

2022 Annual Implementation Plan

for improving student outcomes

Belvedere Park Primary School (4902)



Submitted for review by Benjamin Moncrieff (School Principal) on 09 February, 2022 at 02:24 PM
Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 03 March, 2022 at 11:52 AM
Endorsed by Laura Morris (School Council President) on 29 March, 2022 at 12:19 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Key Directions for 2022</p> <ul style="list-style-type: none"> - Continual explicit connection FISO, SSP, AIP, PDP, ATSS and staff survey. - Consistency across all areas of curriculum, assessment and student wellbeing strategies. - Use of HITS to embed consistency of teacher practice. - Increase of frequency of classroom observations connected to our instructional model, HITS and strategic plan providing feedback to improve instruction.
---------------------------------------	---

	<ul style="list-style-type: none"> - Continue to develop the digital learning skills of both students and staff. - Build consistency and understanding of using informative data to differentiate teaching and learning.
Considerations for 2022	<ul style="list-style-type: none"> - HITS - Consistency in using data to inform practice and review the use of formative assessment to inform practice. - Learning Walks will focus on improving teacher practice. - Continue to build targeted strategies to lift attendance based on individual student needs and 2021 data. - Peer observation and feedback timetable developed. - Learning Specialists role to include coaching of all teaching staff.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>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>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.
Target 2.1	<ul style="list-style-type: none"> <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs such as PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p>

- Increase the % of Year 3-5 students making *high* relative growth in Reading to 25%
- Increase the % of Year 3-5 students making *high* relative growth in Spelling to 25%
- Increase the % of Year 3-5 students making *high* relative growth in Numeracy to 33%

An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):

- Numeracy from 41.1% (2017)
- Reading from 49.1% (2017)
- Writing from 47% (2017)

An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):

- Numeracy from 18% (2017)
- Reading from 22.5% (2017)
- Writing from 15.8% (2017)

Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12-month period.

Higher level of proficiency on the FISO continuum for Building Practice Excellence

**Key
Improvement
Strategy 2.a**
Instructional
and shared
leadership

Strengthen instructional leadership across the school to support professional learning teams to engage in the FISO Improvement Cycle to advance literacy and numeracy instruction and outcomes, with a focus on Writing.

Key Improvement Strategy 2.b Curriculum planning and assessment	Action Plan to accelerate improvement
Goal 3	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 3.1	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.
Key Improvement Strategy 3.a Instructional and shared leadership	<ul style="list-style-type: none"> Provide professional learning for Science leaders and teacher teams to develop the confidence, skills and content knowledge required to differentiate the Science teaching and assessment approach.
Goal 4	To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.
Target 4.1	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.
Key Improvement Strategy 4.a Building practice excellence	<ul style="list-style-type: none"> Provide leadership support for professional learning teams to develop an integrated Science program that fosters metacognitive skills and supports improved learning outcomes for all students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>An increase in the percentage of Year 3 students achieving in the top two NAPLAN bands. Numeracy from 32.07% (2021) to 34% Reading from 57.41% (2021) to 60% Writing from 39.62% (2021) to 42%</p> <p>An increase in the percentage of Year 5 students achieving in the top two NAPLAN bands. Numeracy from 25% (2021) to 29% Reading from 33.9% (2021) to 36% Writing from 15.51% (2021) to 20%</p> <p>An increase in Victorian Curriculum teacher judgements for Reading and Viewing (at or above the expected level). Year 1 - 95% (2021 92%) Year 2 - 95% (2021 93%) Year 4 - 85% (2021 83%) Year 6 - 70% (2021 65%)</p> <p>An increase in Victorian Curriculum teacher judgements for Number and Algebra (at or above the expected level). Year 1 - 100% (2021 98%) Year 2 - 95% (2021 93%) Year 4 - 82% (2021 80%) Year 6 - 70% (2021 65%)</p> <p>To increase "Collective Efficacy" in the School Staff Survey to 80% (2021 74%)</p>

			<p>To increase "Teacher Collaboration" in the School Staff Survey to 85% (2021 83%)</p> <p>To increase "Student Voice and Agency" in the Attitudes to School Survey to 88% (2021 86%)</p> <p>To increase "Motivation and Interest" in the Attitudes to School Survey to 93% (2021 91%)</p>
<p>To achieve optimal learning growth for all students in literacy and numeracy, with a focus on writing.</p>	<p>No</p>	<ul style="list-style-type: none"> • <i>The targeted aim for all students annually is to make one year of learning growth indicated by both Victorian Curriculum teacher judgements and SATs such as PAT. The targeted aim for NAPLAN is for consistent growth between years 3 and 5 matched cohort data.</i> <p>Improvements in NAPLAN Relative Growth data ie:</p> <ul style="list-style-type: none"> • Increase the % of Year 3-5 students making <i>high</i> relative growth in Reading to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Spelling to 25% • Increase the % of Year 3-5 students making <i>high</i> relative growth in Numeracy to 33% <p>An increase in the percentage of year 3 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 41.1% (2017) • Reading from 49.1% (2017) • Writing from 47% (2017) 	

		<p>An increase in the percentage of year 5 students achieving in the top two NAPLAN bands (and top Victorian Curriculum standard ratings):</p> <ul style="list-style-type: none"> • Numeracy from 18% (2017) • Reading from 22.5% (2017) • Writing from 15.8% (2017) <p>Growth in the Foundation to Year 2 English On-Line Interview (EOI) data – cohort tracking or equivalent – to reflect minimum one year’s growth in a 12 month period.</p> <p>Higher level of proficiency on the FISO continuum for Building Practice Excellence</p>	
To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.	No	An increase in the percentage of students achieving Victorian Curriculum Science A and B ratings.	
To achieve improved learning outcomes in Science through the provision of a quality integrated inquiry program.	No	Percentage positive scores for SATS Effective Teaching Practice for Cognitive Engagement to be at or above 90%.	

