

2022 Annual Implementation Plan

for improving student outcomes

Buchan Primary School (1905)



Submitted for review by Sarah Walker (School Principal) on 07 June, 2022 at 02:57 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 07 June, 2022 at 11:16 PM
Endorsed by Sophie Sandy (School Council President) on 10 June, 2022 at 12:10 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Our school has been really focused on maintaining our strengths and working on our weaknesses and our data and implementation of programs and resources have reflected this.
Considerations for 2022	To continue to refine and implement the Readers Workshop Model into the curriculum. To restructure the timetable to include the explicit teaching of spelling. To look at increasing our PLC buy in with other local schools which include Metung and Tambo Upper Primary Schools.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>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.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Maximise the learning growth of every student.</p>
Target 2.1	<p>By 2025 increase the percentage of students achieving above benchmark growth in NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none"> • Reading from 52% (2017–21) to 57% (2022–24) • Writing from 16% (2017–21) to 21% (2022–24) • Spelling from 33% (2017–21) to 38% (2022–24) • Numeracy from 47% (2017–21) to 52% (2022–24)
Target 2.2	<p>By 2025 increase the percentage of students achieving above the expected level in Victorian Curriculum teacher judgements (with benchmarks set as a mean over three-years prior to start of the review period) in:</p>

	<ul style="list-style-type: none"> • Speaking and listening from 9% (2017–21) to 33% (2022–24) • Writing from 14% (2017–21) to 20% (2022–24) • Number and algebra from 33% (2017–21) to 38% (2022–24)
<p>Target 2.3</p>	<p>By 2025 decrease the percentage of students achieving in the bottom two bands NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 16% (2017–21) to 11% (2022–24) • Writing from 0% (2017–21) maintain as 0% (2022–24) • Spelling from 33% (2017–21) to 28% (2022–24) • Numeracy from 11% (2017–21) to 6% (2022–24) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–21) to 3% (2022–24) • Writing from 8% (2017–21) to 3% (2022–24) • Spelling from 30% (2017–21) to 25% (2022–24) • Numeracy from 8% (2017–21) to 3% (2022–24)
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Build teacher capability to differentiate teaching to enable challenge and growth for every student.</p>
<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	<p>Implement a collaborative inquiry cycle to plan, teach, monitor and adjust the effectiveness of teaching strategies.</p>

Key Improvement Strategy 2.c Empowering students and building school pride	Strengthen student voice and agency in the learning process.
Goal 3	Strengthen student wellbeing and engagement.
Target 3.1	<p>By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student voice and agency from 52% (2017–21) to 57% (2022–24) • Sense of confidence 80% (2017-21) to 85% (2022–24) • Sense of connectedness 73% (2017–21) to 78% (2022–24)
Target 3.2	<p>By 2025 improve the percentage positive responses in Parent Opinion Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student agency and voice from 87% (2017–21) to 92% (2022–24) • Stimulating learning environment from 78% (2017–21) to 83% (2022–24) • Parent community engagement from 83% (2017–21) to 88% (2022–24) • Confidence and resiliency from 87% (2017–21) to 90% (2022–24)
Target 3.3	<p>By 2025 improve the percentage positive responses in School Staff Survey factors (with benchmark set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Plan differentiated learning activities from 55% (2017–21) to 60% (2022–24) • Use data for curriculum planning from 83% (2017–21) to 88% (2022–24) • Promote student ownership of learning goals from 66% (2017–21) to 71% (2022–24)

	<ul style="list-style-type: none"> • Support the growth and learning of the whole child from 66% (2017–21) to 71% (2022–24)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop student capabilities to collaborate, negotiate and contribute to shared learning tasks that connect with and utilise the wider community.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Increase student capabilities to be creative, questioning, self-regulating and monitoring learners.
Key Improvement Strategy 3.c Vision, values and culture	Develop a school community culture that fosters life-long learning, self-confidence, resilience, positive wellbeing and leadership skills.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease.
Maximise the learning growth of every student.	No	<p>By 2025 increase the percentage of students achieving above benchmark growth in NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none"> • Reading from 52% (2017–21) to 57% (2022–24) • Writing from 16% (2017–21) to 21% (2022–24) • Spelling from 33% (2017–21) to 38% (2022–24) 	

