

# **Annual Implementation Plan - 2023**

## **Define Actions, Outcomes and Activities**

Bethal Primary School (5186)



Submitted for review by David Warren (School Principal) on 09 December, 2022 at 01:07 PM

Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 10 February, 2023 at 12:39 PM

Endorsed by Peta Asaad (School Council President) on 28 February, 2023 at 07:14 AM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p>Numeracy</p> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 students achieving at or above benchmark growth in NAPLAN from 44% in 2022 to 59%</li> <li>• Increase the percentage of students in the NAPLAN top 2 bands at Year 5 from 8.5% in 2022 to 11%</li> <li>• Increase the percentage of Year P-6 students above expected levels based on teacher judgement for number and algebra to 23% as informed by PAT-M, NAPLAN, MOI and Bethal Primary specific Maths Assessments.</li> </ul> <p>School staff survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 40% in 2022 to 58%</li> <li>• teacher collaboration from 44% in 2022 to 66%</li> <li>• use high impact teaching strategies (maintain high level) 84% in 2022</li> </ul> <p>Attitudes to School Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• differentiated learning challenge from 81% in 2022 to 83%</li> <li>• stimulated learning from 77% in 2022 to 78%</li> <li>• sense of connectedness from 83% in 2022 to 84%</li> </ul> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 81% in 2022 to 92%</li> <li>• Student connectedness from 88% in 2022 to 95%</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Reduce the percentage of students with 20+ days absence to 39%</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	A1. Introduce, consolidate and embed the Bethal Maths Instructional Model with an increased focus on evidence-based mathematics classroom practices being accessible to all students.

	A2. Consolidate and embed the emerging high fidelity PLC processes to develop stronger mathematics units that meet students at their point of need.
<b>Outcomes</b>	<p>Whole School Level:</p> <p>Action 1:</p> <ul style="list-style-type: none"> <li>• Leadership to deliver professional learning at a whole school, PLC and individual classroom level around a considered sequence of learning pertaining to key elements of the Bethal Maths Instructional Model.</li> <li>• Specific Learning Walks and Focused Classroom Observations to observe implementation of the Bethal Maths Instructional Model.</li> <li>• SIT to review units of work, lesson plans and common assessment tasks to measure impact of the Bethal Maths Instructional Model.</li> <li>• All staff to engage in professional learning at a whole school level to build depth of understanding and ability to deliver high quality mathematics lessons.</li> <li>• SIT to regularly review progress and individual learning plans of Koorie and EAL students, along with providing feedback and observations of practice to ensure that learning is accessible to all students.</li> </ul> <p>Action 2:</p> <ul style="list-style-type: none"> <li>• Leadership to conduct review into PLC operations and provide leadership development coaching and support to build middle leadership capacity to develop meaningful PLC inquiries with greater autonomy.</li> <li>• Work of PLC inquiries to directly align with the new Maths Curriculum Map to provide collective professional learning that meets the identified problems of practice at a PLC level.</li> </ul> <p>Classroom Level:</p> <p>Action 1:</p> <ul style="list-style-type: none"> <li>• Classroom teachers plan to create Teaching and Learning sequences utilising core approaches in the new Instructional Model.</li> <li>• Classroom teachers deliver differentiated work programs, reflecting high fidelity practices that incorporate the Four Proficiencies and HITS.</li> <li>• All teaching staff to engage in professional learning at a PLC and classroom level to build depth of understanding and ability to deliver high quality mathematics lessons.</li> </ul> <p>Action 2:</p> <ul style="list-style-type: none"> <li>• Classroom teachers to use data to justify their differentiated work program.</li> <li>• Middle and upper leaders to model enhanced practices around the collection, use and analysis of student data to inform classroom practice.</li> <li>• Classroom teachers to display a shared understanding of student achievement based on moderation of work samples.</li> <li>• PLCs to collectively interpret data sets and determine next steps within the classroom at cohort, class and student level.</li> </ul>

	Individual Student Level: Action 1: <ul style="list-style-type: none"><li>• Students will be able to articulate what they are learning and why, and what they need to learn next.</li><li>• Students will be able to articulate what a typical lesson looks like in Maths, with examples of higher level learning evident.</li></ul> Action 2: <ul style="list-style-type: none"><li>• Students will monitor their maths learning goals to better effect.</li><li>• Students will articulate their mathematical thinking to demonstrate their reasoning skills to better effect.</li></ul>			
Success Indicators	<ul style="list-style-type: none"><li>• Classroom observations and learning walks demonstrating take up of instructional models and professional learning strategies.</li><li>• Internal professional learning attendance and shared readings for staff are documented.</li><li>• Shared PL goals documented in staff PDPs.</li><li>• Documentation and data from formative assessments.</li><li>• A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</li><li>• Data walls clearly indicating student progress.</li><li>• Differentiated curriculum documents and evidence of student learning at different levels.</li><li>• Student progress shown across various summative assessments.</li><li>• Students to achieve more than 12 months growth in 12 months in Number and Algebra, Measurement and Geometry and Statistics and Probability.</li></ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Enact a Professional Learning Schedule that targets improving teacher practice in order to embed the Bethal Maths Instructional Models effectively.	<ul style="list-style-type: none"><li>✔ Learning Specialist(s)</li><li>✔ Numeracy Leader</li><li>✔ School Leadership Team</li></ul>	✔ PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Develop the school's Instructional Model resources through the addition of exemplar models that include key resources, readings, photos and videos of excellent teacher practice.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct ongoing targeted Classroom Observations using data to measure the precision in which teachers use our Instructional Model.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning Communities will collaborate and confidently use data to differentiate learning and navigate the PLC process.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in effective inquiry cycles, with a focus on Mathematics, which use data to confidently evaluate the impact teachers are having on student learning.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to use data to effectively prioritise students requiring intervention and develop a tiered response plan that includes collaboration between TLI and classroom teachers.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support staff to make stronger links between their PLC analysis and student learning goals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop artefacts that capture the professional learning journey in the area of mathematics throughout 2023	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Refine PLC Operations and process to promote greater autonomy and a gradual release from the regional support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Action 1: Introduce and establish consistent School Wide Positive Behaviour strategies across the school. Action 2: Establish a whole school tiered approach to social and emotional wellbeing (SEW).			
<b>Outcomes</b>	Whole School Level Action 1: <ul style="list-style-type: none"> <li>• Leadership and SWPBS Team to provide ongoing and sequential professional learning regarding key elements of the SWPBS Matrix.</li> <li>• SIT to model key SWPBS practices when supporting staff with student behaviour concerns.</li> <li>• SIT to use data to evaluate impact of SWPBS.</li> <li>• Collaborative development and embedding of a school wide acknowledgement system.</li> <li>• SIT to develop and establish procedures to document and monitor major and minor behaviour incidents.</li> <li>• SIT to use data to identify and address necessary professional learning needs of leaders, teachers and education support staff.</li> <li>• Ensure cultural and language considerations are taken through the collective development and achievement of student IEPs.</li> </ul> Action 2: <ul style="list-style-type: none"> <li>• LT to work with staff to establish a consistent referral based system for wellbeing concerns.</li> <li>• LT to define and implement tiered approach to SEW.</li> <li>• LT to expand staff access to internal and external allied health providers.</li> </ul>			



