2016 Annual Implementation Plan: for Improving Student Outcomes
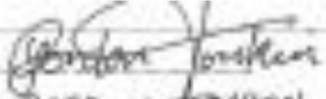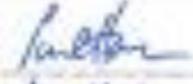
1097

Bridgewater Primary School 2016

Based on Strategic Plan 2015-2018

Endorsements

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
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
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
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.

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	✓

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.
The two most significant goals in our 2015-2018 Strategic Plan are to further individualise learning for each student and to increase parent engagement, as partners, in this learning process. **Analysis of student performance data, during our 2014 School Review process, demonstrated that our small student cohorts limited the usefulness of assessment tools such as Naplan as a measure of student performance. As a consequence, we decided to concentrate on planning more individually for students learning needs with input from students and parents. We intend to broaden the scope of our assessment tools and to expand our electronic tracking of student performance in order to better cross reference our understanding of individual learning requirements. We also aim to be more strategic in the approaches we adopt for our low and high achieving cohorts. A critical component underlying the success of these goals is the continued focus on building teacher pedagogical capacity.** **Educational research clearly demonstrates that student improvement is significantly linked to the involvement and the attitudes of parents and caregivers. Whilst we have achieved extremely positive Parent Survey results, we wish to continually improve our practice to engage parents as learning partners in order to enhance learning outcomes for our students.**

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
Excellence in teaching and learning	• To further build 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. • Incorporate Individual Learning Goals as part of the term planner strategy, showing intervention strategies, learning focus, additional support etc. • Develop staff capacity to design, implement and monitor literacy interventions
Community engagement in learning	• 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, either individually or in collaboration with network schools, to student wellbeing.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

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.	Targets	• Teacher assessments to indicate that 90% of students will achieve a C rating or higher in all strands of English and that 95% of students will achieve a C rating or higher in all strands of Mathematics.
		12 month targets	• Learning goals / I.L.P.s in place for each student, prioritising those students one year above/behind expected level & Grade 6 students. • The targets below be achieved in English & Mathematics

ENGLISH				MATHEMATICS		
P-6 C rating or greater	Actual % 2015	Target % 2016		P-6 C rating or greater	Actual % 2015	Target % 2016
Reading & Viewing	88	92		Measurement & Geometry	92	95
Speaking & Listening	84	88		Number & Algebra	92	95
Writing	72	76		Statistics & Probability	93	95

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

• To further build our culture of planning and working as a team to strengthen pedagogical practice and to individualise learning.	• Implementation of the 'Primary Maths & Science Specialist' program.
	
	• Staff P.D. regarding 'The Big 6' literacy strategies (Principals as Literacy Leaders Program)
		• Shaun to undertake the P.M.S. Specialist P.D.
		• Employ a suitable teacher to release Shaun for this program (grant funding)
		• Shaun's P& D plan to have a leadership role in providing P.D. and pedagogical support for staff with an aim to improve teaching in mathematics and science
		
		• P.D. within P.L.T.s using 'Big 6' resources with the main focus on Phonological Awareness & Oral Language
		• Tanya's P& D plan to have a coordination role in developing a B.P.S. 'Oral Language' program.
		• Bendigo Rural Schools Network P.D. to improve pedagogy through:
		  - 'Big 6', Anne Bayetto (curric. day)
		  - Shared writing moderation & Learning walks
		  - Development of oral Language strategy.
			• Shaun
			• Principal to lead
			
			• Shaun
			
			• Principal to lead
			
			• Tanya
			
			• All staff
				• 2016 – 2017
				• Prior to term 1, 2016
				
				• End of 2016
				
				• End of Term 2
				
				• End of 2016
				• As per BRSN schedule throughout 2016
					• Primary Maths & Science learnings and strategies are being incorporated into the classrooms.
					• Documentation of P.&D. and pedagogical support provided
					
					• Individual teacher P & D plan goals completed successfully
					
					• Staff planning - calendar of the 'Big 6' P.D.
					
					• School wide Oral Language approach documented
					• Individual teacher P & D plan goals completed successfully
					• Planned Bendigo Rural Schools Network P.D. completed by all staff.

• Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting.	• Review current assessment schedule. • Trial the use of Pat Number as a means of improving assessment triangulation	• As a staff review current assessment strategies • Review assessment schedule in light of the assessment review. • Staff P&D plans to specify teacher obligations in regards to administering items of the assessment schedule. • Purchase a licence to use Pat Number and incorporate it into our assessment schedule • Deneb's P&D plan to reflect the coordination of Pat Maths assessment trial.	• Principal to lead • Deneb Dodson	• End of Sem. 1 • End of Semester 1 • End of 2016	• Assessment schedule reviewed & aligned with the Victorian Curriculum. • Evidence of the use of the assessment schedule in planning • Individual teacher P & D plan goal completed successfully • Pat Maths data incorporated into assessment • Individual teacher P & D plan goal completed successfully
• Incorporate Individual Learning Goals as part of the term planner strategy, showing intervention strategies, learning focus, additional support etc.	▪ Regular reflection on individual student data from multiple sources ▪ Develop student goal setting strategy ▪ Give continued focus to relative growth levels of individual students	• PLTs to regularly consider student data from a multiple sources • Student goal setting to be a regular component of PLTs	• Staff	• Throughout 2016 • End of Sem. 1	• PLT minutes to document reflections on student data • Student goal setting in place for prioritised students.

