2024 Annual Implementation Plan

for improving student outcomes

Beveridge Primary School (1476)

Submitted for review by Christine Cole (School Principal) on 30 January, 2024 at 11:48 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 30 January, 2024 at 08:56 PM
Awaiting endorsement by School Council President

Goal 2	Maximise learning growth for all students	
12-month target 2.1-month target	In Yr 3 Reading, increase the number of students achieving in the strong and exceeding proficiencies from 59%. In Yr 3 Writing, increase the number of students achieving in the strong and exceeding proficiencies from 66%. In Yr 3 Numeracy, increase the number of students achieving in the strong and exceeding proficiencies from 49%. In Yr 5 Reading, increase the number of students achieving in the strong and exceeding proficiencies from 71%. In Yr 5 Writing, increase the number of students achieving in the strong and exceeding proficiencies from 67%. In Yr 5 Numeracy, increase the number of students achieving in the strong and exceeding proficiencies from 51%.	
12-month target 2.2-month target	Reading & Viewing from 19% in 2023 to 24% in 2024. Writing from 16% in 2023 to 22% in 2024. Number & Algebra from 24% in 2023 to 25% in 2024.	
12-month target 2.3-month target	Understand how to analyse data from 62% in 2023 to 70% in 2024. Guaranteed and Viable Curriculum from 73% in 2023 to 75% in 2024. Instructional Leadership from 85% in 2023 to 87% in 2024.	
12-month target 2.4-month target	Student voice and agency from 50% in 2023 to 55% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build staff curriculum knowledge and capability to consistently implement each element of the BPS Instructional Model.	Yes
KIS 2.b Assessment	Implement effective PLCs that build teacher capability to analyse data, differentiate learning and monitor the impact of their teaching.	Yes

KIS 2.c Engagement	Build teacher capacity to implement the high impact teaching strategies that enable student voice and learner agency.	No
Goal 3	**Strengthen student wellbeing and community engagement**	
12-month target 3.1-month target	Teacher concern from 63% in 2023 to 68% in 2024. School stage transitions from 72% in 2023 to 75% in 2024. School connectedness from 56% in 2023 to 61% in 2024.	
12-month target 3.2-month target	Positive transitions from 70% in 2023 to 75% in 2024. Parent participation and involvement from 55% in 2023 to 60% in 2024.	
12-month target 3.3-month target	Parent participation and involvement from 57% in 2023 to 60% in 2024. Collective efficacy from 79% in 2023 to 80% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed a whole school multi-tiered wellbeing approach through appropriate and timely interventions and adjustments.	Yes
KIS 3.b Leadership	Build leader and teacher capacity to embed whole school wellbeing and engagement processes and practices.	Yes
KIS 3.c Engagement	Strengthen community engagement through transition and communication processes.	No

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth for all students
12-month target 2.1 target	In Yr 3 Reading, increase the number of students achieving in the strong and exceeding proficiencies from 59%. In Yr 3 Writing, increase the number of students achieving in the strong and exceeding proficiencies from 66%. In Yr 3 Numeracy, increase the number of students achieving in the strong and exceeding proficiencies from 49%. In Yr 5 Reading, increase the number of students achieving in the strong and exceeding proficiencies from 71%. In Yr 5 Writing, increase the number of students achieving in the strong and exceeding proficiencies from 67%. In Yr 5 Numeracy, increase the number of students achieving in the strong and exceeding proficiencies from 51%.
12-month target 2.2 target	Reading & Viewing from 19% in 2023 to 24% in 2024. Writing from 16% in 2023 to 22% in 2024. Number & Algebra from 24% in 2023 to 25% in 2024.
12-month target 2.3 target	Understand how to analyse data from 62% in 2023 to 70% in 2024. Guaranteed and Viable Curriculum from 73% in 2023 to 75% in 2024. Instructional Leadership from 85% in 2023 to 87% in 2024.
12-month target 2.4 target	Student voice and agency from 50% in 2023 to 55% in 2024.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff curriculum knowledge and capability to consistently implement each element of the BPS Instructional Model.

