



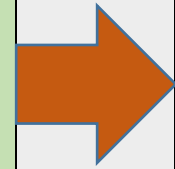
Bellbrae Primary School 2019 School Improvement Plan

Purpose: To develop a community of critical thinkers and innovative learners.

AIP School Improvement Plan

What are our 4 Key Improvement Strategies?

1. To develop and implement a whole school evidence based spelling approach to promote consistent practice and improved outcomes. Leaders: Dylan Garnham-Rea and Christian Smith	2. Deepen collaborative teaching practices to improve student outcomes through regular cycles of inquiry and the use of student data (PLC) . Leaders: Mick Georgiadis and Stu McCoombe	3. Develop a whole school approach to wellbeing through Respectful Relationships, Tribes and School Wide Positive Behaviour to enhance student voice and agency , positive relationships, and student attendance . Leaders: Stu McCoombe and Anna Nielsen	4. To embed whole school writing instructional model to further develop the writing pedagogy of staff and improve student outcomes. Leaders: Luke O'Meara and Christian Smith
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What are our AIP targets

All students will achieve at least 1 years growth for 1 years learning

NAPLAN

Spelling:

High Growth from 7% to 10%
Yr 3: To increase the number of students in the Top 2 Bands to 55%
Yr 5: To increase the number of students in the Top 2 Bands to 25%

Writing:

Relative Growth: Low Growth = 25% or below
Relative Growth: High Growth = At or above similar schools
Yr 3: Top two bands: At or above similar schools
Yr 5: Top two bands: At or above state average

PAT

End of 2018 PAT Maths and End of 2019 Relative Growth Target (TBC)

Staff Opinion Survey

Teacher Understanding of Formal Assessment: from 68% to 75%
Teacher Collaboration: from 71% to 75%
Skills to measure impact: from 72% to 76%
Use pedagogical model: 78% or above

Attitudes to School Survey

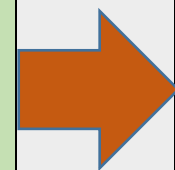
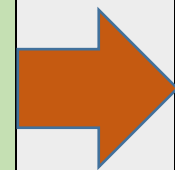
Student Voice and Agency: 70% or above
Resilience: 80% or above
Teacher Concern: 75% or above

Parent Opinion Survey

School Pride and Confidence: 82% or above
Student Agency and Voice: 80% or above

PIVOT

To be determined



Our Improvement Initiatives agenda?

<ul style="list-style-type: none"> Review current spelling model/s across the school Analyse and identify best practice in spelling as a staff Develop instructional consistency of the teaching of Spelling through implementation of Whole School Spelling Approach, Peer Observations, Coaching and PDP Goals Build teacher capacity in Spelling Create whole school documentation and expectations for the teaching of Spelling Development of a Spelling Scope and Sequence / Pedagogy Use moderation and formal assessment data to inform how to teach spelling to meet the individual needs of students at Bellbrae PS Students to engage in regular focused small group spelling sessions Coaching of departments in Spelling approach/model Students will have the opportunity to apply their spelling practice in regular Writer's Workshop sessions Use of WTW inventory assessments to inform teaching and learning Use SWST data effectively for targets and improvements Curriculum Day allocated to the implementation of Spelling approach 	<ul style="list-style-type: none"> Meeting schedule with PLC focus developed Peer Observation schedule developed Collaborative teaching practices, including team teaching, is developed Identify PLC Instructional Leadership Team of six (DET Course) Attend 8 PLC Professional Learning Modules PLC Instructional Leadership Team to deliver new learning to staff Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning) Link Staff PDP goals with PLC goals Term 1 PLC Cycle focus: Writing Term 2 PLC Cycle focus: TBC Term 3 PLC Cycle focus: Numeracy Term 4 PLC Cycle focus: Spelling Continue PLC celebrations 	<ul style="list-style-type: none"> Survey students surrounding wellbeing at Bellbrae. Review Wellbeing practices across the school. Apply for the School Wide Positive Behaviour Support Identify a positive school wide behaviour team. Attend professional learning – School Wide positive Behaviour Provide Professional Learning for staff from SWPB Team Regular analysis of attendance data. Build student voice by: <ul style="list-style-type: none"> administrating PIVOT survey (teacher feedback) Identify SWPB Student team Professional Learning for SWPB Student Team Initiate school wide SWPB Framework Action Student Feedback Utilize the 7 elements of SWPB 	<ul style="list-style-type: none"> Engage staff in professional learning of Bellbrae Primary School's Writing Instructional Model (first two weeks of term 1) 5 hours of writing per week Develop a whole school scope and sequence for writing Coaches collaborating with departments on writing practice (planning, classroom visits etc) Professional Learning on all elements of the Instructional Model Whole school writing moderation each term Further developing of writing rubrics Peer Observation and sharing of practice – scheduled program to support this A PLC focus on writing Students engage in NAPLAN preparation in a methodical approach. Celebrating student achievements in writing Students developing writing learning goals during conferencing Students having regular conferencing sessions. All teachers to have goal in their PDP linked to writing
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What will we see happening in all classrooms?

All members of Bellbrae PS modelling school values and behaviours	All members of Bellbrae staff engaging in a PLC Process.	All members of staff collecting data to track learning growth	All members of staff adhering to a Bellbrae PS Writing instructional model (consistent practice)	All members of staff implementing HITS	All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards	Students using assessment rubrics to assess their own learning	Teachers will resolve all student issues in a fair and timely manner using and engage in the SWPB elements.	Ongoing communication between teachers and families, including Compass, student diary,	All students will engage in a personalised program to support their learning needs	All students will have access to appropriate resources and supports to maximise their wellbeing
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Professional Learning Communities

Departments

							Specialists	Foundation	Yr One	Yr Two	Yr Three	Yr Four	Yr Five	Yr Six
							Chris Williams Ang Grace	Ali Baeck	Matt Nalder	Luke Heard	Luke O'Meara	Lauren Carty	Kerry Lomas	David Semianiw
							Sharni Ward Attalia Egerton Clay Cornish Vanessa Gunn Kelly Buckley	Kate Rudland Anna Nielsen	Nicole Marra Lucas Reid	Rach Nalder Bonnie Rahilly Tess Barson Cindy Westlake	Dylan G-R Clay Cornish Katelyn Dunn	Vanessa Gunn Mick G. Lauren White	Lachlan Hurrell Brig Chapman Darren Findling	Leonie Brown Hayley Mooney



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