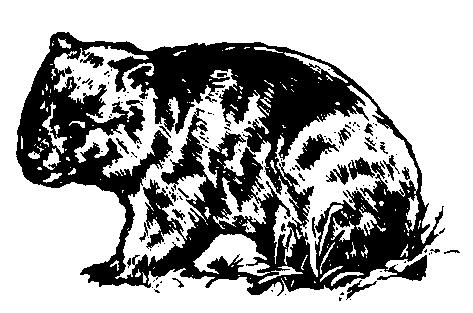
2016 Annual Implementation Plan: for Improving Student Outcomes



1288

Bullarto Primary School

2016

Based on Strategic Plan 2014 - 2017

## Endorsements

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| --- | --- |
| Endorsement by School Principal | Signed……………………………………….  Name…Arthur Lane.  Date…………………………………………… |
| Endorsement by School Council | Signed……………………………………….  Name…Tanya Madsen.  Date…………………………………………… |
| Endorsement by Senior Advisor | Signed…  Name: Phonse Crawford.  Date: 5th April 2016 |

**Guide to developing the Annual Implementation Plan: for Improving Student Outcomes**

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

* Excellence in teaching and learning
* Professional leadership
* Positive climate for learning
* Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools)*:

| **Priority** | **Initiatives** |
| --- | --- |
| **Excellence in teaching and learning** | **Building practice excellence:** Teachers, principals and schools will work together |
| **Curriculum planning and assessment:** School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs |
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| **Professional leadership** | **Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence |
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| **Positive climate for learning** | **Empowering students and building school pride:** Schools will develop approaches that give students a greater say |
| **Setting expectations and promoting inclusion:** Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students |
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| **Community engagement in learning** | **Building communities:** Schools will strengthen their capacity to build relationships with the broader community by partnering |

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual’s plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school’s priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

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| --- | --- | --- |
| **Priorities** | **Initiatives** | **✓** |
| **Excellence in teaching and learning** | Building practice excellence | **✓** |
| Curriculum planning and assessment |  |
| **Professional leadership** | Building leadership teams |  |
| **Positive climate for learning** | Empowering students and building school pride |  |
| Setting expectations and promoting inclusion |  |
| **Community engagement in learning** | Building communities |  |

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| **Initiatives Rationale:**  Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention. | |
| **In 2015 work was commenced on ‘Effective teaching in every classroom’, level 2 of the High Reliability Schools framework. Excellent progress has been made with regards to the use of learning intentions and success criteria, and the next step on the journey will be to incorporate the effective use of feedback into classroom practice. Feedback will be formalised and will include teacher – student as well as peer to peer feedback. Following a disappointing result in the ‘Connectedness to peers’ item in the Attitudes to School survey in 2015 more extensive feedback will also be sought from students about their perceptions of learning and the level of student voice in the school. Funding is limited as the school will have excess staff again in 2016, however use will be made of network and collegiate group resources and support. $5000 equity funding will be allocated to the hiring of a teacher aide to provide support in literacy and numeracy for students at risk.** | |
| **Key Improvement Strategies (KIS)**  List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas. | |
| **Initiative:** | **KIS** |
| Building practice excellence | * Develop an agreed approach to teaching and learning by building the capacity of staff within the school. * Develop inquiry units which are designed to include student voice and to enable differentiation of programs aimed at the point of need for each child. |
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Annual Implementation Plan: for Improving Student Outcomes

