

Annual Implementation Plan - 2022

Define Actions, Outcomes and Activities

Niddrie Primary School (5410)



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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	Learning Increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: * reading and viewing from 59% (2019 to 2020) to 69% * writing from 69% (2019 to 2020) to 69% * number and algebra from 56% (2019 to 2020) to 66% Wellbeing Increase the percentages of positive student responses to the following factors: Perseverance to 81% Sense of confidence to 86% Effective Classroom Behaviour to 83% Sense of inclusion to 93% Respect for diversity to 87% Managing bullying to 83%
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	Build staff capability to understand, assess, and implement evidence-informed practice to plan for point of need learning in Mathematics - Number and Algebra.
Outcomes	Students will: - understand and articulate their learning goals and know their next steps for learning (ref: ATSS – self regulation and goal setting) - regularly construct and review learning goals with their teacher (2-way feedback) (ref: ATSS – self regulation and goal

	<p>setting)</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the learning trajectories for concepts (Big Ideas) in Number and Algebra (ref: SSS - Renewal of knowledge and skills) - begin to assess students' understanding, skills and knowledge against learning trajectories to differentiate and support student learning (ref - SSS - Teaching and Learning - Implementation) - plan sequences of differentiated learning in Mathematics to support student goal attainment (SSS - Guaranteed and viable curriculum) - Will regularly review student learning goals with students (2-way feedback) resource visible learning feedback (SSS - Teaching and Learning - Evaluation) - Will involve students and their families/carers to develop a shared understanding of the expected outcomes for learning growth and attainment (SSS - Trust in students and parents) <p>Leaders will:</p> <ul style="list-style-type: none"> - lead, support and resource the implementation of the Big Ideas in Number (ref: SSS – Instructional leadership) - Support PLC leaders to facilitate inquiry cycles focused on number and algebra (ref: SSS - School level support) - Provide coaching, modelling and mentoring around practices in number and algebra (ref: SSS - Instructional leadership and School level support) - Use multiple sources of evidence, evaluate the effectiveness of approaches and programs at regular monitoring points in the year (ref: Teaching and Learning - Evaluation) <p>Community will:</p> <ul style="list-style-type: none"> - be informed of the development of number and algebra across the school through newsletters, parent meetings, Compass information sharing (ref: PCGOS - school communication/teacher communication) - attend information sessions for supporting mathematic learning at home (PCGOS -parent participation and involvement) - share responsibility for learning goals with teacher (PCGOS – teacher communication)
<p>Success Indicators</p>	<p>Semester 1</p> <ul style="list-style-type: none"> - Moderation of student work - annotated - Student goals for number and algebra - Learning trajectories visible in classrooms (Bump it up walls) - Rubrics for assessment <p>Semester 2</p> <ul style="list-style-type: none"> - Students able to articulate learning goals for number and algebra - Student participation in setting goals for number and algebra

	<ul style="list-style-type: none"> - Completed PLC inquiry cycles for number and algebra - Planned and differentiated sequences of learning incorporating the Big Ideas in Number - Observations of 2-way feedback conversations - PCGOS, AToSS, SSS - Teacher judgements
Activities and Milestones	
AM - Regular and on-going engagement with numeracy consultant to build staff pedagogical knowledge in Mathematics with a focus on number and algebra.	
AM - Provide professional learning on Visible Learning, use of assessment tools (Assessment for Common Misunderstandings) and Visible Learning - Feedback for all staff.	
AM - Termly PLC inquiry cycles focused on Mathematics to monitor student learning in number and algebra throughout the year.	
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Strengthen the Schoolwide Positive Behaviour Strategies (SWPBS) and the Resilience, Rights and Respectful Relationships Curriculum across the school.</p> <p>Build staff capability to consistently use the NPS Instructional Model and evidence-based practices inclusive of the High Impact Teaching Strategies (HITS).</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - articulate and use SWPBS supports. e.g.The NPS Behaviour Matrix (ref: AToSS- Effective classroom behaviour) - know and name the school values and what they look like across the school (ref: AToSS- Respect for diversity/sense of inclusion) - co-design, understand and refer to the NPS Positive Pathway (AToSS- Effective classroom behaviour) <p>Teachers will:</p> <ul style="list-style-type: none"> - understand the three- tiered model and focus on tier 1 preventative strategies (SSS – Instructional Leadership) - implement and follow the Resilience, Rights and Respectful Relationships Social and Emotional Learning Curriculum

	<ul style="list-style-type: none"> - implement daily wellbeing sessions incorporating the Zones of Regulation and Levels of Engagement to improve student SEL vocabulary and strategies - use the NPS Positive Pathway and SWPBS acknowledgement system to support and promote positive behaviours - document positive and negative behaviours through Compass - use the ABC model (antecedent, behaviour, consequence) to identify behaviours and support preventative actions - implement evidence-based, universal practices to support learning for every child - consistently embed the NPS Instructional model into their practice (SSS – GVC, collective focus on student learning, academic emphasis) <p>Leaders will:</p> <ul style="list-style-type: none"> - support staff to use effective evidence-based classroom practices inclusive of the High Impact Teaching Strategies (HITS) - support staff to adopt evidence-based practices that promote positive behaviours through professional learning opportunities - model and coach preventative strategies with all staff and students - engage The Resilience Project to provide whole school support and learning around Social and Emotional Learning (SEL). - provide whole staff professional learning on evidence-based classroom practice inclusive of the High Impact Teaching Strategies (HITS) - conduct Learning Walks and provide feedback to teachers - appoint a staff member to become a Behaviour Champion that models best practice for the school <p>Community will:</p> <ul style="list-style-type: none"> - engage with The Resilience Project through school and at home - demonstrate awareness of the SWPBS and discuss positive behaviours with their children - provide parent members to be involved in the SWPBS team and regularly attend meetings for input
<p>Success Indicators</p>	<p>Semester 1:</p> <ul style="list-style-type: none"> - SWPBS documentation updated and visible in classrooms/spaces in the school - Students co-design the NPS Positive Pathway and provide feedback for next version - Planning documents demonstrating Resilience, Rights and Respectful Relationships lesson sequences across all year levels - Identification of students requiring additional supports - tutor learning program, high ability program, challenge and enrichment series, and wellbeing supports and services <p>Semester 2:</p> <p>ATtoS factors increase:</p>

	<ul style="list-style-type: none"> - Effective Classroom Behaviour from 82% (2021) to 83% - Sense of inclusion from 92% (2021) to 94% - Respect for diversity from 86% (2021) to 87% - Managing bullying from 83% (2021) to 85%. <ul style="list-style-type: none"> - observed evidence-based tier 1 preventive practices in classroom - observed through Learning Walks - consistent use of SWPBS Behaviour management processes and Positive Pathway - evidence-based supports for individual learners documented and monitored through individual education plans (IEPs) - demonstrated use of well-being supports for staff and students in classrooms and staff gatherings
Activities and Milestones	
AM - Revise and refine SWPBS strategies across the school; and revise the NPS Behaviour Matrix into student-friendly language.	
AM - Provide professional learning for all staff focused on the three tier model and preventative behaviour supports using the ABC model	
AM - Conduct learning walks in all classrooms	
AM - Regular engagement and targeted learning with the Resilience Project to further our understanding of Social and Emotional Learning (SEL) Curriculum	
AM - Appoint a Behaviour Champion to undertake professional learning to support staff to implement consistent practices in all classrooms	