

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Wallaroo Primary School (5202)



Submitted for review by Jenny Brennan (School Principal) on 28 February, 2022 at 10:47 AM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 08 March, 2022 at 01:25 PM  
Awaiting endorsement by School Council President

<b>Goal 1 (DET Written Goal)</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>	To increase the percentage of students Years F-6 who achieve at and above expected growth in the Victorian Curriculum: Writing from 40% to (2020) 42%. This is equates to: - Year 1: 6 students - Year 2: 8 students - Year 3: 6 students - Year 4: 7 students - Year 5: 5 students - Year 6: 9 students  Number and algebra from 40% (2020) to 42%. This is equates to: - Year 1: 6 students - Year 2: 8 students - Year 3: 6 students - Year 4: 7 students - Year 5: 5 students - Year 6: 9 students  To increase the percentage of positive endorsement in the Attitudes to School Survey factors of: Sense of confidence from 74% (2019) to 76% in 2022 (this equates to 35 students). Self-regulation and goal setting from 81% (2019) to 83% in 2022 (this equates to 38 students).  To increase the percentage of students with less than 20 days absence from 65% (2019) to 67% (this equates to 67 students with less than 20 days absent in 2022).
<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>	Strengthen staff capability to use consistent evidence-based practice in teaching to enhance student learning outcomes.

<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- demonstrate their progression of learning through work samples and formative assessment practices within a lesson.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- effectively implement the school pedagogical model when planning and delivering a lesson,</li> <li>- utilise peer coaching/observations and feedback to improve their practice to enhance student outcomes.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- use multiple sources of evidence to track peer coaching (Mathematics) and pedagogical model implementation including barriers and enablers.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Student formative assessment data and teacher Victorian Curriculum judgement data.</li> <li>- Staff records and observations of student progress.</li> <li>- Staff notes from meetings, lesson plans, observation notes, notes from peer coaching or learning.</li> </ul>
<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>	Embed the next steps in the whole school understanding and use of the School Wide Positive Behaviour Support framework, known as Positive Behaviours for Learning (PBL) at Wallaroo.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- experience more success in their learning,</li> <li>- feel supported and engaged in classes and contribute to a positive classroom culture,</li> <li>- have pro-social relationships with their peers,</li> <li>- receive targeted support in a timely manner if identified as 'at-risk'.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- participate in PBL professional learning,</li> <li>- implement practices learned,</li> <li>- monitor and document impact on students at a classroom level.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide professional learning on the next steps of PBL to staff,</li> <li>- monitor and evaluate PBL practices in all settings around the school (Classroom, Yard, Toilets, Specialists),</li> <li>- provide PBL inductions to all new staff,</li> <li>- monitor student attendance.</li> </ul>

**Success Indicators**

- Data used to identify students in need of targeted support.
- Documentation of strategies students will use in classes and at school, e.g. Behaviour Support Plans, School PBL Matrix.
- Student participation and engagement in wellbeing programs.
- Classroom and peer observations, anecdotal notes and video evidence to support use of 5:1 corrective ratio.