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| **ACHIEVEMENT** | | |  | | | | | |
| **Goals** | | **To improve Student learning outcomes in literacy and Numeracy** | **Targets** | | **Raise the aggregated Teacher Judgment Writing data for Yrs. 2, 4 and 6 to show at least 80% of students at or above VELS level.**  **All children at or above expected level in NAPLAN data.**  **All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data** | | | |
| **12 month targets** | | Raise the aggregated Teacher Judgment Writing data for Yrs. 2, 4 and 6 to show at least 80% of students at or above VELS level.  All children at or above expected level in NAPLAN data.  NAPLAN relative growth data from Yr3 – Yr5 is at or above ‘like schools’.  **All students show growth of at least 1 VELS level each year in areas of English, Maths and Science as measured by teacher judgement data** | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | | **HOW**  **the school will do it**  **(including financial and human resources)** | | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
|
| Develop an agreed approach to teaching and learning | Feedback: Teachers will begin to use written prompts to formalise and standardise Teacher – Student feedback and peer feedback | | | Teacher PD in the prompts from ‘Visible Learning for Teachers’ (Hattie). | | Principal | Term 1 Collaborative Learning Day. | Student feedback uses a written prompt.  Students are able to give peer feedback using the same prompt.  PD takes place on CLD. |
|  | Feedback: Teachers will use rubrics to guide student self-assessment and goal setting. | | | Teachers develop rubrics based on the learning intentions of each topic (Rubistar) | | All staff | Term 2 Collaborative Learning Day | Rubrics are in place for >50% of lessons.  Students are able to use rubrics to self-assess against learning intentions  Student goals make reference to rubrics in terms of progress made. |
|  | Continue to implement GradeXpert student mapping tool to monitor student achievement. | | | Visit to a school which successfully uses the system.  Teacher PD in use of GradeXpert. | | Principal | Term 4 | Student mapping tool is being updated more than twice per year.  Student mapping tools are updated throughout the year and referred to by teachers.  POS ‘reporting’ remains at or above 6.0 |
| Teachers document the curriculum they teach following the agreed approach to teaching and learning | Begin to use the new Victorian Curriculum so as to be ready for full implementation in 2017. | | | Use Collaborative Learning days to explore differences and changes in the new curriculum.  VCAA website for curriculum documentation.  Communicate with parents about changes.  Alter layout of GradeXpert reports (when needed) to reflect domain / capability changes. | | Principal | Term 4 2016 | Teacher planners show clear evidence of use of the agreed curriculum documentation.  Scope and sequence documentation is in place for the new curriculum.  BPS assessment schedule reflects changes in the curriculum.  School newsletters and other parent communications demonstrate that the community is being informed and educated about the changeover for the following year. |
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| **ENGAGEMENT** | | |  | | | | | |
| **Goals** | | To improve students’ engagement in their learning | **Targets** | | In the Attitudes to School Survey raise the School Mean with regard to:   * Motivation to 5.25 or above * Stimulating Learning and Learning Confidence to 4.5 or above | | | |
| **12 month targets** | | In the Attitudes to School Survey raise the School Mean with regard to:   * Motivation to 4.75 or above   Stimulating Learning and Learning Confidence to 4.0 or above | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | | **HOW**  **the school will do it**  **(including financial and human resources)** | | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
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| Inquiry units are designed to include student voice and to enable differentiation | Develop student feedback surveys across Grade 3-6. | | | Survey Monkey used to set up simple feedback forms.  ATSS questions used to inform feedback questions, re-worded for use with younger children.  Research and share best practise in other schools through network / SEILs / Collegiate Group. | | Principal | Semester 1 | Evidence of differentiated teacher judgements.  Teachers are providing opportunities for student goal setting, purposeful feedback and students being responsible and accountable for their learning.  Each student has a learning goal in at least one aspect of either literacy or maths.  Evidence of differentiated teacher judgements.  ATSS Learning Confidence is at least 4.0  ATSS Motivation is at least 4.75 |
|  | Seek feedback from students in P-2 regarding student attitudes to school survey data.  Develop recording for P-2 feedback in order to formalise the process | | | Questionnaire is written and standardised across the school.  Staff discuss delivery methods to ensure that data is as accurate as possible. | | Principal  All staff | Semester 2 | Feedback is documented and incorporated into data from older students.  Feedback is being recorded  Feedback data is being monitored during planning meetings and used to inform teacher practice. |
|  | Implement student negotiation / choice in content of inquiry units. | | | Collaborative Learning Days incorporate the planning of student voice in inquiry units. | | Principal  All staff | Term 2 | Student voice is recorded in unit planners  ATSS Stimulating learning is at least 4.0 |
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| **WELLBEING** | | |  | | | | | |
| **Goals** | | To provide a safe, orderly and inclusive learning environment in a naturally stimulating setting. | **Targets** | | Parent opinion survey results will remain above the state average over the 4 year period in the student safety and classroom behaviour metrics.  In the Attitudes to school survey maintain the school mean with regard to :   * Student Distress at or above 5.5 * Student Morale at or above 5.5   Purpose and values are written into the SSP and appear on the school’s website, AIP and other key documentation. | | | |
| **12 month targets** | | Parent opinion survey results will remain above the state average over the 4 year period in the student safety and classroom behaviour metrics.  In the Attitudes to school survey maintain the school mean with regard to :   * Student Distress at or above 5.0 * Student Morale at or above 5.0   Purpose and values are written into the SSP and appear on the school’s website, AIP and other key documentation and are referred to constantly. | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | | **HOW**  **the school will do it**  **(including financial and human resources)** | | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
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| The school community will be able to identify and respond appropriately if any incidents of bullying are identified. | Monitor student incident registers for signs of bullying  Promote high expectations of our school values through newsletters, circle time meetings, whole school activities e.g.: concert.  Continue to involve student participation in organising whole school events. | | | Incident register.  Newsletters  Circle time meetings  Classroom time is allocated to organisation of events | | Principal  All staff | Semester 2 | Incidence of bullying remains at current low level.  Student surveys report reduction in conflict between peers.  Students are involved in assisting with organising whole school events.  ATSS Student Distress at or above 5.5  ATSS Student Morale at or above 5.5  ATSS Connectedness to Peers at or above 4.25 |
| Maintain our ‘Kidsmatter’ accreditation. | Achieve ‘eSmart’ status | | | Complete esmart paperwork  Use Life Ed van to deliver cybersafety lesson  Subscribe to ‘Skooville’ (Alannah and Madeleine Foundation) to assist teachers to deliver further cyber-safety lessons through the year | | Principal  All staff | Semester 2 | School has ‘eSmart’ accreditation.  Skooville is used in classes.  All students complete the cyber-safety activities on the website. |
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| **PRODUCTIVITY** | | |  | | | | | |
| **Goals** | | To improve the effective and efficient use of school resources. | **Targets** | | All students have access to a school-provided 1-1 device which is less than 4 years old. | | | |
| **12 month targets** | | All students have access to a school-provided 1-1 device which is less than 4 years old. | | | |
| **KIS** | **ACTIONS:**  **what the school will do** | | | **HOW**  **the school will do it**  **(including financial and human resources)** | | **WHO**  **has responsibility** | **WHEN**  **timeframe for completion** | **SUCCESS CRITERIA:**  **Markers of success reflecting observable changes in practice, behaviour, and measures of progress** |
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| **Analyse and strategically direct a range of resources to maximise student learning outcomes.** | Monitor the implementation of the ICT funding plan. | | | Review expenditure to ensure it remains in line with plan. | | Principal | Term 4 | Funding plan is being followed and is regularly reported to school council in the Financial Report. |
|  | Continue to invest in leadership development and staff PD. | | | Staff PD accessed through collegiate group and networks wherever possible.  Leadership development continues through Bastow coaching program. | | Principal | Term 4 | Staff and Principal continue to undertake ongoing professional learning. |
|  | Maintain a sustainable workforce plan | | | Use of SRP planner and decide on future of LOTE program. | | Principal | Term 4 | Workforce planner is monitored on a regular basis. |
|  | Effectively allocate equity funding of $5000 to support numeracy and literacy learning, especially in the early years. | | | Extend ES teacher aide contract by 10 hours per week for 1 semester.  Ensure that aide is trained in ‘Multilit’ intervention program and is providing small group numeracy intervention. | | Principal | Term 1 | Teacher Aide is working with students in support of literacy and numeracy learning as directed by classroom teachers.  Small group intervention takes place as needed.  All students progress 1 VELS level per calendar year |
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**Monitoring of** Annual Implementation Plan: for Improving Student Outcomes

