

Annual Implementation Plan: for Improving Student Outcomes

School name: **Bridgewater Primary School**

Year: **2017**

School number: **1097**

Based on strategic plan: **2015 -2018**

Endorsement:

Principal **Gordon Tonkin 27/3/2017**

Senior Education Improvement Leader **Paul Hon [date]**

School council **Stephen Brown**

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> To meet the personalised learning needs of each student, engaging all stakeholders in the process, and ensure strong learning growth, especially in literacy and numeracy. To engage parents, in developing an intrinsically interesting, highly motivating, meaningful learning experience for each child. To enhance student wellbeing and resilience in a learning community that is built on the school values. To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students. 	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	✓	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

- Using data analysis to best tailor learning for individual students.
- Engage parents with the learning process of their child/children.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Excellence in teaching and learning	<ul style="list-style-type: none"> Build staff capacity To further develop our culture of planning and working as a team to strengthen pedagogical practice and individualised learning. Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting.
Parent engagement in student learning.	<ul style="list-style-type: none"> Embed practices for parent/caregivers to be engaged and understand the learning progress of their children and how to effectively support them to learn, with a focus on less confident and hard-to-reach parents/carers. Engage with existing and emerging networks in order to advance wider community and parental support as learning partners. Strengthen the school wide approach to student wellbeing.



