the Staff Opinion Survey improves every year of the Strategic Plan.</i>
<u>Key Improvement Strategies</u>	Build the capacity of students to be resilient, socially responsible and respectful in their relationships.
<u>Actions</u>	<p>* Further implement and integrate wellbeing initiatives including Restorative Practices, Circle Time, Bounce Back and Respectful Relationships.</p> <p>* Formalise and document practices to enhance consistency in explicitly teaching the school values.</p> <p>*Develop and implement a school Attendance Action Plan</p>
<u>Impact and Evidence</u>	<p>* Weekly planners will show evidence of planning for integrated wellbeing programs.</p> <p>*Staff will share a common language related to wellbeing programs.</p> <p>*Staff-staff, Staff-student and student-student interactions will evidence the language of our wellbeing initiatives.</p> <p>*Conversations among the entire school community will include frequent references to our school values.</p> <p>* Attitudes to school survey will demonstrate continuous improvement in relevant areas</p>

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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>	Build capacity of teams to monitor student data and to work collaboratively towards school goals.
<u>Actions</u>	<ul style="list-style-type: none"> • Build capacity of team leaders to effectively lead across the school • Refine structures for PLC meetings to effectively incorporate student data and related focused professional learning.
<u>Impact and Evidence</u>	<p>Teachers will:</p> <ul style="list-style-type: none"> • reflect positively on the PLC structure and outcomes for 2018 • collaborate on PLC-based Inquiry into evidence-based practice • develop teaching strategies into their practice <p>Leaders will:</p> <ul style="list-style-type: none"> • meet regularly to set and monitor actions for each A.I.P. team.