

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Davis Creek Primary School (5505)



Submitted for review by Philip Fox (School Principal) on 28 March, 2022 at 02:54 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>	Differentiated learning challenge from 82% (2021) to 85% (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>	<ul style="list-style-type: none"> <li>* High ability enrichment in Mathematics.</li> <li>* Targeted purchasing of manipulatives to support learning in mathematics</li> <li>* Embedding the use of the manipulatives in the learning to learn outcome</li> <li>* Promote a growth mindset, resilience and confidence in learning mathematics</li> <li>* Direct explicit instruction as well as opportunities to transfer learning into a problem solving context.</li> </ul>
<b>Outcomes</b>	Students of high ability will report positively about learning being stimulating and just right for their learning Teachers will use manipulatives in every mathematics lesson and understand how these support students to build understanding. Teachers will understand a range of HITS that support differentiation. Leaders will participate in professional learning with teachers.
<b>Success Indicators</b>	<p>Early Indicators</p> Differentiating learning intentions using Bloom's Taxonomy. Students of high ability attend enrichment opportunities as part of their day to day learning. Response to Intervention commences in reading for students in Tier 2 and 3 providing them with additional time and support. Teachers and leaders communicate at PLC and build knowledge of every student. <p>Late Indicators</p> Growth in Naplan results for high ability learners

Percentage increase of students at or above reading, writing and numeracy for teacher judgements.  
 School Opinion Survey shows increase in data around academic emphasis, collective efficacy, instructional leadership.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry St education Model Training day 1 and day for staff who have missed previous training sessions.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" 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
Respectful Relationship Training for Davis Creek P.S	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" 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>	<ul style="list-style-type: none"> <li>- Build a wellbeing team who support inclusion. They will meet on a weekly basis to support student wellbeing.</li> <li>- Implement Berry St Education Model strategies: Entrance Routines, Routines for Learning Environment, transition routines, fun routines, routines for bumps in the road and exit routines)</li> <li>- Professional learning focussed on developing goals for I.E.Ps, behaviour support plans including ready to learn plans..</li> <li>- Identify equity funded students at each cohort to track wellbeing and academic progress.</li> <li>- Regular, frequent support meetings for integration aides to support capacity building in resilience, growth mindset and confidence to support a range of disabilities.</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- discuss the school's values and the expected behaviours and give examples of how they are demonstrated.</li> <li>- be intrinsically motivated to maximise their learning and hold high expectations for themselves</li> <li>- discuss the classroom essential agreement and set goals using the Learner Profile.</li> <li>- discuss and articulate how learning from Berry St has supported with building stamina, engagement and relationships.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- model respectful and positive relationships at all times. Start each day with the Morning Circle (Greeting, Values and Expectations, Announcements, Positive Primer, WWW). Focus on de-escalation and</li> <li>- implement consistently strategies from Berry Street Education Model- Body (De-escalation, Present, centred and grounded, Mindfulness and Self-regulation).</li> <li>- plan wellbeing or class meetings to incorporate relation, stamina and engagement and character learning. Implement lessons from BerrySt manuals.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- unpack the Wellbeing, Behaviour Management and Engagement Policy with staff at induction.</li> <li>- employ a range of strategies targeted at all stake-holders to help maintain a safe, respectful and inclusive learning environment.</li> <li>- introduce and revisit the D.C.P.S Learning Ladder and support with whole school implementation.</li> <li>- provide rich professional learning opportunities to support implementation of strategies from the Berry Education Model</li> <li>- support staff with implementation of classroom practices.</li> <li>- generate meaningful discussions on behalf of those students whose voices are less likely to be heard.</li> <li>-facilitate the development of staff wellbeing strategies.</li> <li>-implement school wide student surveys to monitor and track student wellbeing and engagement.</li> </ul>
<b>Success Indicators</b>	Early Indicators * Teachers implement morning meetings with enthusiasm and purpose.

	<ul style="list-style-type: none"> <li>* Students engaged in collaborative.</li> <li>* Regular class meetings are planned for to support SEL curriculum from berry St manuals.</li> <li>* Student participate in regular, meaningful student-led forums that collect and analyse student feedback and perception data.</li> <li>* Teachers and students will use a shared language reflective of our approach to SEL and PYP.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>* ATOSS-Student voice and agency from ,Resilience, Sense of confidence and Self-regulation and goal setting.</li> <li>* Improvement in attendance data.</li> <li>* Staff Opinion Survey</li> <li>* Education Support Staff, Leaders and teachers know the IEPs for every student.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry St Education Model Training: Stamina and Engagement & Character Training- 2 days	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
Goal 2	To improve student learning outcomes in literacy and numeracy.			
12 Month Target 2.1	Reading: Increase the percentage of students in the top 2 bands from 48% to 52% (Year 3) and 32% to 38% (Year 5).  Increase the percentage of P-6 students at or above the expected level with teacher judgements: -Reading from 82% to 85% -Writing from 67% to 70% -Mathematics 83% to 85%			