• Develop staff capacity to design, implement and monitor literacy interventions	• Trial/refine a '3 Wave' approach to literacy Intervention as per Principals as Literacy Leaders Program primarily focusing on 'Phonological Awareness'.	• Focused assessment and monitoring to identify student's underachievement and their needs in order to inform teaching and learning. • Design strategies to promote general school improvement (Wave 1), specialised intervention for small like-need groups (Wave 2) and individualised interventions (Wave 3).	• Staff and school speech pathologist (Jess Carr) • Staff and trainee speech pathologist students under the supervision of the school speech pathologist • Staff and school speech pathologist (Jess Carr)	• Sem. 1 • Term 2 • Staff and speech pathologist to continue during Sem. 2	• Assessment strategies identified, documented and added to assessment schedule. • Learning improvements in 'Phonological Awareness' for focus students.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	To engage parents, in developing an intrinsically interesting, highly motivating, meaningful learning experience for each child.	Targets	• By 2018, student absence rates will be at or below state mean for each year level. • By 2018, improvement in Student Attitudes to School survey mean factor scores for 'School Connectedness' to 5.0 and 'Student Motivation' to 5.5. • By 2018, 'School Connectedness' and 'Student Motivation' scores, on the Parent Opinion survey, will increase to 6.8.
		12 month targets	• Attendance for Grades 2 & 5 students will match the state mean. • In 2016, Student Attitudes to School Survey & Parent Opinion Survey means to improve as follows:

STUDENT ATTITUDES TO SCHOOL SURVEY	Actual 2015	Target 2016
School Connectedness	4.45	4.6
Student Motivation	4.94	5.1

PARENT OPINION SURVEY	Actual 2015	Target 2016
School Connectedness	6.38	6.5
Student Motivation	6.38	6.5

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
• 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.	• As a school community, develop 'Parent & Community Engagement' guidelines to promote parental involvement in their child's educational journey • Build parental awareness of interactive learning across year levels within an shared classroom structure	• Develop a template of ideas and take to a working party of staff and parents and develop further. • Take to school council/parents for final refinement. • Invite parents to participate in a series of interactive learning activities across year levels.	• Principal/Working party • School community • All staff	End of Sem 1 End of Sem 2 Throughout 2016	• Parent & Community Engagement guidelines developed and ratified by school council.
	• Promote school-initiated programs and active participation with the broader community	• 'Artists in Schools' project: 'Dynamic Dance of Asia' - community involvement in the process, particularly parents, culminating in a whole school community concert (grant $10,000).	• Led by Seung Hi Lee and Principal	Term 4, 2016	• 'Artists in Schools' Project completed successfully and community feedback gathered
• Engage with existing and emerging networks in order to advance wider community and parental support as learning partners	• Undertake key projects and participate in community events.	• Continue to build the school's engagement in the St IngleBridge Cluster, Bendigo Rural Schools Network and community based activities such as the A.N.Z.A.C. Day	• All staff	Throughout 2016	• St. IngleBridge Cluster planning of integrated themes established/improved and related cluster days successfully completed. • Bendigo Rural School Network P.D. i.e. shared curriculum day (Big 6) with Anne Bayetto and learning walks successfully undertaken (oral language) • Documentation of participation in community events in the newsletter, website and on the school Facebook site.
	• Continue to enhance relationships with Inglewood Pre-school	• Develop activities to further enhance B.P.S.'s interaction with the Inglewood Pre-school.	• Tanya Balcke	End of Sem 1	• A program of visits with the Inglewood Pre-school and secondary school settings has been completed and feedback gathered from students, staff and parents.
	• Engage in secondary school settings in regards to Year 6 to Year 7 transition	• Visits/activities organized with secondary school settings for students and staff e.g. science lab at East Loddon P-12 College & liaising with Crusoe College.	• Deneb Dodson (P&D Plan goal)	End of Sem 1	• Deneb Dodson P&D Plan transition goal successfully completed.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goals	To enhance student wellbeing and resilience in a learning community that is built on the school values.	Targets	• By 2018, there will be an improvement in Student Attitudes to School survey mean factor score for 'Wellbeing' 6.5 and 'Student Relationships' to 5.0. • By 2018, 'Student Safety' and 'Classroom Behaviour' scores, on the Parent Opinion survey, will be greater than 6.0
		12 month targets	• In 2016, Student Attitudes to School Survey & Parent Opinion Survey means to improve as follows:

