



2019 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"> • <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>	Embed and document the whole-school approach to Writing instruction using high impact teaching strategies.
<u>Actions</u>	<ul style="list-style-type: none"> • Continue to work with 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. • Ongoing focus on Writing and spelling – content, pedagogy, assessment- 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. • Develop a whole school consistent approach for teacher observations and feedback. • Literacy A.I.P. team (in consultation with School Improvement Team and teachers) to lead in the development of documented whole school approach to the teaching of Writing. • Strong line of sight between the A.I.P. and PDPs for all staff • Consider a P.L.C. Inquiry focus on spelling, using data to monitor progress and professional learning to adjust strategies as required. • Track students in top two bands in Writing from 2017 (grade 3) and 2018 (Grade 5) NAPLAN. Create an action plan for these students
<u>Impact and Evidence</u>	<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 develop a document that explains the way in which Writing is taught at D.S.P.S. This will include the Instructional Model, scope and sequence of Writing Cycles, including text type and Free Write cycles. • Leaders providing ongoing feedback to build collective efficacy • ILPs created for students judged to be 12 months ahead in two areas of Writing, Reading or Number- successful achievement of goals. <p>Teachers:</p> <ul style="list-style-type: none"> • Teachers will develop consistent weekly planners which will clearly demonstrate the stage of the cycle and demonstrate use of the school’s Instructional Model and explicit teaching. • 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 • Teachers will use consistent technical language related to teaching of Writing • 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 goals • Engage in work actively since work is pitched at the right level of challenge • Work samples demonstrate student growth in the stages of the Writing cycles and text types involved • Work samples and pre and post testing show measurable progress in spelling development. • Growth in Writing outcomes one Victorian Curriculum level over 12 months

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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>	Continue to refine teacher capacity to use data to differentiate Maths instruction using high impact teaching strategies.
<u>Actions</u>	<ul style="list-style-type: none"> • Continue involvement in Network Numeracy Community of Practice • Ongoing focus on Numeracy through Curriculum, Numeracy A.I.P. Team, unit and staff meetings. • Review the Writing Instructional Model to apply to Numeracy lessons • Investigate extra assessment packages for triangulation and diagnostic purposes • Develop a whole school consistent approach to Numeracy teacher observations and feedback for consistency of practice • Engage Andrea Hillbrick, with one Professional Learning Day in third term, to focus on use of data and its implications for lesson structure and differentiation. • Ongoing focus through Teaching and Learning meetings on High Impact Teaching Strategies and their use in teaching number.
<u>Impact and Evidence</u>	<p>Leaders/Team:</p> <ul style="list-style-type: none"> • Ensure that the data is personalised with student names and faces so that the data is contextualised. • Track students in top two bands in Numeracy from 2017 (Grade 3) and 2018 (Grade 5) NAPLAN. Create an action plan for these students <p>Teachers:</p> <ul style="list-style-type: none"> • Teachers will develop consistent weekly planners which will clearly demonstrate use of the developed Instructional Model. • 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 • Teach weekly applied maths lessons (proficiency related), 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 • Observe and give feedback to each other on pedagogy related to Numeracy <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

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	<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"> • 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 the capacity of teachers to provide an environment that is supportive and empowering for students to develop resilience, social responsibility and respect in their relationships.
<u>Actions</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.
<u>Impact and Evidence</u>	<p>Leaders:</p> <ul style="list-style-type: none"> • Team will document consistent language • Team will facilitate further professional learning on Wellbeing programs • Team will continue to meet with cluster schools to discuss the baseline data and action plan to determine next steps in the implementation of Respectful Relationships knowledge across the school and wider community. <p>Teachers:</p> <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. <p>Students:</p> <ul style="list-style-type: none"> • Attitudes to school survey will demonstrate continuous improvement in relevant areas • Students will articulate their learning progress in conversations with teachers and in their learning conferences with parents

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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 monitor and use student data, and to work collaboratively towards school goals.
<u>Actions</u>	<ul style="list-style-type: none"> • Build capacity of team leaders and learning specialist to effectively lead A.I.P. strategies across the school • Refine and document structures for PLCs to effectively incorporate student data and related focused professional learning.
<u>Impact and Evidence</u>	<p>Leaders:</p> <ul style="list-style-type: none"> • School Improvement Team minutes will show collaboration towards goals • Leaders meeting regularly to set direction and monitor action plans <p>Teachers:</p> <ul style="list-style-type: none"> • reflect positively on the PLC structure and outcomes for 2019 • collaborate on PLC-based Inquiry into evidence-based practice • embed teaching strategies into their practice