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| **BELLBRAE PS 2023 ANNUAL IMPLEMENTATION PLAN** | | | | |
|  | **Teaching and Learning** | | **Wellbeing** | |
| **Goal** | **To maximise the learning growth of all students in Literacy.** | **To maximise the learning growth of all students in Numeracy.** | **To strengthen student engagement in learning.** | **To maximise the wellbeing and inclusion of all staff and students.** |
| **Leaders** |  |  |  |  |
| **12-month Targets** | By end 2023, **PAT Reading** data (Year 1 – 6) to increase students achieving at or above expected growth from 55 per cent to 58 per cent   By 2023, increase the percentage of students above the expected level in Writing from 17 per cent 2021 to 20 per cent  By end 2023 NAPLAN Benchmark Reading at or above expected growth from 58 per cent to 63 per cent  By 2023 NAPLAN Benchmark Writing at or above expected growth from 72 per cent to 73 percent | By end 2023, **PAT Maths** data (Year 1-6) to increase students achieving at or above expected growth from 61 per cent to 64 per cent   By 2023, increase the proportion of students assessed as working above the expected level in Number and Algebra from 29 per cent to 35 percent  By end 2023 NAPLAN Benchmark at or above expected growth from 67 per cent to 70 per cent | By end 2023, increase the percentage of positive endorsement in the **School Staff Survey** for the factors: - Academic Emphasis from of 79 per cent (2022) to 80 per cent - Understand how to use data maintained at above 80 per cent(83 per cent 2022)  - Use student feedback to improve practice maintained at 93 per cent (2022)   By end 2023, increase the percentage of positive endorsement in the **Student Attitudes to School Survey** for the factors: - Stimulated Learning from 72 per cent (2022) to 74 per cent - Learning Confidence from of 76 per cent (2022) to 77 per cent - Student Voice and Agency from 63 per cent (2022) to 68 per cent  By end of 2023, increase the proportion of students assessed as working above the expected level in the Personal and Social capability from per cent to per cent | By end 2023, increase the percentage of positive endorsement in the **Student Attitudes to School Survey** for the factors:  - Managing Bullying from 77 per cent (2022) to 78 per cent  -Teacher Concern from 60 per cent (2022) to 70 per cent  - Sense of Connectedness maintain at 80 per cent (2022)  - Respect for diversity from 72 per cent (2022) to 75 per cent  - Resilience (normal and high) 71 per cent (2022) to 75 per cent and maintain  - Advocate at school gradual increase from 84 per cent (2022)  By end 2023, increase the percentage of positive endorsement in the **School Staff Survey for** the factors:  - Shielding and buffering to be maintained at above 70 percent (77 per cent 2022)  - Teacher collaboration to be maintained at above 80 per cent (82 per cent 2022)  In 2023, maintain staff participation in the School Staff survey at 98 per cent (2022). |
| **KIS** | - Further develop and implement coaching, mentoring and peer observation. - Develop and Implement a whole school approach to Literacy. - Build staff capacity to use assessment and data to inform practice. | - Further develop and implement coaching, mentoring and peer observation. - Develop and Implement a whole school approach to Numeracy. - Build staff capacity to use assessment and data to inform practice. | - Further develop differentiation to meet student point of need. - Embed goal setting, based on student assessment, to increase student agency and develop metacognition.  - Build teacher capacity and confidence to use student voice in the development of intellectually challenging tasks. | - Embed SWPBS whole school model to maximise staff and student wellbeing and inclusion.  - Strategically collect, track data and use to promote student and staff wellbeing connectedness and inclusion.  - Increase school and family partnerships as a key strategy to improve student outcomes. |
| **Actions / Outcomes** | - Professional Learning focusing on use of available assessments and data to inform and evaluate T&L programs - Investigate and identify areas of strength and opportunities for improvement across staff and use information to drive peer observation model - Review of assessment schedule  - Professional Learning for Department Leaders to lead discussions regarding cohort level data - Expand on use of different forms of data to asses student understanding and teacher effectiveness through PLC cycles  - Further develop and refine Literacy and Numeracy Pedagogical Models - Implementation of whole school ‘I can…’ statements for goal setting and reporting - Review and refine scope and sequence documentation  - Coaching and peer observation models focus on development of whole school approach to Literacy and Numeracy - Allocate specific meetings and a curriculum day focusing on Literacy and Numeracy  - Ensuring that Literacy (Term 2) and Numeracy (Term 3) are focus for PLC cycles throughout the year  - Curriculum teams to focus on sharing best practice across all areas of the school - To have coaching and peer observation model in practice that supports teachers to build capacity in delivery of Reading and Writing | | - Increase positive parent perception in community through school-based events  - Increase staff understanding of how to assess student achievement in Personal and Social Capabilities  - Implement measure of student engagement as result of attending support and intervention  - PL focused on differentiation for extension of high achieving students - Further exploring data sets to ensure that student point of need is identified  - Development of IEPs and SSGs for identified students during in Term 1 then ongoing throughout the year - Further develop the understanding of the importance of goal setting with staff and students - Develop student understanding and voice in goal setting  - Professional Learning focused on incorporating student voice in teaching and learning  - Facilitate more opportunities for student voice to be incorporated in to the classroom through JSC and anecdotal discussions  - Exploring a broader range of opportunities to showcase skills and knowledge | - Clear set of expectations for staff and students to follow in case of any student concerns  - SWBPs model is embedded consistently across the year throughout the school  - SWPBs highly evident in school Starting Right program  - Ongoing emphasis on school pride throughout the school year - Review and update of chronical templates on Compass  - Ensure staff are effectively and efficiently entering data using compass platform  - Sharing of attitudinal data with staff and students  - Facilities to reflect language and names that promote cultural diversity and inclusion  - Development of Reconciliation Action Plan  - Continuation of 'Yuddies' initiative  - School Council to have Community and Engagement sub committee  - School Council to promote and manage activities relating to student safety and engagement e.g. bike tracks, safe cycling, discos, meet and greet  - Digital marketing to promote school using online platforms |