STUDENT ATTITUDES TO SCHOOL SURVEY

	Actual 2015	Target 2016
Wellbeing	6.0	6.2
Student Relationships	4.15	4.3

PARENT OPINION SURVEY

	Actual 2015	Target 2016
Student Safety	6.19	6.4
Classroom Behaviour	5.68	5.9

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
• Strengthen the school wide approach, either individually or in collaboration with network schools, to student wellbeing.	• Staff to review and share current student wellbeing strategies with the school community.	• Review B.P.S.'s 'Student Engagement Policy', particularly our student management approach, within our P.L.T. structure. • Examine I.P.S.'s Positive Behaviours approach and evaluate in regard to B.P.S.'s student wellbeing approach	• Led by Principal /all staff • Led by Principal /all staff	• End of Sem. 1 • End of Sem. 1	• The 'Student Engagement' policy documented and shared with the school community and uploaded onto the school website. • Document efforts to raise the profile of Student Wellbeing in the newsletter and through parent forums. • Document and share staff findings with school council.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students.	Targets	• By 2018, School Staff survey overall school climate score will achieve the 90 percentile ranking. • By 2018, 'School Improvement' and 'General Satisfaction' scores, on the Parent Opinion survey, to achieve the mean of 6.5.
		12 month targets	• School Staff survey overall school climate score will increase from 86 percentile to 88 percentile. • In 2016, Parent Opinion Survey means to improve as follows:

PARENT OPINION SURVEY	Actual 2015	Target 2016
School Improvement	6.35	6.5
General Satisfaction	6.44	6.6

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
• Continually improve administrative efficiencies, school policy development and OH&S compliance.	• Continue budget & work force planning foci and continue to ask questions of office staff, staff and the school community in regards to improvements to further build school administrative efficiencies. • Develop an overview of school policies • Systematise OHS processes	• Complete draft budget & work force planning in line within timelines set out in 2015 - 2018 S.S.P. • Meet with / survey staff and community for suggestions in regards to efficiency improvements • Compile a list of current school policies, including review dates, and perceived future policies to be developed • Follow OHS calendar, standing agenda item at staff meetings and school council meetings	• Principal / business manager • Principal & policy committee • Principal, staff & business manager	• By November school council meeting • End of Term 1 • Throughout 2016	• Budget and work force plans completed and endorsed by school council • Identified efficiencies achieved • Policy development plan and review schedule in place. • OHS practices and procedures are followed systematically
• Exploiting the potential of the *polycom* strategy to support personalised learning opportunities	• Develop a plan for using the *polycom* system to enhance student learning and cluster interaction	• Staff / Maths & Science specialists to trial shared *polycom* learning activities between B.P.S. & I.P.S.	• Shaun / staff	• Throughout 2016	• Evidence that shared *polycom* learning opportunities were implemented between schools
• Pursuing the option to align the teaching of LOTE (Chinese) across the network of schools	• Establish 0.1 V.I.T. registered Chinese Language teacher position.	• Liaise with Bendigo Senior Secondary College to employ a Chinese Language teacher (VIT) as part of Bendigo 'Team China' approx. $7,000. • Monitor the Chinese Language teacher's performance	• Principal	• Prior to 2016 • Throughout the year	• Chinese Language Program in place and functioning well.
• Allocate resources according to priorities.	• Primary Mathematics and Science Specialist' program. • Equity Funding ($5,000) - supporting teachers to build pedagogical practice, implement L.I.P.s and student interventions	• Manage grant funding to provide replacement teacher at a 2.5 level for 2 years, accommodation and travel costs & miscellaneous costs. • Shared **Bendigo Rural School Network (BRSN)** 'Big 6' curriculum day with Anne Bayetto (Flinders University) (est. cost, B.P.S. share $500). • **BRSN initiative -** observational rounds, focusing on **Oral Language** ($1200 8 X 1/2 days for observational rounds). • Ensure there is a shared vision and values that reflect the aspirations and expectations of the whole community, with particular focus on developing **'Parental Engagement in Student Learning' guidelines** (est. cost $500)	• Principal	• Throughout the year • End of Term3 • End of Sem. 1	• All initiatives completed, funds expended as planned.

		• **Possible shared literacy coach** e.g. Kerrie Mc Millin in partnership with Inglewood P.S. (est. cost $1200 8 X 1/2 days) • Professional reading – John Hattie **'Visible Learning'** (est. cost $180 X3 copies) • Provide regular updates to parents/carers on the progress of their children through detailed information about individual student learning achievement and areas for focus and growth, primarily through I.L.P.s (est. cost $1200 8 X 1/2 days)		• ? • End of Sem. 1 • Throughout 2016	

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

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	Evidence	Status	Evidence	

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	Evidence	Status	Evidence	

WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	