

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Narracan Primary School (2295)



Submitted for review by Michael Smethurst (School Principal) on 15 December, 2021 at 01:56 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<p>KIS 1: LEARNING: By the end of 2022, the percentage positive endorsement on AtoSS will improve for:          differentiated learning challenge from 62% in 2019 to 75%          stimulated learning from 30% in 2019 to 80%          teacher judgement from 43% in 2019 to 75% in number and algebra.</p> <p>KIS 2: WELLBEING: By the end of 2022, the percentage positive endorsement on AtoSS will improve for:          sense of connectedness from 61% in 2019 to 75%          motivation and interest from 57% in 2019 to 80%          self-regulation and goal setting from 60% in 2019 to 80%          student voice and agency from 40% in 2019 to 80%</p>
<b>KIS 1</b> 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
<b>Actions</b>	Develop a school wide approach to teaching Numeracy including the recording of data for learning. Use PLTs reflect on data with a focus of differentiation to inform teaching practice. Develop a school-wide scope and sequence and assessment schedule in Numeracy.  Use data to inform practice in Reading in the TLI.
<b>Outcomes</b>	Students will be familiar with and be able to articulate the lesson structure in Numeracy. Students will be supported at the point of need. Students groups will be fluid (differentiation) to accommodate student abilities. Teachers will consistently implement the agreed assessment schedule. Teachers will provide students with the opportunities to learn at their level using differentiated resources. PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.

	<p>Students will know their next steps are in Reading to progress their learning. Parents/carers will be provided an opportunity to work in partnership with students and teachers in relation to their Reading learning goals.</p>			
<b>Success Indicators</b>	<p>A documented assessment schedule including agreed assessment types to triangulate data. Teacher inputting data on a regular basis. Prioritised collaboration time for PLTs on a weekly basis. A scope and sequence in Numeracy that is developed and utilised by teachers.  TLI documentation that supports student engagement/attendance, progress, areas for learning in Reading.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Establish processes/structures for collecting and monitoring school-wide data Allocate time for teachers to communicate with parents/carers/kin Prioritise collaboration time in PLCs/PLTs and share effective strategies Establish processes for regular moderation of assessment Routinely prioritise time in staff meetings to identify students requiring additional supports Strengthen and communicate processes for supporting staff to contact and engage with external support agencies such as CoP Engage with parents/carers to ensure appropriate supports</p>	Principal	PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. PD - Leading Differentiated Teaching in Mathematics (Bastow)</p>	All Staff	PLP Priority	from: Term 1 to: Term 4	<p>\$7,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Teach writing that go beyond formulaic writing structures. PD - Teaching Writing with Confidence (Oz Lit)	All Staff	PLP Priority	from: Term 1 to: Term 4	\$700.00  <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 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Establish a tiered social engagement regulation model such as School Wide Positive Behaviour Support Framework (SWPBSF) adjusted to suit the needs of Narracan PS. Support students to re-engage through the arts, including music, dance, drama and visual arts. Strengthen in-class relationships through peer and group learning activities			
<b>Outcomes</b>	Teachers will implement and model consistent routines Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to			

	<p>physical, social, emotional, cultural and civic wellbeing  Students will feel supported and engaged and contribute to a strong classroom culture  Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use  Teachers and leaders will implement the wellbeing program in homegroup  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 and peers and experience learning success</p>			
<b>Success Indicators</b>	<p>Observations of changes to classroom practices  Documentation of frameworks, policies or programs  Internal and external professional learning attendance and shared readings for staff are documented  Documentation of referrals/communication processes  Student/staff/parent/carer/kin focus groups and interviews  Student pre and post support surveys  Student engagement and assessment data  Data used to identify students in need of targeted support</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs  Build relationships with external networks/agencies  Document engagements with parents/carers/kin and follow up when difficult situations arise  Nominate one teacher as a key contact and allocate time to communicate with parents/carers/kin of at risk students  Establish weekly check-ins with families of at-risk students</p>	All Staff	<input type="checkbox"/> 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 may include DET funded or free items</p>
Employ evidence-based therapy services (e.g. Art Therapy)	All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$13,000.00

			to: Term 4	<p>Equity funding will be used</p> <p>Disability Inclusion Tier 2 Funding will be used</p> <p>Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Implement wellbeing programs to create classroom environments that promotes positive mental health. Employ evidence-based therapy services (e.g. PAWS in Schools)</p>	All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,180.00</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 may include DET funded or free items</p>
<p>Implement eSmart Schools Framework to F-6</p>	All Staff	<input type="checkbox"/> 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>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the 'Journey of Hope' program to students of trauma.	All Staff	<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