2022 Annual Implementation Plan

for improving student outcomes

Bayswater Primary School (2163)

Submitted for review by Brooke Cross (School Principal) on 16 March, 2022 at 12:39 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 21 March, 2022 at 09:29 AM
Endorsed by Vicky Barlow (School Council President) on 24 March, 2022 at 10:30 AM

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	Embedding
	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	Evolving
	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	Embedding
	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	Embedding
	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	Embedding
	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	We are pleased to be on a positive trending trajectory, we look forward to further developing these areas in future years.
Considerations for 2022	Documentation of BPS instructional models for literacy and numeracy. Developing a visual model of the processes and priorities within these plans and ensuring consistency of approach.

	Wellbeing - further focus on attendance and documenting the processes relating to absences. Student engagement to be prioritised in 2022 AIP. Continuation of PosEd, RP.
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 student achievement and learning growth, particularly in literacy and numeracy
Target 2.1	By 2023 to increase the percentage of students achieving 12 months progress in 12 months by 10 per cent using a norm referenced data set in Mathematics and Reading
Target 2.2	By 2023 to increase the percentage of students in the top two bands of NAPLAN Year 5: • Reading from 20% (2018) to 25% • Writing from 13% (2018) to 20% • Numeracy from 27% (2018) t0 30%

Target 2.3	By 2023 to increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5: • Reading from 27% (2018) to 35% • Writing from 25% (2018) to 35% • Numeracy from 27% (2018) to 35%
Key Improvement Strategy 2.a Building practice excellence	Document and implement an agreed classroom pedagogical model
Key Improvement Strategy 2.b Setting expectations and promoting inclusion	Develop and effectively communicate a whole school learning culture
Key Improvement Strategy 2.c Evaluating impact on learning	Develop teacher capacity to consistently use data to inform planning and classroom teaching
Goal 3	To improve student engagement in their learning
Target 3.1	Drafting note: please consider specifying benchmark for social domains By 2023 increase positive responses in AToSS: • Sense of connectedness fom 69% (2018) to 80% • All social domains to 80%

Target 3.2	By 2023 increase Student voice and agency measure in AToSS from 69% (2018) to 80%
Target 3.3	By 2023 to decrease the unapproved absences from 14.9 (2018) to 12
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement a whole school learning culture linked to school values
Key Improvement Strategy 3.b Curriculum planning and assessment	Implement a positive education program throughout the school
Key Improvement Strategy 3.c Empowering students and building school pride	Continue to develop student voice and agency in learning and school decision making
Goal 4	To improve student wellbeing outcomes
Target 4.1	By 2023 to increase SSS scores for Principal/teacher: • Academic excellence from 64.1% (2018) to 75% • Collective efficacy from 58.3% (2018) to 70% • Teacher collaboration from 85% (2018) to 90%
Target 4.2	By 2023 in increase AToSS Effective teaching practice for cognitive engagement from 69% (2018) to 80%

Target 4.3	By 2023 to increase POS High expectations for success from 88% (2018) to above 90%
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Develop, document and implement agreed and consistent practices and pedagogical process across the school to build student wellbeing e.g. Amplify
Key Improvement Strategy 4.b Building leadership teams	Build the leadership capacity of teachers who have area and curriculum responsibilities for wellbeing, and of student leaders.

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	Support for the 2022 Priorities
Improve student achievement and learning growth, particularly in literacy and numeracy	Yes	By 2023 to increase the percentage of students achieving 12 months progress in 12 months by 10 per cent using a norm referenced data set in Mathematics and Reading	To increase the percentage of students achieving 12 months progress in 12 months by 10 per cent using a norm referenced data set in Mathematics and Reading
		By 2023 to increase the percentage of students in the top two bands of NAPLAN Year 5: • Reading from 20% (2018) to 25% • Writing from 13% (2018) to 20% • Numeracy from 27% (2018) t0 30%	To increase the percentage of students in the top two bands of NAPLAN Year 5:Reading from 20% (2018) to 25%Writing from 13% (2018) to 20%Numeracy from 27% (2018) t0 30%

