

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Ballan Primary School (1435)



Submitted for review by Lachlan Carlyle (School Principal) on 11 March, 2022 at 01:22 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 24 March, 2022 at 06:01 PM
Endorsed by Bec Carey Grieve (School Council President) on 28 April, 2022 at 05:21 PM

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal 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.</p>
<p>12 Month Target 1.1</p>	<p>TEACHER JUDGEMENT To increase the percentage of students above the expected level in Number & Algebra in all year levels 2021 Base Data for the current cohort Prep - 33% Year 1 - 25% Year 2 - 25% Year 3 - 23% Year 4 - 30% Year 5 - 23%</p> <p>NUMERACY NAPLAN Y3 and Y5 NUMERACY Top 2 bands (2021) Y3 = 44% (Target 45%) Y5 = 23% (Target 35%) 2022, NAPLAN assessment will demonstrate that 100% of students are at or above NMS in Numeracy.</p> <p>WELLBEING STUDENT ATTITUDE TO SCHOOL Sense of Connectedness : 71% (2021) - Target 75% Emotional Awareness and Regulation : 74% (2021) - Target 80% Teacher Concern : 72% (2021) - Target 80%</p> <p>PARENT OPINION Student Agency - 69% (2021) - Target 80% Student Motivation and Support - 75% (2021) - Target 80% School Pride and Confidence - 83% (2021) - Target 90%</p>

KIS 1 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			
Actions	Build staff capacity in assessment and differentiation in the teaching of numeracy to meet student individual learning needs.			
Outcomes	<p>Leaders will support teaching staff to build assessment and differentiation practices and through clear processes and professional learning.</p> <p>Intervention ES staff will provide targeted academic support to students.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student learning goals.</p> <p>Teachers will identify student learning needs based on assessment data.</p> <p>Students in need of targeted intervention support will be identified and supported.</p> <p>Students will know what the next steps are to progress their learning.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Curriculum documents show differentiation in planning.</p> <p>Intervention meeting minutes will show plans to support individual student's learning needs.</p> <p>Student IEP's will describe adjustments to meet their learning needs.</p> <p>Assessment data will show student learning growth.</p> <p>Late Indicators:</p> <p>Teacher judgement data will show student growth in numeracy learning with an increase in students at or above age expected.</p> <p>SSS factors: Academic emphasis to increase from 76% to 80%.</p> <p>AtoSS factors: Stimulated learning increase from 75% to 80%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Maths Proficiency scales to be updated to align with Maths Plus program.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Whole School Maths Curriculum Day - Andrea Hillbrick	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <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
Team leaders to attend Bastow leading Differentiation in Mathematics.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,600.00 <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

<p>Education Support staff employed to provide learning support through intervention programs .</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$58,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop a PL plan that supports ES in Disability Inclusion.</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Employ 0.2 teacher to release Disability Inclusion coordinator to update IEP's and provide peer observations with a focus on differentiation.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$18,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input checked="" 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
Two teachers to attend PL The Science and Language of Reading.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Employee external Speech and OT's to provide weekly/FN therapy to small groups of students identifies with a disability	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,392.61 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Numeracy intervention tutor Establish a targeted 3-6 numeracy intervention program to support our Numeracy sprints.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$53,618.81 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Early Years literacy resourcing. Decodables and readers to support classroom and intervention programs.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <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
Curriculum supports ongoing - Andrea Hillbrick Improvement of numeracy intervention programs.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$7,509.70

			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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to explicitly teaching social-emotional learning using the Resilience Rights and Respectful Relationships (RRRR) evidence-based curriculum resources.			
Outcomes	Leadership will strengthen engagement with Area Respectful Relationships team and Community of Practice members. Leadership will strengthen engagement with prevention and response agencies and organisations. Teachers will plan for explicit teaching of social emotional learning and Respectful Relationships education Teachers will explicitly teach social emotional learning and Respectful Relationships education Teachers will develop a P-6 Scope and Sequence for consent alighting with the RRRR essential lesson topics, Students will feel supported and engaged in classes and contribute to a positive and respectful classroom culture Students will have positive and Respectful Relationships with peers.			
Success Indicators	Early indicators: A whole-school approach to explicit teaching, assessing, and reporting of social-emotional learning (using RRRR and in line with Victorian Curriculum's Personal and Social Capability) will be documented. Classroom and yard observations. Internal and external whole staff, team and individual professional learning participation, and shared readings for staff are documented re social-emotional learning, RRRR, and collaborative learning strategies. Late indicators: By 2022, the following factor endorsement rates in Student Attitude to Schools Survey (AtoSS) will be: Sense of Connectedness to			

	<p>increase in the positive endorsements from 71% to 75%. Student Agency and Voice to increase positive endorsements from 59% to 75%. Information about the school's approach to social-emotional learning and Respectful Relationships education is communicated to parents/carers eg in Handbooks, Newsletters, via Xuno, See-saw, etc.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>ES facilitated small group interventions focussed on opportunities to developing specific social emotional learning skills through coaching, modelling and practising the skills. Resources.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>RRRR Community of Practice activities including student agency and voice and school community.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Whole school professional learning reboot RRRR and ongoing PL .	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To develop engaged, connected and empowered students who make positive contributions to the development of the whole school community.			
12 Month Target 2.1	By 2022, the following factor endorsement rates in Student Attitude to Schools Survey (AtoSS) will be: Sense of Connectedness from 73% to 80% Student Voice and Agency from 59% to 75% Stimulated Learning from 75% to 80%			
12 Month Target 2.2	By 2022, the following factor endorsement rates in Parent Opinion Survey (POS) will be: Student Voice and Agency from 69% to 80% Student Motivation and Support from 75% to 80% Stimulating Learning Environment from 75% to 85%			
KIS 1 Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning.			

Actions	Ensure school environments that engage students through co-authoring their learning journeys. Promoting student input and agency in collecting feedback and driving ideas for sustained improvement.			
Outcomes	<p>Leadership will provide regular opportunities for student leaders to meet and guide decision-making regarding student learning and engagement.</p> <p>Leadership will ensure that student decision-making is a valued aspect of staff direction and feedback in planning meetings.</p> <p>Teachers will value the voice of student leadership and promote their input regularly in team meetings.</p> <p>Teachers will encourage student input in the delivery and direction of student-led learning.</p> <p>Students will have a regular and respected voice in decisions regarding their own learning.</p> <p>Students will take part in opportunities to give feedback on how we teach, and run an engaging school.</p>			
Success Indicators	<p>Early indicators: Student leadership teams (school and house captains) (junior school council) will be formed. Early opportunities for student leaders to develop skills (via leadership camp) and student leadership to provide regular voice via our digital school newsletter.</p> <p>Late indicators: By 2022, the following factor endorsement rates in Student Attitude to Schools Survey (AtoSS) will be: Sense of Connectedness to increase in the positive endorsements from 71% to 75%. Student Agency and Voice to increase positive endorsements from 59% to 75%. Stimulated Learning from 75% to 80%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School Leaders Camp (Term 2)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <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