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| **ACHIEVEMENT** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  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| **ENGAGEMENT** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
| **Status** 2016 Annual Implementation Plans To guide the development of the 2016 Annual Implementation Plan (AIP), all schools will undertake their annual self-evaluation. Schools will reflect on the achievement of the priorities identified in their Strategic Plan as well as undertaking a diagnosis against the following **four priorities**.  All schools will work to strengthen their practice across the four priorities by selecting from six **evidence-based initiatives** known to lift student outcomes and school performance when implemented with consistency and depth.  Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. 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| **WELLBEING** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
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| **PRODUCTIVITY** | | | | | |
| **Actions:** | **6 month progress against success criteria and /or targets** | | **12 month progress against success criteria and /or targets** | | **Budget**  **Spending to date** |
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Schools select one or more priority area that has significant meaning for their context and a small number of initiatives to focus on in depth.   |  |  | | --- | --- | | Priorities | Initiatives | | 1. Professional leadership | 1. Building leadership teams | | 1. Excellence in teaching and learning | 1. Building a high performance culture of practice excellence 2. Assessment for learning | | 1. Positive climate for learning | 1. Empowering students and building school pride 2. Setting expectations and promoting inclusion | | 1. Community engagement in learning | 1. Engaged communities |   The following steps will support schools in determining the priorities and initiatives as their areas of focus:   * Assess school performance against student achievement, engagement and wellbeing * Prioritise the key areas for improvement * Assess teaching and related activities in these areas * Select and develop improvement initiatives that align to the school’s priorities and suit the specific context and current level of practice * Start with the most relevant initiative that aligns to your school’s most critical current need.   Principal and teacher **performance and development plans** will explicitly embed these priorities and initiatives to ensure a cohesive approach to school improvement. The intent of this process is to provide a direct line of sight between the school strategic plan and the activities to be undertaken in the next twelve months as outlined in the AIP.  The *Advice Guide to Schools* provides further context and detailed information to support the implementation of this work. | **Evidence** |
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