	ATOSS: Student Agency from 61% to 65%
<b>12 Month Target 2.2</b>	Increase percentage of Prep-Year 6 students at or above level in Semester 2 Teacher Judgements: Reading from 82% to 85% Writing from 67% to 70% Numeracy from 83% to 85%.
<b>12 Month Target 2.3</b>	Increase SSS positive percentage endorsement for: Academic emphasis from 80% to 85% Teacher collaboration from 65% to 75%
<b>12 Month Target 2.4</b>	Increase Year 4-6 ATOSS positive percentage endorsement for: Differentiated learning challenge from 82% to 85%.
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Define and embed evidenced-based instructional practices across all classrooms.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build staff capacity to understand, implement and monitor the writing workshop model and embed the instructional practices of writing.</li> <li>* Develop teachers' understanding and application of the developmental stages of writing.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Students will engage in the writer's workshop with increased levels of independence and purpose (developing student agency and voice).</li> <li>* Students will have opportunities within the writers workshop to write for real world purposes authentically linked to the Programme of Inquiry.</li> <li>* Teachers will plan and use high impact teaching strategies &amp; Berry St strategies to build stamina and resilience (feedback, goal setting, questioning and metacognitive) in the writer's workshop (such as modelled/shared and guided writing; scheduled conferences: focused small group teaching;</li> <li>* Teachers will participate in professional learning, intentionally practicing strategies in the classroom and reflecting on impact (whole school and teacher inquiry cycle).</li> <li>* Teachers will share writing practices and successes including organisational structures and routines set up.</li> <li>* Teachers and leaders will develop shared beliefs, principles and practices of a highly effective writing program.</li> <li>* Leaders will model, mentor and coach teachers towards instructional excellence through evidence informed lesson demonstrations, instructional coaching and feedback.</li> </ul>

	* Leaders will engage and participate in teacher professional learning aligned strongly to the school's rapid action plans and to support the building of a culture based on high expectations for teachers and students.			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>* Students will articulate their thinking when unpacking seeds and through scheduled conferences.</li> <li>* Students will engage in writing with agency and voice.</li> <li>* Teachers will plan for and implement effective scheduled conferences.</li> <li>* Teachers will participate in the teacher inquiry into writing.</li> <li>* Teachers will set up organisational routines and structures in every classroom.</li> <li>* Leaders will promote instructional practices through modelling, coaching, peer observations and working with an external consultant.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>* Student feel a greater sense of motivation through having voice and choice and will be able to articulate how this helps them as learners.</li> <li>* A whole school approach to writing at DCPS.</li> <li>* Teacher judgement and learning growth.</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Whole day PL with Deb Sukarna External Consultant. Followed by PLC for each teaching team (one per term)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,975.70  <input checked="" 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>Goal 3</b>	To improve student engagement and wellbeing.			

<b>12 Month Target 3.1</b>	Increase the percentage of students assessed at level in Personal and Social Capabilities from x% to Y%.
<b>12 Month Target 3.2</b>	Use student feedback to improve practise 64% (2020) to 70% (2022). Plan differentiated learning activities from 55% (2020) to 65% (2022).
<b>12 Month Target 3.3</b>	Student voice and agency 61% (2021) to 65% (2022) Perseverance from 74% (2021) to 78% (2022) Sense of confidence from 76% (2021) to 80% (2022)
<b>12 Month Target 3.4</b>	Reduce percentage of student absence: Greater than 20 days reduced from 37% to 30% Between 10- 19.5 days reduced from 30% to 20%.
<b>KIS 1</b> Intellectual engagement and self-awareness	Implement a social and emotional learning curriculum.
<b>Actions</b>	<ul style="list-style-type: none"> <li>* Build staff professional knowledge and capacity to explicitly teach social and emotional learning skills.</li> <li>* Develop and implement with all stakeholders, a school wide approach to social and emotional learning connected to the PYP curriculum framework &amp; Berry Street Education Model/ Resilience, Rights and Respectful Relationships.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>* Students will understand and put into practice deescalation, present, centred and grounded, mindfulness and self-regulation strategies.</li> <li>* Students will participate in fortnightly class meetings and lessons connected to relationships, stamina, engagement and character activities.</li> <li>* Teachers will implement lessons from Berry St resources and Resilience, Rights and Respectful Relationships. Lessons form the Body are implemented by all teachers.</li> <li>* Teachers authentically engage and in teams determine the lesson to be taught to build stamina, engagement and character.</li> <li>* Teachers will build their understanding of the PYP Framework and link wellbeing to our curriculum framework. (Approaches to Learning; Social, Communication and Self-Management Skills: Attributes of the Learner Profile; Implementing and Developing Agency and action).</li> <li>* Leaders communicate the importance of voice, agency and leadership through the school's vision and values, and establish systems and structures that enhance student participation, engagement and foster a sense of connectedness and safety.</li> <li>* Leaders will model and promote communication around the importance of voice, agency and leadership through the school's vision and values.</li> <li>* Leaders will provide professional learning opportunities around understanding and implementing the PYP and HITs.</li> </ul>



<b>Success Indicators</b>	<p>Early Indicators</p> <ol style="list-style-type: none"> <li>1. Students will practise a number of self-regulation and deescalation strategies from the body.</li> <li>2. Students engaged in collaborative learning experiences that are purposely planned for.</li> <li>3. Students can explain our school based positive behaviour processes. eg The Learning Ladder, Top ten habits and Positive Behaviour Matrix.</li> <li>4. Regular class meetings and lessons are planned for to support SEL curriculum.</li> <li>5. Student participate in regular, meaningful student-led forums that collect and analyse student feedback and perception data.</li> <li>6. Teachers and students will use a shared language reflective of our approaches to PYP through SEL.</li> </ol> <p>Late Indicators</p> <ol style="list-style-type: none"> <li>6. ATOSS-Student voice and agency from , Resilience, Sense of confidence and Self-regulation and goal setting.</li> <li>7. Improvement in attendance data.</li> <li>8. Staff Opinion survey</li> </ol>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Berry St Education Model Training: Stamina and Engagement & Charcater Training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <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