

2022 Annual Implementation Plan

Summary

2022 Targets	
12 Month Target 1.1	<p>Increase the percentage of students at and above NAPLAN benchmark growth in numeracy, reading and writing at Year 5:</p> <ul style="list-style-type: none"> • numeracy from 82% (2021) to 84% • reading from 77% (2021) to 79% • writing from 69% (2021) to 71%
12 Month Target 1.2	<p>Increase the percentage of students achieving 12 months growth each year in (teacher judgements):</p> <ul style="list-style-type: none"> • mathematics in number and algebra from 75% (2020) to 85% • reading and viewing from 82% (2020) to 85% • writing from 77% (2020) to 80%
12 Month Target 1.3	<p>Increase positive endorsement in Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • stimulated learning from 72% (2020) to 75% • motivation and interest from 72% (2020) to 75%
12 Month Target 1.4	<p>Attendance (three-year average) - decrease the percentage of students with 20 or more absence days from 21% (2018 - 2020) to 18%</p>

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**Key improvement Strategy 1a:
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 capacity in assessment, data analysis and high-quality instructional practice

Key Activity	How will we do this?
<p>Employment of Disability Inclusion leader and creation of clear plan for supporting identified students</p>	<p>New Principal class model to allow a staff member to focused on this work. Clear document to set out what support we will offer, how and how students will be selected</p>
<p>Professional Learning with George Telford to explore the High Impact Teaching Strategies (HITS) of Questioning and Dialogue. Implementation of agreed pedagogical strategies within year-level teams with time for review and reflection. Formalising of these strategies within our whole-school instructional manual.</p>	<p>Continuation of ongoing 'Challenging Learning' Work to develop our use of dialogue and questioning.</p> <p>Regular professional learning and discussions to embed these into our practice.</p>
<p>Creation of school-based team and completion of Harvard Data Wise course to support future improvements in our PLC model</p>	<p>Selection of teachers to form school based Datawise team. Liaise with Bastow/HGSE to prepare for the course and complete over easter holidays.</p> <p>Action team to begin implementation of the datawise cycle by exploring our needs in writing.</p> <p>Preparation of action plan to lead whole-school change in writing instruction in 2023</p>

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<p>Completion of Smart Spelling professional learning and implementation of this across the school to support student spelling development.</p>	<p>Professional learning booked for the 18th March.</p> <p>Ongoing staff discussions and professional learning to support whole school implementation.</p>
<p>Review our ongoing reporting model following the disruptions of 2020 and 2021.</p> <p>Implement a system of ongoing reporting that responds to this review and allows parents to better engage with their child's learning.</p>	<p>Work with staff and parents to understand the strengths and weaknesses of our existing model.</p> <p>Relaunch of ongoing reporting via Seesaw in term 1.</p> <p>Monitoring and follow up with families via survey in term 3 and 4</p>
<p>Academic intervention provided for identified 'priority cohort' students through the Tutor Learning Initiative (TLI) and the Disability inclusion model.</p>	<p>Students identified for further support by analysis of learning data from 2020 and 2021 and through the National Consistent Collection of Disability survey.</p>

Key improvement Strategy 1b

Wellbeing – Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

<p>Actions</p>	<p>Embed a whole-school approach to student social and emotional learning</p>
	<p>Implement strategies to respond to student emotional and mental health needs</p>

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Key Activity	How will we do this?
<p>Completion of Respectful Relationships professional learning and implementation across the school.</p>	<p>PD booked for term 2</p> <p>Teams will continue to deliver the program throughout the year.</p>
<p>Completion of Sex and Relationships professional learning and implementation of a teacher-led program to support the educator-led program first introduced in 2021</p>	<p>Booked in for term 2 to be delivered in term 2</p>
<p>Completion of anti-bullying incursions and events and implementation of strategies and language to support students.</p>	<p>Incursions booked for start of term 1 with focus on the role of an upstander.</p> <p>Regular class discussions and circle time throughout year will build on this work and develop understanding of what bullying is and how students can support themselves and each other.</p>
<p>Implementation of external supports and employment of professionals to provide interventions to support students with specific emotional/mental health needs. Communication of these supports to staff and families including ways that they can identify these needs and refer students for additional support.</p>	<p>Identification of the best use of our targeted Disability Inclusion Funding through the analysis of student data and creation of clear documents.</p>