Actions	Embed a collaborative and consistent approach to practices across campuses.
Outcomes	Students Students participate in point of need learning tasks Students will be able to write specific learning goals Students apply learning to complete both formative and summative assessment tasks Students provide feedback to teachers to inform teacher planning Students will know how lessons are structured and how this supports their learning Teachers Teachers will actively participate in professional learning Teachers will implement differentiated teaching and learning to meet individual student needs based on data Teachers will confidently and accurately identify student learning needs of all of their students Teachers will plan and deliver lessons using BPS curriculum planners and templates Leaders Leaders will actively participate in professional learning Leaders will ensure that the BPS Instructional Model is followed by all members of teams Leaders will Team Leaders to implement BPS curriculum templates
Success Indicators	Early Indicators Meeting and professional learning scheduled reflect focus on building teacher capacity Classroom observations and learning walks demonstrating use of strategies from professional learning Student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs Teacher term planning documents demonstrate lessons planned using BPS curriculum documents and Instructional Model. Late Indicators Data walls/online tracking student learning growth Evidence of differentiated and targeted teaching in year level curriculum planning documents Staff Survey increase in positive endorsement for Understand how to analyse data Staff Survey increase in positive endorsement for Guaranteed and Viable Curriculum Staff Survey increase in positive endorsement for Instructional Leadership Victorian Curriculum teacher judgements will show increased learning growth in Literacy and Numeracy.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All year level teams and specialist classroom teachers to use agreed curriculum planning documents and assessments (S&S, assessment schedule, Weekly planner etc)	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s) ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Leaders to provide professional learning and reading to support implementation of structured Literacy block.	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Monitor whole school approach to teaching of Numeracy through peer observation and learning walks.	☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide PL and support to teachers to Implement revised Victorian Mathematics Curriculum.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Selected teachers to undertake Sounds Write professional learning.	☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Monitor whole school approach to teaching of Literacy through peer observation and learning walks.	☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1	$0.00

				to: Term 4	
Ensure learning modifications and adjustments are documented and updated in teacher planners to support the Disability Inclusion model.	☑ Disability inclusion coordinator ☑ Leadership team ☑ Learning specialist(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Actively participate in Network Teaching & Learning CoP.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement effective PLCs that build teacher capability to analyse data, differentiate learning and monitor the impact of their teaching.
Actions	Embed PLC structures to support teacher collaboration and strengthen data literacy to inform teaching and learning
Outcomes	Students Students participate in point of need learning tasks Students will be able to write specific learning goals Students apply learning to complete both formative and summative assessment tasks Students provide feedback to teachers to inform teacher planning Teachers Teachers will actively participate in professional learning Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles Teacher will engage in data driven conversations

	Teachers will implement differentiated teaching and learning to meet individual student needs based on data PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule Teachers will provide regular feedback and monitor student progress using online data trackers Leaders Leaders consciously protect privileged time for PLC collaboration Leaders provide professional development for staff focussing on data and evidence Leaders will develop and provide professional learning in order to deepen staff understandings of assessment tools Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation Leaders will establish intervention/small group Literacy and Numeracy tutoring programs
Success Indicators	Early indicators: A documented assessment schedule and evidence of teachers inputting data and moderating assessments Meeting minutes and observational notes from PLC meetings reflect the collection and analysis of data and evidence to inform planning and assess student learning growth Use of strategies from professional learning Student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs Late Indicators Data tracking demonstrates student learning growth Evidence of differentiated and targeted teaching in year level curriculum planning documents Staff Survey increase in positive endorsement for Understand how to analyse data Staff Survey increase in positive endorsement for Guaranteed and Viable Curriculum Staff Survey increase in positive endorsement for Instructional Leadership Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a meeting and professional learning schedule with a focus on PLCs and building teacher capacity.	☑ Assistant principal	☑ PLP Priority	from: Term 1	$0.00

	☑ Learning specialist(s) ☑ PLC leaders ☑ Principal		to: Term 4	☑ Other funding will be used
Continue to build PLC leadership capacity through professional learning	☑ PLC leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Embed PLC Teams.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a shared PDP goal focusing on PLCs.	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Monitor impact through peer observations and learning walks.	☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Support teachers to analyse data to inform teaching and ensure learning modifications and adjustments are documented and updated in teacher planners to support the Disability Inclusion model.	☑ Disability inclusion coordinator ☑ Learning specialist(s) ☑ School improvement team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Strengthen student wellbeing and community engagement

