2022 Annual Implementation Plan

for improving student outcomes

Beulah Primary School (3109)

Submitted for review by Nathan Wright (School Principal) on 25 February, 2022 at 09:53 AM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 25 February, 2022 at 10:50 AM
Awaiting endorsement by School Council President

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	Evolving
	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	Emerging
	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	Evolving
	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	Evolving
	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	Evolving
	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	Initial reflection based on previous FISO and will evaluate in more detail in 2022.
Considerations for 2022	Initial reflection based on previous FISO and will evaluate in more detail in 2022.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
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	Improve literacy and numeracy for all students.
Target 2.1	By 2024 the four-year rolling average percentage of students in the Top 2 Bands in NAPLAN will increase for: • Reading in Year 5 from 41.75 in 2019 to 50 per cent • Reading in Year 3 from 79.25 in 2019 to 85 per cent • Numeracy in Year 5 from 79.25 in 2019 to 85 per cent • Numeracy in Year 3 from 45.75 in 2019 to 50 per cent

Target 2.2	By 2024 the four-year rolling average percentage of students showing above benchmark growth as measured by NAPLAN from Year 3 to Year 5 will increase for: • Reading from 8.25 in 2019 to 25 per cent • Numeracy from 37.5 in 2019 to 40 per cent
Target 2.3	By 2024 all students will make one year's learning growth in one year's learning as measured by teacher assessments against the Victorian Curriculum in Semester 2 of consecutive years, compared with 2019 assessments of: • 81 per cent for Reading and Viewing • 94 per cent for Speaking and Listening • 75 per cent for Writing • 100 per cent for Measurement and Geometry • 94 per cent for Number and Algebra • 100 per cent for Statistics and Probability
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the instructional practice of every teacher by adopting a whole school instructional model
Key Improvement Strategy 2.b Building practice excellence	Strengthen the capacity of teachers to analyse and use assessment data to plan a differentiated teaching and learning program.
Key Improvement Strategy 2.c Building communities	Strengthen educational partnerships that support improved student learning.

Goal 3	Enhance student voice and agency.
Target 3.1	**drafting notes: consider using one more data set, in addition to student attidudes and parent opinions, to triangulate targets (e.g.attendance, staff survey)** By 2024 increase the three year rolling average endorsement on the Student Attitudes to School Survey for: • Differentiated learning from 80 per cent in 2019 to 85 per cent • Stimulated learning from 73 per cent in 2019 to 80 per cent
Target 3.2	By 2024 the positive endorsement of the Parent Opinion Survey for the Student Cognitive Engagement cluster will continue to be 100 per cent.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build students' capacity to develop and monitor their own learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Empower students to set learning goals, develop reflection skills and improve their confidence as learners.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Develop students' ability to utilise assessments and feedback to become active partners in their own learning.
Goal 4	Enhance the wellbeing of all students.

Target 4.1	 By 2024 the three year rolling average endorsement on the Student Attitudes to School Survey will increase for: - Advocate at school from 78 per cent in 2019 to 88 per cent - Teacher concern from 64 per cent in 2019 to 77 per cent - Sense of confidence from 81 per cent in 2019 to 85 per cent - Managing bullying from 85 per cent in 2019 to 90 per cent
Target 4.2	By 2024 the three year rolling average endorsement of *Not experiencing bullying* on the Parent Opinion Survey will increase from 73 per cent in 2019 to 80 per cent.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Further develop a safe and respectful environment for all students.
Key Improvement Strategy 4.b Health and wellbeing	Further develop and implement strategies to enhance resilience, confidence and self-efficacy
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Imbed a consistent well being model across the school that supports the needs of 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	By the end of 2022 the four year rolling average percentage of students in the top two bands in NAPLAN for Numeracy will maintain at 54% to 55% in Year 3 and increase from 66.75% to 70% in Year 5. All students will make one year's growth in Literacy and Numeracy according to teacher judgements. By the end of 2022 the Student Attitudes to School Survey will show improvement from 2021.
Improve literacy and numeracy for all students.	No	By 2024 the four-year rolling average percentage of students in the Top 2 Bands in NAPLAN will increase for: • Reading in Year 5 from 41.75 in 2019 to 50 per cent • Reading in Year 3 from 79.25 in 2019 to 85 per cent	

		• Numeracy in Year 5 from 79.25 in 2019 to 85 per cent • Numeracy in Year 3 from 45.75 in 2019 to 50 per cent	
		By 2024 the four-year rolling average percentage of students showing above benchmark growth as measured by NAPLAN from Year 3 to Year 5 will increase for: • Reading from 8.25 in 2019 to 25 per cent • Numeracy from 37.5 in 2019 to 40 per cent	
		By 2024 all students will make one year's learning growth in one year's learning as measured by teacher assessments against the Victorian Curriculum in Semester 2 of consecutive years, compared with 2019 assessments of: • 81 per cent for Reading and Viewing • 94 per cent for Speaking and Listening • 75 per cent for Writing • 100 per cent for Measurement and Geometry • 94 per cent for Number and Algebra • 100 per cent for Statistics and Probability	

