

The background features a series of concentric circles in light grey, some solid and some dashed, creating a ripple effect. A large red speech bubble shape is centered on the page, containing the text.

# Bunyip Primary School

*Annual Implementation Plan*

## What is the AIP?

The Annual Implementation Plan sets out the school goals for the year. These goals come from our 4 year Strategic Plan. Our Strategic Plan runs from 2018 – 2021.



# School Goals

Our school plan sets out goals in 3 areas.

- Teaching and Learning
- Well-Being
- Engagement

The following are our AIP Goals:

- 1. Improve individual learning outcomes in Reading and Numeracy, P-6.
- 2. Increase the well-being of all students to feel they are in a safe and supportive, high expectation learning environment.
- 3. Increase the active engagement of each student in their learning.

## Key Improvement Strategies

Each goal has one or two KIS to guide the implementation of the goal.

Teaching and Learning

### Improve individual learning outcomes in Reading and Numeracy, P-6.

- As part of a whole school professional learning program, implement high quality, evidence based Professional Learning Community Practice across the school.
- Build the capacity of all staff to use data and evidence to inform teaching and track the learning growth of all students.

# Key Improvement Strategies

## Well-Being

*Increase the well-being of all students to feel they are in a safe and supportive, high expectation learning environment.*

- Implement a school wide approach to well-being and engagement, that promotes high expectations of behaviour and learning for all students.

# Key Improvement Strategies

## Engagement

*Increase the active engagement of each student in their learning.*

- To engage students with their learning through student led individual goal setting, monitoring of these goals and assessment of progress made against these goals, in Reading and Maths. Goal setting to be supported by reflective practice tools, student friendly proficiency scales and worked examples.

## Actions and Evidence of Impact

- The AIP also goes on to set out the key actions for implementation. These actions are scheduled at 3 months, 6 months and 12 months.
- Our staff are working in 1 of 3 teams, which meet fortnightly to plan the implementation of these actions and track our progress.
- Evidence of Impact – Our plan also outlines what evidence we would expect to see if the implementation of our goals is successful.
- The detailed plan is available for anyone who would like a copy.
- Our plan is approved by School Council.

## AIP Team 1

- This team has a focus on building the capacity of staff to use data to inform their teaching.
- This term, this team has developed a Reading Data wall to track the Reading growth of all students in the school. The data wall develops whole school responsibility for the teaching and learning of all students.
- This team is also investigating a new resource to support the assessment and teaching of Reading.





# Reading Data Wall

Monitoring at a glance.



## AIP team 2

- This team has a focus on developing consistency with our behaviour management processes.

This term the team are:

- Revisiting the school vision and values, to check for relevancy with the school community.
- Completing the Behaviour Management Flow Chart.
- Introducing the matrix version of our care & respect Values.

## AIP team 3

- This team has a focus on increasing student engagement with their learning.
- This term the team are working on researching the benefits of student goal setting and investigating a number of ways this can be developed.
- The team will be sharing the findings of their research and using learning walks to gather evidence of effective goal setting.



## What happens in PLT meetings

- Teachers meet in Grade level teams for 2 hours every week.
- These teams look at data and plan learning to be at each child's point of need.



Starting the  
process....


Pre-test

**PRE-TEST 4** UNIT 1: TOPIC 8 Skip counting  
UNIT 1: TOPIC 9 Equal shares


**UNIT 1: TOPIC 8**

1 a How many altogether?

b How many groups of 2?




2 Draw 11 to make groups of 3.




**UNIT 1: TOPIC 9**

3 Equal or unequal groups?



Equal  Unequal


4 a Draw to make equal groups.



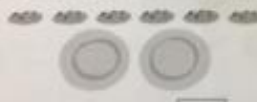
b How many groups?

**UNIT 1: TOPIC 8**

5 4 cookies shared onto 2 plates  
is  on each.




6 Share the cookies onto the plates.




How many on each?

7 Share 10 cookies onto 5 plates.



How many on each?

8 Share 10 cookies onto 2 plates.



How many on each?

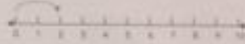
**POST-TEST 4** UNIT 1: TOPIC 8 Skip counting  
UNIT 1: TOPIC 9 Equal shares

**UNIT 1: TOPIC 8**

1 Count by 2s.

|   |   |   |   |  |  |  |  |
|---|---|---|---|--|--|--|--|
| 2 | 4 | 6 | 8 |  |  |  |  |
|---|---|---|---|--|--|--|--|

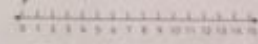
2 Skip count by 2s.



3 Count by 5s.

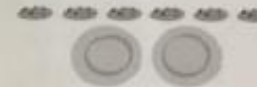
|    |    |    |  |  |    |  |
|----|----|----|--|--|----|--|
| 25 | 30 | 35 |  |  | 55 |  |
|----|----|----|--|--|----|--|

4 Skip count by 2s. Next, skip count by 5s. Then skip count by 10s.  
The number that all three land on is




**UNIT 1: TOPIC 9**

5 6 cookies shared between  
2 plates is




6 Share 9 cherries onto 3 plates.




How many on each?

7  shared between

is



8 Draw 15 shared between 3.



shared between  is





Planning.....