	<ul style="list-style-type: none"> <li>• LT to refine referral processes and build teacher capacity in identifying additional needs to co-construct and implement IEPs, particularly around EAL and Koorie students.</li> </ul> <p>Classroom Level:</p> <p>Action 1:</p> <ul style="list-style-type: none"> <li>• Teachers to show consistency in approach to implementing SWPBS.</li> <li>• Teachers display confidence in responding to/following up on behavioural incidents.</li> <li>• Teachers and ES to build their skills and knowledge around supporting student wellbeing.</li> <li>• Lessons to be developed and delivered that explicitly teach and acknowledge students exhibiting expected behaviours.</li> <li>• Within the classroom, consistent use of a documented and monitor major and minor incidents and respond to data accordingly.</li> <li>• Teachers to apply consistent logical responses to address major and minor behaviour incidents within the classroom.</li> </ul> <p>Action 2:</p> <ul style="list-style-type: none"> <li>• All staff to display understanding of the whole school approach to wellbeing.</li> <li>• Teachers to integrate SEW into teaching practice and classroom work programs.</li> <li>• Evidence within classroom practices that show differentiated SEW based on individualised needs, and needs of the class.</li> </ul> <p>Individual Student Level:</p> <p>Action 1:</p> <ul style="list-style-type: none"> <li>• Evidence of less behavioural incidents experienced by our students.</li> <li>• Articulate a greater awareness of SWPBS elements.</li> <li>• Articulate and model expected behaviours.</li> <li>• Identify differences between major and minor behaviours.</li> <li>• Positively respond to consistent and logical responses to address inappropriate behaviours.</li> </ul> <p>Action 2:</p> <ul style="list-style-type: none"> <li>• Receive individualised support that meets them at their specific point of need.</li> <li>• Have access to a broader range of support mechanisms, including allied health and internal/external support staff.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Classroom observations and learning walks demonstrating adoption of SWPBS approaches and strategies implemented.</li> <li>• SWPBS matrix finalised.</li> <li>• Achieve 80%+ on the SWPBS Universal Prevention A implementation checklist.</li> <li>• Achieve a score of 70%+ 'in place' in the SWPBS Self-assessment Survey (School-wide Systems).</li> <li>• Achieve a score of 70%+ in the SWPBS Tiered Fidelity Inventory (TFI).</li> <li>• Successfully apply for SWPBS Bronze award.</li> <li>• Record keeping of distribution of whole school rewards.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduction in the level of negative behavioural incidents recorded across each term.</li> <li>• Evidence of Wellbeing referrals being logged by teaching staff.</li> <li>• Internal professional learning attendance and shared readings for staff surrounding behaviour management, positive behaviour support and trauma informed approaches are documented.</li> <li>• Documentation for key approaches and processes relating to SWPBS, RRs and Social and Emotional Wellbeing.</li> <li>• Attendance data sets which show a detailed analysis of student absences.</li> <li>• Whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates.</li> <li>• Panorama data which shows improved attendance rates- a reduction in the number of average days absent per student and a reduction in the number of students classified as being 'chronic attendees' (20+ absent days).</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Enact a Professional Learning Schedule that targets improvement in knowledge surrounding SWPBS Framework. (Tier 1)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$123,128.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop school wide student acknowledgement system	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Regular and ongoing analysis of student behaviour data to enhance tiered approach to supporting all students. (Tier 1, Tier 2, Tier 3)	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of signage to complement SWPBS Expected Behaviours Matrix in non-classroom setting. (Tier 1)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Continue to upskill teachers and support staff to deliver effective SEW (RR) learning opportunities for all students. This will include PL for staff surrounding planned and incidental learning opportunities. (Tier 1)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Communicate and promote Tiered Approach to SEW to school community. (Tier 1, Tier 2, Tier 3)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Expand capability of School Chaplaincy support to allow for tertiary supports for a greater amount of students. (Tier 2)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Tier 2 and Tier 3 based interventions, by the appointment of a Psychologist (0.4) and a Speech Pathologist (0.4).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$125,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items