12-month target 3.1 target	Teacher concern from 63% in 2023 to 68% in 2024. School stage transitions from 72% in 2023 to 75% in 2024. School connectedness from 56% in 2023 to 61% in 2024.
12-month target 3.2 target	Positive transitions from 70% in 2023 to 75% in 2024. Parent participation and involvement from 55% in 2023 to 60% in 2024.
12-month target 3.3 target	Parent participation and involvement from 57% in 2023 to 60% in 2024. Collective efficacy from 79% in 2023 to 80% in 2024.
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school multi-tiered wellbeing approach through appropriate and timely interventions and adjustments.
Actions	Develop and implement tier 2 & 3 interventions to support student attendance, engagement, mental health and wellbeing.
Outcomes	Students Students to have an improved positive response to school attendance Students identify appropriate behaviours in different settings Students providing feedback through small group focus session Selected students actively participating in tier 2 and 3 interventions programs Teachers Teachers will follow the whole school Staged Response to Attendance process Teachers collect and collaboratively analyse student behaviour data using the learning management system Teachers use consistent language to discuss positive behaviours, and major and minor behaviours Teachers will be able to recognise, respond to and refer students' mental health needs Wellbeing team will directly support student's mental health needs Leaders Leaders will monitor student attendance and analysis of data Leaders provide opportunity for the Wellbeing team to lead and sustain the implementation and monitoring of inclusive practices

	Leaders and Wellbeing Team will identify students for tier 2 and 3 interventions programs. Leaders will implement a Wellbeing referral process to meet the needs of vulnerable students Leaders and Wellbeing Team will identify students for tier 2 & 3 intervention programs and supports
Success Indicators	Early indicators: Expected behaviours are displayed prominently throughout the school Minor and major behaviours recorded in Compass Tier 2 and 3 intervention programs implemented within the school Students engagement in wellbeing programs Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Engagement data from learning management system (Compass) Late indicators: Analysis of minor and major behaviour data collected in Compass Focus groups responses reflect improved relationships between staff and students, students and students Atoss data shows improvement in Teacher concern Atoss data shows improvement in School connectedness

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed Wellbeing Team with clear roles and responsibilities and communicate with the school community	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$350,000.00 ☑ 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 ☑ Other funding will be used
Implement Tier 2 intervention programs (ie. Martial Arts Therapy, Arts Therapy, Big Sister program and small group social skills programs) to support student mental health and wellbeing	☑ Disability inclusion coordinator ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ classroom ES staff to support effective learning environments by providing 1:1 learning support, small group learning support and alternate life skills program for tier 2 and 3 students	☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Wellbeing Team and School Improvement Team to monitor impact through observations and wellbeing walks.	☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Staff to engage in professional learning for the new Disability Inclusion Model.	☑ All staff ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Promote wellbeing and mental health information in appropriate community languages and engage translation services.	☑ Administration team ☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Actively participate in Network Wellbeing CoP.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Embed and monitor BPS Staged Response to Attendance.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 3.b 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	Build leader and teacher capacity to embed whole school wellbeing and engagement processes and practices.
Actions	Develop and implement whole school approach to tier 1 wellbeing and engagement process. (SWPBS, SEL, 4Rs, Ready to Learn, Review & Feedback)
Outcomes	Students Students will feel supported and engaged in their classrooms and contribute to a strong classroom culture Students will have strong relationships with peers and staff Student will be able to articulate the SWPBS Matrix Teachers Teachers will implement and model consistent routines Teachers collaboratively develop and deliver SEL lessons to teach SWPBS expected behaviours

	Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Teachers will provide opportunities for students to have a voice and give feedback. Leaders Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will frequently monitor SWPBS behaviour data through Compass Leaders will provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS Leaders will deliver professional learning to support implementation of SWPBS framework, SEL curriculum and Restorative Practices.
Success Indicators	Early indicators: Use of SWPBS language evident in peer observations and learning walks Consistency in practice in response to minor and major behaviours Curriculum documentation shows evidence of SEL and SWPBS lessons Late indicators: Observations of changes to classroom practices Documentation of frameworks, policies and processesStudents, staff and parent perception survey results Improvement in student attendance data Atoss data shows improvement in Teacher concern Atoss data shows improvement in School connectedness

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a framework for the morning 'Ready to Learn' and afternoon 'Review & Feedback' sessions linked to SWPBS	☑ School improvement team ☑ SWPBS leader/team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning for teachers implementing the morning 'Ready to Learn' and afternoon 'Review & Feedback' sessions	☑ School leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Develop SWPBS implementation action plan for 2024	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a shared PDP goal focusing on student health and wellbeing	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Monitor through peer observations, learning walks and student focus groups to collect feedback	☑ School improvement team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to provide professional learning for staff to develop the knowledge and skills to implement tier 1 processes (SEL, 4Rs, SWPBS, Restorative Conversations)	☑ Leadership team ☑ SWPBS leader/team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Selected staff to engage in day 1 of the Berry Street Education Model (Trauma informed) professional learning.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ a Multicultural Education Aide (MEA) to support student learning, transition and family connection to the school	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used