Burye Primary School Proficiency Measure

|  | Step Down<br>Retrieval   | Proficiency Scale:<br>Teaching Point<br>Comprehension and Analysis   | Step Up<br>Knowledge<br>Utilization   | Materials:                               |
|--|--|--|---|--|
| <p><b>Monday</b></p> <p><b>Learning Goal</b><br/>We are learning to</p> <p>Recognise, describe, count and order Australian coins according to their value.</p> <p><b>Success Criteria</b><br/>(Lamin.)</p> <p>-I can recognise the value of each coin.<br/>-I can select the higher/lower-valued coin.</p> | <p>Knowledge Utilization (Doing the whole group activity)<br/>*Play higher and lower, player with the higher coin keeps it. Player with the most coins wins.</p> <p>*Turn over 2 coins and work out the value.</p> | <p><b>Retrieval (Tuning in)</b><br/>To gather their prior knowledge write the value 20c on the board. Ask children to write as many ways of making 20c as they can on a little whiteboard with a partner. Come together, share ideas. Repeat for 75c and \$1.10c.</p> <p>Ask the children to brainstorm the coins that they know. Teacher places an example of each coin they say on the board in no particular order. Next, ask the children to put the coins in order of smallest value to the largest value.</p> <p><b>Comprehension and Analysis</b><br/>(Demonstrating the whole group activity):</p> <p>Demonstrate the Money box game:<br/>1. Turn over two cards (with a money value) and decide which coin to keep in your money box (rups).<br/>2. Continue playing until there are no cards left.<br/>3. Each player adds up their totals.<br/>4. The winner is the person with the most money in their money box.<br/>5. Play again with the player.</p> <p>Knowledge Utilization (Doing the whole group activity)<br/>Play the game demonstrated above in small groups.<br/>[Ask an expert to help with the adding stage if they become stuck]</p> <p>Metacognition (Reflection)<br/>Self reflect on where they believe they are on the rainbow learning chart and place their peg in the matching spot</p> | <p>Knowledge Utilization (Doing the whole group activity)</p> <p>Record the coin values in their maths book as they go and add them up in their books without concrete materials.<br/>(Running total)</p> | <p>Laminated money,<br/>Value cards,</p> |

# Student friendly growth tracker

|     | Pre | Post   |  |   |  |
|-----|-----|--|--|---|--|
| 2.0 |     |  | Dividing   | Q1. I can make equal groups.  |  |
|     |     |  |  | Q2. I can count how many groups were made.  |  |
|     |     |  |  | Q3. I can make equal groups.  |  |
|     |     |  |  | Q4. I can use a picture to help write a simple division sum.                            |  |
|     |     |  |  | Q5. I can make groups of 2.   |  |
|     |     |  |  | Q6. I can make groups of 3.   |  |
|     |     |  |  | Q7 and 8. I can make equal groups.  |  |
| 2.5 |     |  | Q1, 2, 3, 4. I can write a <b>multiplication</b> sum in an easier way using a picture to help. |   |  |
| 3.0 |     |  | Multiplication written strategies  | Q1, 2, 3 and 4. I can write a multiplication sum in simpler parts to solve.             |  |
|     |     |  |  | Q5 and 6. I can use the grid method to solve a multiplication sum.                      |  |
|     |     |  |  | Q7 and 8. I can use a written strategy to solve a multiplication sum.                   |  |
| 3.0 |     |  | Multiplication and division facts and mental strategies  | Q1, 2, 3 and 4. I can write multiplication and division fact families.                  |  |
|     |     |  |  | Q5. I can skip count by 5.  |  |
|     |     |  |  | Q6. I can double.   |  |
|     |     |  |  | Q7. I can halve.  |  |
|     |     |  |  | Q8. I know 10 and 4 times tables.   |  |
|     |     |  |  | Q1. I can solve a division sum by breaking it into easier parts.                        |  |
|     |     |  |  | Q2. I can halve.  |  |
|     |     |  |  | Q3, 4, 5 and 6. I can complete short division problems.                                 |  |
| 4.0 |     |  | Division written strategies  | Q7 and 8. I can choose a suitable method to solve division problems.                    |  |
|     |     |  |  | Multiplication mental and written strategies  | Q1. I can double.  |
|     |     |  |  |   | Q2. I can times by 10.   |
|     |     |  |  |   | Q3. I can double a 3-digit number.   |
|     |     | Q4. I can use a mental strategy to solve a X4 sum. |  |   |  |
| 4.0 |     |  | Multiplication mental and written strategies   | Q5 and 6. I can use a vertical algorithm to times a 2-digit number by a 1-digit number. |  |
|     |     |  |  | Q7 and 8. I can use a vertical algorithm to times a 3-digit number by a 1-digit number. |  |
|     |     |  |  | Multiplication and division extension   | Q8. I can solve simple worded problems involving multiplication.                   |
|     |     |  |  |   | Q9 to 14. I can use a vertical algorithm to multiply a number by a 2-digit number. |
|     |     |  |  |   | Q15. I can solve a complex worded problem involving multiplication.                |
| 5.0 |     |  | Multiplication and division extension  | Q4 to 7. I can solve short-division sums that have remainders.                          |  |
|     |     |  |  | Q8. I can solve a complex worded problem involving division.                            |  |
|     |     |  |  |   |  |





The cycle is  
repeated.....

The cycle  
continues



Questions?