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		To meet the personalised learning needs of each student, engaging all stakeholders in the process, and ensure strong learning growth, especially in literacy and numeracy.																																																																												
IMPROVEMENT INITIATIVE		Building practice excellence																																																																												
STRATEGIC PLAN TARGETS		Teacher assessments to demonstrate an improved percentage of students given A & B scores in literacy and numeracy. (N.B. Students deemed capable to achieve 12 months growth and students with ILIPs to achieve learning goals.)																																																																												
12 MONTH TARGETS		<table border="1"> <thead> <tr> <th colspan="3">ENGLISH</th> </tr> <tr> <th>Students with A & B scores</th> <th>Actual % 2016</th> <th>Target % 2017</th> </tr> </thead> <tbody> <tr> <td>Reading & Viewing</td> <td>33.3</td> <td>40</td> </tr> <tr> <td>Speaking & Listening</td> <td>20.8</td> <td>30</td> </tr> <tr> <td>Writing</td> <td>8.4</td> <td>20</td> </tr> </tbody> </table>		ENGLISH			Students with A & B scores	Actual % 2016	Target % 2017	Reading & Viewing	33.3	40	Speaking & Listening	20.8	30	Writing	8.4	20	<table border="1"> <thead> <tr> <th colspan="3">MATHEMATICS</th> </tr> <tr> <th>Students with A & B scores</th> <th>Actual % 2016</th> <th>Target % 2017</th> </tr> </thead> <tbody> <tr> <td>Measurement & Geometry</td> <td>8.4</td> <td>15</td> </tr> <tr> <td>Number & Algebra</td> <td>4.2</td> <td>15</td> </tr> <tr> <td>Statistics & Probability</td> <td>4.2</td> <td>15</td> </tr> </tbody> </table>		MATHEMATICS			Students with A & B scores	Actual % 2016	Target % 2017	Measurement & Geometry	8.4	15	Number & Algebra	4.2	15	Statistics & Probability	4.2	15	<table border="1"> <thead> <tr> <th colspan="4">STAFF SURVEY GOALS</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>TARGETS 2017</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and Viable Curriculum</td> <td>88</td> <td>93</td> <td>NDP</td> <td>90+</td> </tr> <tr> <td>Collective Responsibility</td> <td>90</td> <td>94</td> <td>NDP</td> <td>90+</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>92</td> <td>94</td> <td>NDP</td> <td>90+</td> </tr> </tbody> </table>		STAFF SURVEY GOALS					2014	2015	2016	TARGETS 2017	Guaranteed and Viable Curriculum	88	93	NDP	90+	Collective Responsibility	90	94	NDP	90+	Collective Focus on Student Learning	92	94	NDP	90+	<table border="1"> <thead> <tr> <th colspan="3">SCIENCE</th> </tr> <tr> <th>Students with A scores</th> <th>Actual % 2016</th> <th>Target % 2017</th> </tr> </thead> <tbody> <tr> <td>Science as a Human Endeavour</td> <td>0.0</td> <td>10</td> </tr> <tr> <td>Science Inquiry Skills</td> <td>0.0</td> <td>10</td> </tr> <tr> <td>Science Understanding</td> <td>0.0</td> <td>10</td> </tr> </tbody> </table>		SCIENCE			Students with A scores	Actual % 2016	Target % 2017	Science as a Human Endeavour	0.0	10	Science Inquiry Skills	0.0	10	Science Understanding	0.0	10
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<ul style="list-style-type: none"> Continue to align the Literacy & Numeracy curriculum to the Victorian Curriculum. 	<ul style="list-style-type: none"> Review & update the assessment schedule. Create a calendar for developing Lit. & Num. curriculum documents & link to staff PDPs. Attend the Victorian Curriculum P.D. (pupil free day) at IPS on 	Led by Lit and Num. co-ord. As above & EIL All staff	Each term By the end of Sem. 2. May 22 nd	6 months: <ul style="list-style-type: none"> Assessment schedule updated Student assessment results documented on tracking tool. Victorian Curriculum P.D. attended by all staff Curriculum development calendar developed Literacy and Numeracy curriculum items documented as completed (Kerryn Quirk/IPS may be a useful link) 	● ● ●	<ul style="list-style-type: none"> Staff Survey goals achieved. 	\$900 CRT																																																																							
				12 months: <ul style="list-style-type: none"> As above 	● ● ●																																																																									
<ul style="list-style-type: none"> Focus on using student data to improve student learning. 	<ul style="list-style-type: none"> Create a PLT calendar to examine individual data and four-year data trends Include Writing moderation sessions in the PLT calendar Attend the BRSN Writing moderation session ILIPs established for students > 12 months above or below expectation in consultation with parents. 	All staff	Early T.2 17 th May Each term	6 months: <ul style="list-style-type: none"> PLT calendar developed & followed Staff have attended BRSN Writing moderation ILIP goals achieved & shared with parents School Peer Review self-evaluation completed 	● ● ●	<ul style="list-style-type: none"> ILIPs reflect data reviews Improved % of A & B assessments in student reporting, particularly in writing 																																																																								
				12 months: <ul style="list-style-type: none"> PLT calendar completed & followed ILIP goals achieved & shared with parents School Peer Review completed successfully 	● ● ●																																																																									
<ul style="list-style-type: none"> Engage all stakeholders to develop collective ownership of student learning 	<ul style="list-style-type: none"> Use Class Dojo to convey short-term learning goals for each student to parents. At least 2 parent/student evenings or sessions featuring student learning 	All staff	Termly By the end of Sem. 2	6 months: <ul style="list-style-type: none"> Student short term learning goals achieved and parental feedback collected. Completion of 1 parent/student evening or session featuring student learning 'Parental Guidelines' feedback obtained and analysed 	● ● ●	<ul style="list-style-type: none"> Maintain or improve Learning Focus score Parent Survey (2016 - 6.2) 																																																																								
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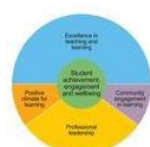