Goal 1	<p>2022 Priorities Goal</p> <p>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</p>
---------------	--

	<p>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>An increase in the percentage of Year 3 students achieving in the top two NAPLAN bands. Numeracy from 32.07% (2021) to 34% Reading from 57.41% (2021) to 60% Writing from 39.62% (2021) to 42%</p> <p>An increase in the percentage of Year 5 students achieving in the top two NAPLAN bands. Numeracy from 25% (2021) to 29% Reading from 33.9% (2021) to 36% Writing from 15.51% (2021) to 20%</p> <p>An increase in Victorian Curriculum teacher judgements for Reading and Viewing (at or above the expected level). Year 1 - 95% (2021 92%) Year 2 - 95% (2021 93%) Year 4 - 85% (2021 83%) Year 6 - 70% (2021 65%)</p> <p>An increase in Victorian Curriculum teacher judgements for Number and Algebra (at or above the expected level). Year 1 - 100% (2021 98%) Year 2 - 95% (2021 93%) Year 4 - 82% (2021 80%) Year 6 - 70% (2021 65%)</p> <p>To increase "Collective Efficacy" in the School Staff Survey to 80% (2021 74%) To increase "Teacher Collaboration" in the School Staff Survey to 85% (2021 83%)</p> <p>To increase "Student Voice and Agency" in the Attitudes to School Survey to 88% (2021 86%) To increase "Motivation and Interest" in the Attitudes to School Survey to 93% (2021 91%)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

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>An increase in the percentage of Year 3 students achieving in the top two NAPLAN bands. Numeracy from 32.07% (2021) to 34% Reading from 57.41% (2021) to 60% Writing from 39.62% (2021) to 42%</p> <p>An increase in the percentage of Year 5 students achieving in the top two NAPLAN bands. Numeracy from 25% (2021) to 29% Reading from 33.9% (2021) to 36% Writing from 15.51% (2021) to 20%</p> <p>An increase in Victorian Curriculum teacher judgements for Reading and Viewing (at or above the expected level). Year 1 - 95% (2021 92%) Year 2 - 95% (2021 93%) Year 4 - 85% (2021 83%) Year 6 - 70% (2021 65%)</p> <p>An increase in Victorian Curriculum teacher judgements for Number and Algebra (at or above the expected level). Year 1 - 100% (2021 98%) Year 2 - 95% (2021 93%) Year 4 - 82% (2021 80%) Year 6 - 70% (2021 65%)</p> <p>To increase "Collective Efficacy" in the School Staff Survey to 80% (2021 74%) To increase "Teacher Collaboration" in the School Staff Survey to 85% (2021 83%)</p> <p>To increase "Student Voice and Agency" in the Attitudes to School Survey to 88% (2021 86%) To increase "Motivation and Interest" in the Attitudes to School Survey to 93% (2021 91%)</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	<ol style="list-style-type: none"> 1. Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. 2. Develop a multi-tiered response to meet students' individual learning needs. 		
Outcomes	<ol style="list-style-type: none"> 1. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. 2. Teachers will identify student learning needs based on diagnostic assessment data. 3. Students will know what the next steps are to progress their learning. 		
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. Formative and summative assessment rubrics will show student learning growth. 2. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Victorian Curriculum judgements will show growth in learning. 2. SSS factors: instructional leadership, collective efficacy. 		
Activities and Milestones	People Responsible	Is this a PL Priority	When
Develop a shared PDP goal focusing on assessment and differentiation.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Purchase equipment and adaptive technology to support the teaching and learning of students with disabilities.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Peer observations with a focus on differentiation in the classroom.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Learning Specialist to participate in the Bastow course "Leading Differentiated Teaching in Mathematics".	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Six staff members to undertake the Department's PLC Training in Semester Two.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4
Monitor teacher judgement data in Reading and Viewing & Number and Algebra according to the Victorian Curriculum twice per term in Area Meetings.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Professional Learning in Student Voice and Agency (Amplify).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		
Actions	1. Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation. 2. Continue to implement the Resilience, Rights and Respectful Relationships curriculum.		
Outcomes	1. Teachers will implement a range of interventions in their classrooms to support student wellbeing. 2. Students will have strong relationships with peers and staff. 3. Students will feel supported and engaged in homegroups and contribute to strong classroom culture.		
Success Indicators	Early indicators: 1. Classroom and peer observations. 2. Documentation of referrals/communication processes. Late indicators: 1. Semester Two judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information.		
Activities and Milestones	People Responsible	Is this a PL Priority	When
Establish lunchtime clubs that promote healthy habits and positive relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1

Support students to re-engage and connectedness through Visual Arts.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Implement classroom interventions through mindfulness and relaxation utilising the school's social worker.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Purchase equipment and adaptive technology to support the teaching and learning of students with disabilities.	<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"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Peer observations with a focus on differentiation in the classroom.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Learning Specialist to participate in the Bastow course "Leading Differentiated Teaching in Mathematics".	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Six staff members to undertake the Department's PLC Training in Semester Two.	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Professional Learning in Student Voice and Agency (Amplify).	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs.	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources R,R,R,R.	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Numeracy leader	
--	--	--	--	--	---	--