		By 2023 to increase the percentage of students achieving high growth in NAPLAN from Year 3 to Year 5: • Reading from 27% (2018) to 35% • Writing from 25% (2018) to 35% • Numeracy from 27% (2018) to 35%	To increase the percentage of students in the top two bands of NAPLAN Year 5:Reading from 20% (2018) to 25%Writing from 13% (2018) to 20%Numeracy from 27% (2018) t0 30%
To improve student engagement in their learning	No	Drafting note: please consider specifying benchmark for social domains By 2023 increase positive responses in AToSS: • Sense of connectedness fom 69% (2018) to 80% • All social domains to 80%	
		By 2023 increase Student voice and agency measure in AToSS from 69% (2018) to 80%	
		By 2023 to decrease the unapproved absences from 14.9 (2018) to 12	
To improve student wellbeing outcomes	No	By 2023 to increase SSS scores for Principal/teacher: • Academic excellence from 64.1% (2018) to 75% • Collective efficacy from 58.3% (2018) to 70% • Teacher collaboration from 85% (2018) to 90%	
		By 2023 in increase AToSS Effective teaching practice for cognitive engagement from 69% (2018) to 80%	

		By 2023 to increase POS High expectations for success from 88% (2018) to above 90%	

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	Support for the 2022 Priorities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 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	Yes
KIS 1.b 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.	
Goal 2	**Improve student achievement and learning growth, particularly in literacy and numeracy**	

12 Month Target 2.1	To increase the percentage of students achieving 12 months progress in 12 months by 10 per cent using a norm referenced data set in Mathematics and Reading	
12 Month Target 2.2	To increase the percentage of students in the top two bands of NAPLAN Year 5: Reading from 20% (2018) to 25% Writing from 13% (2018) to 20% Numeracy from 27% (2018) t0 30%	
12 Month Target 2.3	To increase the percentage of students in the top two bands of NAPLAN Year 5: Reading from 20% (2018) to 25% Writing from 13% (2018) to 20% Numeracy from 27% (2018) t0 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Document and implement an agreed classroom pedagogical model	Yes
KIS 2.b Setting expectations and promoting inclusion	Develop and effectively communicate a whole school learning culture	No
KIS 2.c Evaluating impact on learning	Develop teacher capacity to consistently use data to inform planning and classroom teaching	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.	Network priorities in response to the NAPLAN trending data has led to the focus areas being identified. Students will be supported throughout a range of DET, Maroondah Network and local initiatives. Our School performance report 2021 supports the need for these goals to be prioritised. These KIS also align with the SSP goals, allowing the school to further transform teaching and learning opportunities.	

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	Support for the 2022 Priorities
KIS 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
Actions	Embed a school wide writing approach Develop a school wide numeracy strategy Maintain PLC's to support teacher collaboration and reflection of strengthening teacher practice Maintain staff capacity in differentiation in order to identify and meet individual student needs Embed consistent approaches to formative assessment Maintain processes and protocols that ensure at risk students with specific learning needs receive support Engage in Professional learning on numeracy and writing Build staff capacity to understand and implement the new format of IEP's
Outcomes	Students will know how lessons are structured and how this supports their learning Leaders will support teaching staff to build assessment and differentiation practices through clear processes, professional learning and peer observations Tutors will provide targeted academic support to students Students will be supported to learn at point of need PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons
Success Indicators	Teacher records and observations of student progress Portfolio tasks Classroom observations and learning walks NAPLAN results eg Numeracy benchmark growth Student, staff and parent perception survey results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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
Schedule and organise professional learning on embedding numeracy across curriculum areas and allocate time for teacher implementation	☑ All Staff ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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
Schedule and organise Professional Learning on formative assessment and collecting, analysing , respoinding to and monitoring data.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 2	$1,500.00

			to: Term 3	☐ 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 processes and protocols for Peer Observations and establish goals for these observations.	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(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
Establish systems and protocols for developing individual and tailored support to support students individual needs.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☐ 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

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Continue to develop and refine our whole school approach to physical, social, emotional and cultural wellbeing Embed positive mental health approaches in staff professional practice Embed our work in Restorative practices and Positive Education Implement the Berry Street trauma informed practice and Respectul relationships curriculum Continue to implement our Connections, multi age social skills program Continue our partnership with Onpsych to offer counselling to students with acute mental health needs
Outcomes	Teachers will incorporate trauma informed practices in teaching and planning Teachers will implement and model consistent language, routines and processes Teachers will develop regular practices to promote healthy eating, increased physical activity and wellbeing Teachers will implement a range of interventions in their classroom to support student wellbeing Students with emerging or acute wellbeing needs remain connected to school, their peers and their learning Families of at risk students will recive regular communication and support from the school
Success Indicators	Classroom and peer observations Documentation of frameworks, policies or programs Attendance at internal and external Professional learning and evidence of shared professional reading Documentation of referrals / reports etc Student, staff and parent survey results Attendance data Health and wellbeing dashboards Parent teacher Interviews Data used to target and support students with additional needs

Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Establish lunch time clubs to promote healthy habits and positive relationships	☑ Allied Health ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ 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
Engage with EACH to develop a healthy eating program with our junior students	☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$1,000.00 ☑ 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
Schedule student peer support training for student leaders	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$1,000.00 ☑ 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

Goal 2	Improve student achievement and learning growth, particularly in literacy and numeracy
12 Month Target 2.1	To increase the percentage of students achieving 12 months progress in 12 months by 10 per cent using a norm referenced data set in Mathematics and Reading
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12 Month Target 2.3	To increase the percentage of students in the top two bands of NAPLAN Year 5: Reading from 20% (2018) to 25% Writing from 13% (2018) to 20% Numeracy from 27% (2018) t0 30%
KIS 2.a Building practice excellence	Document and implement an agreed classroom pedagogical model
Actions	Plan whole school professional learning on best practice instructional model Maintain PLC's to support consistency of practice and reflection on teaching practice

Outcomes	Teachers will consistently implement the agreed pedagogical model
	Teachers will implement differentiated teaching to meet individual student needs
	Success will experience measurable success and progress in their learning

Success Indicators	Student feedback on the instructional model
	NAPLAN results
	Teacher records and observations
	Classroom Observations and learning walks
	Peer Observations
	PLC presentations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on developing a consistent classroom instructional model	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ 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

KIS 2.c Evaluating impact on learning	Develop teacher capacity to consistently use data to inform planning and classroom teaching

Actions	Build staff capacity in assessment and differentiation
	Embed a school wide writing approach
	Develop a school wide numeracy strategy
	Maintain PLC's to support teacher collaboration and reflection of strengthening tecaher practice

Outcomes	Tutors will provide targeted academic support to students Students will be supported to lear at their point of need Students in need of targeted academic support or intervention will be identified and supported Teachers will confidently use data to inform their teaching and planning
Success Indicators	NAPLAN results Teacher records and observations Classroom Observations and learning walks Peer Observations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Bayswater Education Plan combined schools curriculum day on Assessment and incorporation of FISO for school improvement	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 2	$2,000.00 ☑ 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

Funding Planner

Summary of Budget and Allocated Funding

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

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	$1,000.00
Schedule and organise professional learning on embedding numeracy across curriculum areas and allocate time for teacher implementation	$1,000.00
Establish systems and protocols for developing individual and tailored support to support students individual needs.	$1,500.00
Establish lunch time clubs to promote healthy habits and positive relationships	$1,000.00
Engage with EACH to develop a healthy eating program with our junior students	$1,000.00
Schedule student peer support training for student leaders	$1,000.00

Bayswater Education Plan combined schools curriculum day on Assessment and incorporation of FISO for school improvement	$2,000.00
Totals	$8,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 1 to: Term 4		
Schedule and organise professional learning on embedding numeracy across curriculum areas and allocate time for teacher implementation	from: Term 1 to: Term 4		
Establish lunch time clubs to promote healthy habits and positive relationships	from: Term 2 to: Term 4		
Engage with EACH to develop a healthy eating program with our junior students	from: Term 2 to: Term 3		
Schedule student peer support training for student leaders	from: Term 2 to: Term 3		

Bayswater Education Plan combined schools curriculum day on Assessment and incorporation of FISO for school improvement	from: Term 2 to: Term 2		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**
Establish systems and protocols for developing individual and tailored support to support students individual needs.	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**
Engage with EACH to develop a healthy eating program with our junior students	from: Term 2 to: Term 3		
Schedule student peer support training for student leaders	from: Term 2 to: Term 3		

Totals			

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
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Schedule and organise professional learning on embedding numeracy across curriculum areas and allocate time for teacher implementation	☑ All Staff ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Schedule and organise professional learning on developing a consistent classroom instructional model	☑ Leadership Team	from: Term 2 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Bayswater Education Plan combined schools curriculum day on Assessment and incorporation of FISO for school improvement	☑ All Staff	from: Term 2 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Network Professional Learning	☑ SEIL ☑ School improvement partnerships ☑ Departmental resources EILS from NEVR	☑ Off-site Karralyka Centre