	<ul style="list-style-type: none"> Seek feedback from parents & staff in regards to improving the 'Parental Guidelines' working document. 	Prin.	End 2017	<ul style="list-style-type: none"> Student short term learning goals achieved and parental feedback collected. Completion of 1 parent/student evening or session featuring student learning Update 'Parental Guidelines' according to feedback 'Parental Guidelines' endorsed by school council. 				
<ul style="list-style-type: none"> Building staff capacity in Maths & Science pedagogy (PMSP) 	<ul style="list-style-type: none"> Shaun to provide on-going support for P-2 teacher in delivering science curriculum Shaun to lead regular PD for staff in regards to mathematical teaching practice and strategies. Participation in Loddon Campaspe Network CoP project 'Designing a Maths curriculum for small schools'. 	Shaun Gordon & input from Shaun	On-going	6 months: <ul style="list-style-type: none"> P-2 teacher delivering the science curriculum effectively Agreed strategies and lesson structures evident in maths planning and pedagogy 'Designing a Maths curriculum for small schools' CoP project commenced 	● ● ●	<ul style="list-style-type: none"> Staff survey goals achieved Maths & Science learning goals achieved Mathematical curriculum documented as per Network Cop project 	\$900 CRT	
				12 months: <ul style="list-style-type: none"> Science outcomes improved Mathematical outcomes improved Mathematical curriculum development finished 	● ● ●			
<ul style="list-style-type: none"> Develop a whole school 'Speaking and Listening' approach and curriculum document. 	<ul style="list-style-type: none"> Staff PD regarding the Victorian Curriculum 'Speaking & Listening' elements (PLTs). Finalise a whole school Speaking & Listening approach Develop a BPS 'Speaking & Listening' curriculum 	Led by Prin. & all staff involved	Semester 1	6 months: <ul style="list-style-type: none"> 'Speaking & Listening' PD undertaken 'Speaking & Listening' approach evident in planning and pedagogy 	● ● ●	<ul style="list-style-type: none"> Speaking and Listening goals achieved 		
			End 2017	12 months: <ul style="list-style-type: none"> BPS 'Speaking & Listening' curriculum documented 	● ● ●			
<ul style="list-style-type: none"> Literacy Coaching - Reading & writing coaching with Kerrie McMillin 	<ul style="list-style-type: none"> Develop a whole school literacy block structure incorporating effective reading & writing strategies as modelled & discussed in coaching sessions. Develop a school-based calendar for teacher moderation in writing. 	Kerrie & all staff	During Term 1 & possibly Term 3	6 months: <ul style="list-style-type: none"> Literacy coaching has been undertaken The whole school literacy block structure evident in teacher planning. 	● ● ●	<ul style="list-style-type: none"> Literacy goals achieved 	\$1200	
				12 months: <ul style="list-style-type: none"> Moderated writing assessments added to the data-tracking tool. Whole school literacy approach embedded & documented 	● ● ●			

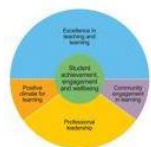


Section 2: Improvement Initiatives

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STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> By 2018, student absence rates will be at or below state mean for each year level. By 2018, there will be a 10% improvement in Student Attitudes to School survey mean factor scores for 'School Connectedness' and 'Student Motivation'. By 2018, School Staff survey overall school climate will increase to 650. By 2018, 'School Connectedness' and 'Student Motivation' scores, on the Parent Opinion survey, will increase to 6.8. By 2018, there will be a 10% improvement in Student Attitudes to School survey mean factor score for 'Wellbeing' and 'Student Relationships'. By 2018, School Staff survey overall score for 'Community Involvement' will be above 600. By 2018, 'Student Safety' and 'Classroom Behaviour' scores, on the Parent Opinion survey, will be greater than 6.0 																																	
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<ul style="list-style-type: none"> Strengthen the school wide approach to student wellbeing. 	<ul style="list-style-type: none"> Implement 'Resilience, Rights & Respectful Relationships' program Apply for 'Respectful Relationship' funding for partner schools. Implement 'Smiling Minds' – mindfulness activities 	All staff	End 2017	6 months: <ul style="list-style-type: none"> If successful in funding application - staff P.D. for staff re 'Respectful Relationships'. Weekly sessions being conducted in each classroom 	● ● ●	<ul style="list-style-type: none"> Report student progress against the Victorian Curriculum 'Personal & Social Capability' <ul style="list-style-type: none"> Self-awareness & Management Social-awareness and & Management As above Feedback from students in regard to the program (Google docs) Student Attitudes to School 'Wellbeing' & 'Relationships' targets achieved Staff Survey 'School Climate' target achieved 	\$4,000																												
				12 months: <ul style="list-style-type: none"> Teachers' review of student learning and the setting of expectations for 2018 implementation. 	● ● ●																														

