

2024 Annual Implementation Plan

for improving student outcomes

Belvedere Park Primary School (4902)



Submitted for review by Benjamin Moncrieff (School Principal) on 15 December, 2023 at 10:58 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 31 January, 2024 at 04:58 PM
Endorsed by Laura Morris (School Council President) on 26 March, 2024 at 03:03 PM

Select annual goals and KIS

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| Goal 1 | 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. | |
| 12-month target 1.1-month target | <p>To increase teacher judgement for students at or above the expected level in: Number and Algebra from 88% (2023) to 90% Writing from 79% (2023) to 81% Reading and Viewing from 85% (2023) to 88%</p> <p>To increase the percentage of Year 3 students in the top 2 NAPLAN bands: Numeracy from 69% (2023) to 72% Writing from 67% (2023) to 70% Reading from 75% (2023) to 78%</p> <p>To increase the percentage of Year 5 students in the top 2 NAPLAN bands: Numeracy from 59% (2023) to 62% Writing from 73% (2023) to 75% Reading from 73% (2023) to 75%</p> <p>To increase positive responses on the AtoSS in factors: School connectedness from 81% (2023) to 86% Student voice and agency from 81% (2023) to 86% Motivation and interest from 82% (2023) to 87%</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |

Define actions, outcomes, success indicators and activities

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| Goal 1 | 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. |
| 12-month target 1.1 target | <p>To increase teacher judgement for students at or above the expected level in:</p> <ul style="list-style-type: none"> Number and Algebra from 88% (2023) to 90% Writing from 79% (2023) to 81% Reading and Viewing from 85% (2023) to 88% <p>To increase the percentage of Year 3 students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> Numeracy from 69% (2023) to 72% Writing from 67% (2023) to 70% Reading from 75% (2023) to 78% <p>To increase the percentage of Year 5 students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> Numeracy from 59% (2023) to 62% Writing from 73% (2023) to 75% Reading from 73% (2023) to 75% <p>To increase positive responses on the AtoSS in factors:</p> <ul style="list-style-type: none"> School connectedness from 81% (2023) to 86% Student voice and agency from 81% (2023) to 86% Motivation and interest from 82% (2023) to 87% |
| KIS 1.a 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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |

| Actions | <ol style="list-style-type: none"> 1. Embed PLC structures to support teacher collaboration and strengthen teaching practice. 2. Continue to use PLCs for staff to collaboratively plan units of work with a focus on differentiation. 3. Embed LLLL in Foundation and Year 1. 4. Introduce DIBELS assessment tasks for Year 2 - Year 6. | | | |
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| Outcomes | <ol style="list-style-type: none"> 1. Teachers will confidently and accurately identify the learning needs of all of their students. 2. Students will be able to identify their next steps of learning to progress their own development. | | | |
| Success Indicators | <p>Early indicators</p> <ul style="list-style-type: none"> - Student feedback on differentiation, the instructional model, and the use of common strategies. - Teachers' formative assessment data and summative judgements (Teacher Judgements - Semester 1) against the curriculum show improvement. - SPA data clearly indicating student progress. <p>Late indicators:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results. - NAPLAN results. - DIBELS assessment growth - PAT Reading and PAT Maths growth results. - Summative judgements (Teacher Judgements - Semester 2). | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Align Professional Learning Schedule and Curriculum Timetables to prioritise collaboration and PLCs. | <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 |
| Develop a shared goal focusing on assessment and differentiation within each team of the school. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

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| Schedule and organise professional learning throughout the year focusing on developing strategies to support students with specific learning requirements. | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Maintain processes and protocols for regular moderation of student work within teaching teams. | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Implement the DIBELS assessment tasks for all students for Year 2 - Year 6. This includes Professional Learning and sharing of best practice. | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 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 | | | |
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| Actions | 1. Establish the Berry Street Education Model in all learning spaces across the school. 2. Establish the School Wide Positive Behaviours matrix. 3. Conduct regular check-ins with students through regular circle time activities. | | | |
| Outcomes | 1. Teachers will implement and model consistent routines focusing on the Berry Street Education Model. 2. Teachers will implement the School Wide Positive Behaviours matrix. 3. Students will feel supported and engaged in their classroom and contribute to a strong classroom culture. | | | |
| Success Indicators | Early indicators - Students' engagement in circle time activities. - Teacher reports of student wellbeing concerns. Late indicators - Students, staff and parent perception survey results. - Improved Attendance data. | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| All staff to participate in the Berry Street Education Model training. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$19,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Implement the Belvedere Park Primary School Wide Positive Behaviours matrix. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Continue to implement classroom interventions through circle time, mindfulness and relaxation. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
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| Implement the DIBELS assessment tasks for all students for Year 2 - Year 6. This includes Professional Learning and sharing of best practice. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders | <input checked="" type="checkbox"/> On-site |
| All staff to participate in the Berry Street Education Model training. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Whole school pupil free day | <input checked="" type="checkbox"/> External consultants Berry Street <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |