

Annual Implementation Plan: for Improving Student Outcomes

School name: Boroondara Park Primary School

Year: 2017

School number: 5288

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Eric Regester 22/3/2017

Senior Education Improvement Leader Sharon Saitlik

School council John Anderson 22/3/2017

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 maximise achievement for every student in English and Mathematics with particular emphasis on increasing the percentage of students receiving an A or B in the areas of Speaking and Listening, Writing, Measurement and Geometry, Statistics and Probability To have significant improvement in NAPLAN Reading results with particular emphasis on increasing the number of year 3 and 5 students in the top reading bands to increase the number of students achieving high relative growth and to decrease the number of students receiving low relative growth. To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom. To increase opportunities for parents and carers to be more involved in student learning. 	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.

- Our teacher judgement data does not align with standardised and diagnostic results. There are inconsistencies in teacher judgements across the school. These inconsistencies are within and between teaching teams.
- While the reading results according to NAPLAN are above state mean, the relative growth from year three to five needs to improve. We are aiming to decrease low growth and increase high growth.

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)
Curriculum planning and assessment	<ul style="list-style-type: none">• Increase teacher capacity in relation to data literacy by triangulating data sets, eg. On Demand testing, PAT standardised tests and teacher judgements. Analyse data sets and plan programs based on this data.• Use a backward design planning model beginning with learning outcomes as identified in the Victorian Curriculum learning continuums• Implement a commonly understood instructional model based on Gradual release of Responsibility• Assess prior knowledge, select resources and design lessons to engage students
Setting expectations and promoting inclusion	<ul style="list-style-type: none">• Establish a positive climate for learning supported by consistent behaviour management practices in every classroom and specialist classroom, by implementing the 'start up' program• Articulate and reinforce the consistent behaviour management practices with the students and the school community• Plan for explicit teaching of social skills and positive psychology in Care, Learn and Share groups



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Section 2: Improvement Initiatives

<p>STRATEGIC PLAN GOALS</p>	<p>To have significant improvement in NAPLAN Reading results with particular emphasis on increasing the number of year 3 students achieving high relative growth and to decrease the number of students receiving low relative growth.</p> <p>To maximise achievement for every student in English and Mathematics with particular emphasis on increasing the percentage of students achieving Band 6 in Listening, Writing, Measurement and Geometry, Statistics and Probability (See appendix 1 below for data and targets)</p>
<p>IMPROVEMENT INITIATIVE</p>	<p>CURRICULUM PLANNING AND ASSESSMENT</p>
<p>STRATEGIC PLAN TARGETS</p>	<ol style="list-style-type: none"> 1. By 2020, according to teacher judgements, the percentage of students receiving an A or B will be: <ul style="list-style-type: none"> • Speaking and Listening Year 4 -64%, Year 5 - 56%, Year 6 - 60% • Writing Year 4 – 64%, Year 5 – 63%, Year 6 – 60% • Measurement and Geometry Year 4 -68%, Year 5 – 66%, Year 6 – 60% • Statistics and Probability Year 4 – 67%, Year 5 -69%, Year 6 – 60% 2. By 2020, according to NAPLAN Reading results, the improvements will be: <ul style="list-style-type: none"> • The number of Year 3 students achieving Band 6 in Reading will be 50% from 35% in 2016 • The number of Year 5 students achieving Band 8 in Reading will be 40% from 23.5% in 2016 • The decrease in the number of students achieving low relative growth in Reading will be 15% from 28% in 2016 • The increase in the number of students achieving high relative growth in Reading will be 25% from 21% in 2016



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12 MONTH TARGETS	See Appendix 1 below			
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA
Increase teacher capacity in relation to data literacy by triangulating data sets, eg. On Demand testing, PAT standardised tests and teacher judgements. Analyse data sets and plan programs based on this data.	Establish a data literacy team to analyse a range of data sets. Use the peer mentoring model and colleague coaching to further develop team curriculum planning based on data	Randal Symons		6 months:
				12 months:
Use a backward design planning model beginning with learning outcomes as identified in the Victorian Curriculum learning continuums	Use a common planning model , eg Unit Hero, to plan lessons and learning sequences.	Curriculum team leaders and staff		6 months:
				12 months:
Implement a commonly understood instructional model based on Gradual release of Responsibility	Work with Network FISO group to develop a process for a commonly understood instructional model. Investigate several models and select optimum characteristics of each to decide on the model of teaching that suits our school. Gather input through collaborative discussion from staff and students.	Jane Woodman		6 months:
				12 months:



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Assess prior knowledge, select resources and design lessons to engage students	Use a range of diagnostic, standardised assessments and learning continuums to ascertain students point of learning need. Plan learning sequences based on this data.	Curriculum team leaders and Principal team		6 months:
				12 months:



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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.
IMPROVEMENT INITIATIVE	SETTING EXPECTATIONS and PROMOTING INCLUSION
STRATEGIC PLAN TARGETS	<p>1. By 2020, to improve the Student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> • Student safety (2016 – 4.41) • Student distress (2016 – 6.15) • Student morale (2016 – 5.99) • Classroom behaviour (2016 – 3.72) • Connectedness to Peers (2016 – 4.46) <p>Using Sentral baseline data:</p> <ul style="list-style-type: none"> • Decrease the number of recorded incidences in classroom behaviour (2016 – 90 incidents up to the end of August) • Decrease the number of recorded incidences in out of classroom behaviour (2016 – 88 incidents up to the end of August)
12 MONTH TARGETS	<p>2017 Targets are:</p> <ul style="list-style-type: none"> • Student safety (2017 -4.5) • Student distress (2017 – 6.2) • Student morale (2017 –6.0) • Classroom behaviour (2017 – 3.8) • Connectedness to Peers (2017 – 4.5) <p>Sentral data by the end of Term 3 in classroom behaviour reduced to 65 occurrences Sentral data by the end of Term 3 out of classroom behaviour reduced to 65 occurrences</p>

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.	Implement a school-wide 'start-up' program to develop consistent practices across the school based on Bill Rogers model. Ensure that staff and students have a clear understanding of the 3 rights and responsibilities for well-being and positive relationships. They are: The right to learn, the rights to feel safe and the right to be treated with respect. Class rules are distributed to parents.	Wellbeing team led by Kristen Schultz	At the end of week 3 in Term One	6 months:	● ● ●			
				12 months:	● ● ●			
	Monitor Sentral data incident reports to target specific teaching of social and behavioural skills	Jane Woodman	End of Term 3	6 months:	● ● ●			
				12 months:	● ● ●			
	Continue to access professional learning that incorporates whole school approach to behaviour management, restorative practices and relationship building	Directed by leadership team		6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To increase opportunities for parents and carers to be more involved in student learning
OTHER IMPROVEMENT MODEL DIMENSIONS	BUILDING COMMUNITIES
STRATEGIC PLAN TARGETS	By 2020, to improve the mean score in the Parent Opinion Survey in the following areas: <ul style="list-style-type: none"> • Approachability (2016 – 5.73) • Reporting (2016 – 5.38) • Stimulating Learning (2016 – 5.66) • Parent Input (2016 – 5.47) • General Satisfaction (2016 - 5.70)
12 MONTH TARGETS	2017 Targets are: <ul style="list-style-type: none"> • Approachability (2017 – 5.76) • Reporting (2017 – 5.41) • Stimulating Learning (2017 – 5.69) • Parent Input (2017 – 5.50) • General Satisfaction (2017 – 5.73)

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To increase opportunities for parents and carers to be more involved in student learning.	Articulate and reinforce consistent practices with the students and the school community to build trust and understanding		Throughout the year	6 months:	● ● ●			
				12 months:	● ● ●			
	Establish a parent volunteer group with clarity about the many ways to volunteer at school. Use Facebook to communicate opportunities	Eric Regester	End of term one	6 months:	● ● ●			
				12 months:	● ● ●			
	Have parent information nights at the start of the year to share information and build whole school culture and consistency. See input from the community about areas of student learning that would like information about.	Staff	End of term one	6 months:	● ● ●			
				12 months:	● ● ●			
	Review and ratify homework policy to be in line with DET recommendations. Rename the policy to home learning partnerships to build the capacity of our community to be more involved in student learning.			6 months:	● ● ●			
				12 months:	● ● ●			

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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
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]				
Considerations for 2018:				