Enhance student voice and agency.	No	**drafting notes: consider using one more data set, in addition to student attidudes and parent opinions, to triangulate targets (e.g.attendance, staff survey)** By 2024 increase the three year rolling average endorsement on the Student Attitudes to School Survey for: • Differentiated learning from 80 per cent in 2019 to 85 per cent • Stimulated learning from 73 per cent in 2019 to 80 per cent	
		By 2024 the positive endorsement of the Parent Opinion Survey for the Student Cognitive Engagement cluster will continue to be 100 per cent.	
Enhance the wellbeing of all students.	No	**drafting notes: consider using one more data set, in addition to student attidudes and parent opinions, to triangulate targets (e.g. attendance, staff survey)** By 2024 the three year rolling average endorsement on the Student Attitudes to School Survey will increase for: • Advocate at school from 78 per cent in 2019 to 88 per cent • Teacher concern from 64 per cent in 2019 to 77 per cent • Sense of confidence from 81 per cent in 2019 to 85 per cent • Managing bullying from 85 per cent in 2019 to 90 per cent	

		By 2024 the three year rolling average endorsement of *Not experiencing bullying* on the Parent Opinion Survey will increase from 73 per cent in 2019 to 80 per cent.	

Goal 1	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.	
12 Month Target 1.1	By the end of 2022 the four year rolling average percentage of students in the top two bands in NAPLAN for Numeracy will maintain at 54% to 55% in Year 3 and increase from 66.75% to 70% in Year 5. All students will make one year's growth in Literacy and Numeracy according to teacher judgements. By the end of 2022 the Student Attitudes to School Survey will show improvement from 2021.	
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

Goal 1	**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.
12 Month Target 1.1	By the end of 2022 the four year rolling average percentage of students in the top two bands in NAPLAN for Numeracy will maintain at 54% to 55% in Year 3 and increase from 66.75% to 70% in Year 5. All students will make one year's growth in Literacy and Numeracy according to teacher judgements. By the end of 2022 the Student Attitudes to School Survey will show improvement from 2021.
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	To have a deeper understanding of student learning data to ensure differentiation and point of need teaching.
Outcomes	Students - Will be able to articulate their learning goals. - In need of intervention will be identified and supported with their learning. Teachers - Will be able to identify trends or patterns in data to inform teaching and planning. - Will know what to teach and when to teach it (scope and sequence for numeracy). Leaders - Will support staff to develop assessment practices and interpret data to inform teaching. - Provide staff with relevant PD and resources to support teaching and learning of staff and students.
Success Indicators	Early: - Learning goals are developed with students. - Agreed protocols developed to support discussions around data.

| | - Students identified needing support will be included in the tutoring initiative.

Late:
- Use of assessments such as Essential Assessment, PAT, F and P, NAPLAN along with teacher judgements to assess growth in learning against the Victorian Curriculum. |
|---|---|

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create data walls using specific assessments from assessment schedule.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole school protocols when interpreting data.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Ensure an evidence based approach to tutoring program to identify student learning needs from data.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$7,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop moderation of assessment procedures with a particular focus on writing.	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a scope and sequence for numeracy.	☑ Teacher(s)	☐ PLP Priority	from: Term 3	$0.00

			to: Term 4	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to have a deeper understanding of assessment data through PLC training.	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
				☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
School to purchase new learning resources and materials for literacy and numeracy. - Levelled Literacy Intervention Program - Andrea Hillbrick resources	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$7,500.00
				☑ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an agreed process to writing student learning goals.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	To develop a well-being framework across the school.
Outcomes	Students: - Will know the expected behaviors and school values. - Will be provided opportunities to share successes. - Be acknowledged for demonstrating expected behaviors and school values. Teachers: - To implement behavior flowchart. - To implement practices and strategies from Berry Street training. - Support and seek feedback from students of their physical, emotional and social well-being.

	Leaders: - Will support staff in their physical, emotional and social well-being. - Will seek feedback from staff on programs and policies.
Success Indicators	Early: - Development of the behavior flowchart. - Consistent delivery of well-being curriculum. Late: - Attitudes to school survey including whole school data collection.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop whole school behavior flowchart. - Includes student voice.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to finish receiving Berry Street training.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$15,000.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
School to continue to teach Respectful Relationships using the RRRR program.	☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit and refine the teaching of school values and expected behaviors using the You Can Do It program.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$15,000.00	$15,000.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$15,000.00	$15,000.00	$0.00
Total	**$30,000.00**	**$30,000.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Ensure an evidence based approach to tutoring program to identify student learning needs from data.	$7,500.00
School to purchase new learning resources and materials for literacy and numeracy. - Levelled Literacy Intervention Program - Andrea Hillbrick resources	$7,500.00
Staff to finish receiving Berry Street training.	$15,000.00
Totals	**$30,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Ensure an evidence based approach to tutoring program to identify student learning needs from data.	from: Term 1 to: Term 3	$7,500.00	☑ School-based staffing
School to purchase new learning resources and materials for literacy and numeracy. - Levelled Literacy Intervention Program - Andrea Hillbrick resources	from: Term 1 to: Term 4	$7,500.00	☑ Teaching and learning programs and resources
Totals		**$15,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Staff to finish receiving Berry Street training.	from: Term 1 to: Term 1	$15,000.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			    o Positive education
			       Berry Street

Totals		$15,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff to have a deeper understanding of assessment data through PLC training.	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site PLC Training
Staff to finish receiving Berry Street training.	☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ External consultants Berry Street Instructor	☑ Off-site To be confirmed.