Annual Implementation Plan - 2023
Define Actions, Outcomes and Activities

Bellbridge Primary School (5254)

Bellbridge Primary School
Individual Paths, United Journey

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Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build teacher capacity to embed high quality, differentiated, balanced, whole school approach to teaching and learning of mathematics. Strengthen and embed PLC collaborative practises through regular cycles of inquiry.
Outcomes	Leaders - Develop instructional model with staff - Prioritise PLC as the key driver for school improvement - Communicate high expectations for PLC program and implementing PLC cycles of inquiry with fidelity - Invite teacher to participate in needs-based coaching to all new staff. - Strengthen current practices in analysing and moderating data in team and whole school settings. - Implement Career Start to support a teacher going into their second year of teaching with weekly common time to meet with their mentor teacher. - Develop mathematics curriculum scope and sequence documentation. Teachers: - Understand the structure of the instructional model - Actively engage in peer observations and coaching - Use the instructional model regularly to plan and deliver lessons - Collaboratively plan with adjustments for curriculum needs and wellbeing needs utilising the whole school data management system (data informed planning and practice - Utilise the improvement cycle to make adjustments within the instructional model

	Students will: - Actively engage in maths lessons - Work with clearly identified personal learning goals for Numeracy at their point of need - Actively participate in targeted numeracy Tutor Learning Initiative.
Success Indicators	- Student-centred coaching feedback forms - AToSS: Stimulated learning increase - Ongoing moderation practices within PLCs enablers and barriers - Tutor Learning Initiative data - School-wide documentation in Numeracy - Staff Opinion Survey
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Implemented Disability and inclusion Reform -Promote a whole school culture of inclusion and wellbeing
Outcomes	Leaders: - Build staff capacity and capability to support inclusion at Bellbridge Primary. - Build knowledge and understanding in Inclusion (whole school). -Develop and document Bellbridge's Student Referral process to building teacher understanding and confidence. - Build knowledge and understanding implement data management system to support tracking of student wellbeing. - Coach and supporting staff though observation, coaching and mentoring to gather evidence and interventions for students not making learning progress. Teachers: - Knowledge and understand of appropriate learning adjustments into planning documents and practice. - Build the capacity of staff to write and use high quality IEPs. - Embed SWPB across the school to provide a consistent approach to the promotion of positive behaviour. -Resilience Project (TRP) and Respectful Relationships will continue to feature in weekly learning programs. - Build and support staff to implement the core principles of TRP (gratitude, empathy, mindfulness and emotional literacy) to be embedded in daily practice.

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	Students:
	- Understand and engage in Inclusive classroom environment
	- Actively participate in school community activities and programs.
	- Demonstrate Respectful Relationships and model respect and inclusive behaviour
	- Model school values of Respect responsible, safe and learner
Success Indicators	- Every student that requires an IEP has a high-quality IEP
	- Adjustments and accommodations identified on planners
	- Collection on incident data
	- Consistent use of SWPBS matrix and student management plans
	- Work programs and termly/yearly overviews.
	- The Resilience Project student survey will reflect growth in the three key areas of: Connected, Respected and Protected.
	- Termly SWPBS triangles and interventions.