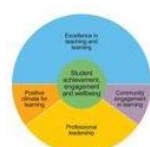


	Review Student Engagement Policy			6 months: • Review completed and policy ratified by School Council	● ● ●	• Feedback from senior students in regard to discussions about the policy review		
				12 months: • Student Engagement Policy disseminated to all families and up-dated on our website. • Policy fully understood and implemented by all staff.	● ● ●	• The above Student Attitudes to School survey 12 monthly targets achieved. • Parent Survey 'Student Safety' & 'Classroom Behaviour' targets achieved.		
	• Develop approaches to build Student Voice within the school.	All staff	End 2017	6 months: • Circle Time implemented weekly and feedback gathered from students concerning teaching and learning. • Activities such as Junior School Council, Cyber-safety Program, student contributions at school assemblies and in the newsletter, are successfully underway	● ● ●	• Analysis of student feedback		
				12 months: • Feedback sought from students, parents and staff about the success of the above activities.	● ● ●	• Analysis of students, parents and staff feedback • Student Attitudes to School 'Wellbeing' & 'Relationships' targets achieved		
	• Implement a range of strategies to improve unapproved student absence data.	Principal and all staff.	Start plan T.2, 2017	6 months: • All families informed of attendance improvement measures. • Strategies systematically implemented by staff: - weekly monitoring and reporting of data - alerts when 10 days of absence has occurred - letters from the Principal to families - establishing Attendance Support Groups - DET Attendance Support Officers, if necessary	● ● ●	• All staff to review attendance data and discuss further improvement strategies and outcomes reported to the school community. • Student attendance targets achieved.		
				12 months: • An effective whole school approach is documented and working successfully.	● ● ●	• 12 monthly attendance goals achieved		
• Building Community Interactions & Network Connections	• Develop a 'Community Events' calendar and undertake designated activities • Continue to build network interactions	All staff	End 2017	6 months: • Semester 1 'Community Events' have been achieved: - At least one student/parent evening/session, where curriculum and student learning is shared - Class Dojo student short term goals are underway - Term 2, St IngleBridge Cluster day completed - Scheduled BRSN & Loddon Campaspe Network meetings and activities attended - 'Community Events' calendar items completed	● ● ●	• Participation in events has occurred		
				12 months: • As above, but in regard to Semester 2 planned events	● ● ●	• Staff 'Community Involvement' target achieved. • Parent Opinion Survey 'School Connectedness' & 'Student Motivation' targets achieved		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.																												
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> By 2018, School Staff survey overall score for Professional Learning will be above 600. By 2018, 'School Improvement' and 'General Satisfaction' scores, on the Parent Opinion survey, will be greater than 6.5 																												
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<ul style="list-style-type: none"> Optimising the use of resources through professional goal setting and planning for improved administrative efficiencies. 	<ul style="list-style-type: none"> Staff PDPs to include: <ol style="list-style-type: none"> Teaching & learning goal (literacy) coordination role goal Whole school planning goal using OneNote 	All staff	2017-2018 PD cycle	6 months: Mid-cycle expectations achieved	● ● ●	Individual teacher planning evident on shared OneNote platform																							
				12 months: End of cycle expectations achieved	● ● ●	<ul style="list-style-type: none"> Parent Survey goals achieved Staff Survey goal achieved Literacy & Numeracy student achievement targets achieved. 																							
	<ul style="list-style-type: none"> Continue to systematise the development and continued review of school policies (important focus considering this is a peer review year.) 	All staff	Sem. 1	6 months: Systematic reviewing of policy documentation with endorsement by school council.	● ● ●	Policy reviews are up to date and endorsed by school council																							
				12 months: Policy review strategy is functioning successfully	● ● ●	Policy requirements of VRQA registration successful																							



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<p>Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]</p>				
<p>Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]</p>				
<p>Next Steps:</p>				