		<ul style="list-style-type: none"> • Numeracy from 47% (2017–21) to 52% (2022–24) 	
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Strengthen student wellbeing and engagement.	No	<p>By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student voice and agency from 52% (2017–21) to 57% (2022–24) • Sense of confidence 80% (2017-21) to 85% (2022–24) • Sense of connectedness 73% (2017–21) to 78% (2022–24) 	
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Goal 1	<p>2022 Priorities Goal
 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.</p>
12 Month Target 1.1	<ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal 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.
12 Month Target 1.1	<ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease.
KIS 1 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
Actions	<ul style="list-style-type: none"> - To build staff capacity in assessment and differentiation to meet student point of need as it relates to numeracy. - To implement the BRACE model (Belonging, Routine, Attachment, Capacity and Emotion) as it relates to a students wellbeing. - To subscribe to online differentiated learning programs.
Outcomes	<ul style="list-style-type: none"> - NAPLAN data will improve and reach the given targets as documented. - To provide a tutoring / learning intervention program with a focus on numeracy for targeted students. - To continue to address our data and teacher judgements and align the curriculum to meet our students point of need as it relates to their learning. - To use pre and post testing as per Essential Assessment as it relates to numeracy and use this data to support student learning. - Staff will implement online learning programs to supplement student learning in numeracy (Essential Assessment) and Mathematics. - Staff will trial a times tables online learning program (Times tables Rockstar). - To continue to be part of the DET High Achievers Program as it relates to numeracy and literacy - Ongoing teacher observations and implementation of HITS.

Success Indicators	<ul style="list-style-type: none"> - Panorama Report will show growth. - Improved NAPLAN results. - An improvement in our data wall and teacher judgements against the Victorian Curriculum as it relates to numeracy. - Student growth as it relates to Tutor in Schools Initiative in numeracy. - Pre and post testing using Essential Assessment for numeracy. - Curriculum documentation will show differentiation. - Student IEP's will highlight and track student needs. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - To work with Patricia Newgreen SWPBS coach to refine our SWPBS to continue to create a supportive, positive and safe learning environment. - To partner with outside agencies, DET agencies and other stakeholders to support student learning and wellbeing. - To employ a new school chaplain for 2022. - To be guided by new programs, support and initiatives from our Bushfire Practitioner Kelly Duncan. - To introduce Mindfulness into the specialist timetable to support student wellbeing. Buchan Primary School is a Mindful Champion School as part of The Smiling Mind School Program. - To introduce Marley our wellbeing dog into the school environment. - To introduce the program Bounce Back to complement our RRRR (Rights, resilience and respectful relationships) program. - To sign up to the Achievement Program - Cancer Council. - To renew our eSmart School membership. - To subscribe to Mind Ninja an online wellbeing program based on emotions. 			
Outcomes	<ul style="list-style-type: none"> - The Mindfulness Program will be embedded into the specialist timetable as per the scope and sequence chart. - Marley our wellbeing dog will be integrated into the classroom learning environment and will provide emotional and social support to students. - The School Chaplain will attend school one day per week to provide emotional and social support to students and or families. - An improvement and or stability in our student wellbeing data. - SWPBS will be embedded across the school. - Dedicated time in the timetable for student wellbeing programs to be taught (RRRR and Bounce Back). - Staff using Zones of Regulation visual cards / cues as behaviour reinforcements. - Attendance at SWPBS meetings with Patricia Newgreen. 			
Success Indicators	<ul style="list-style-type: none"> - Improvement and or stability across all areas of the student, staff and parent attitudes to school survey as it relates to this KIS. -As per the Wellbeing Supplementary Report 2021, to move from 'Emerging' to 'Evolving or higher' for % of positive endorsement in Attitudes to attendance which was 79% and to move from 'Evolving' to 'Embedding or higher' for % of positive endorsement in Emotional awareness and regulation 75% and to move from 'Embedding' to 'Excelling' for % of student NOT experiencing bullying 			

	88%. - Panorama report - improvement in overall results. - Stability and or improvement in our student and staff wellbeing data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming, purchasing of food, vaccinations, pet insurance and worming etc).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input checked="" 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>Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$500.00</p> <p><input checked="" 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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,649.20	\$3,000.00	\$2,649.20
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$10,500.00	\$12,500.00	-\$2,000.00
Total	\$16,149.20	\$15,500.00	\$649.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	\$1,000.00
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	\$7,000.00
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming, purchasing of food, vaccinations, pet insurance and worming etc).	\$2,000.00
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	\$3,500.00

Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).	\$1,500.00
Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.	\$500.00
Totals	\$15,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach	from: Term 2	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.	to: Term 4		
Totals		\$3,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release CRT
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming,	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models This activity will use Mental Health Menu programs

purchasing of food, vaccinations, pet insurance and worming etc).	to: Term 4		<ul style="list-style-type: none"> ○ Animal Therapy Dogs Connect
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education Outdoor Education Programs / Camps.
Totals		\$12,500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Online learning modules. <input checked="" type="checkbox"/> Departmental resources DET - Website.	<input checked="" type="checkbox"/> On-site