

# 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"> <li>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</li> <li>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.</li> <li>To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.</li> <li>To increase opportunities for parents and carers to be more involved in student learning.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
<b>Community engagement in learning</b>	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)
<b>Curriculum planning and assessment</b>	<ul style="list-style-type: none"> <li>Increase teacher capacity in relation to data literacy by triangulating data sets, e.g. On Demand testing, PAT standardised tests and teacher judgements. Analyse data sets and plan programs based on this data.</li> <li>Use a backward design planning model beginning with learning outcomes as identified in the Victorian Curriculum learning continuums</li> <li>Implement a commonly understood instructional model based on Gradual release of Responsibility</li> <li>Assess prior knowledge, select resources and design lessons to engage students</li> </ul>
<b>Setting expectations and promoting inclusion</b>	<ul style="list-style-type: none"> <li>Establish a positive climate for learning supported by consistent behaviour management practices in every classroom and specialist classroom, by implementing the 'start up' program</li> <li>Articulate and reinforce the consistent behaviour management practices with the students and the school community</li> <li>Plan for explicit teaching of social skills and positive psychology in Care, Learn and Share groups</li> </ul>

## 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.

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>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.</li> <li>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 (See appendix 1 below for data and targets)</li> </ul>							
<b>IMPROVEMENT INITIATIVE</b>		<b>CURRICULUM PLANNING AND ASSESSMENT</b>							
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>By 2020, according to teacher judgements, the percentage of students receiving an A or B will be: <ul style="list-style-type: none"> <li>Speaking and Listening Year 4 -64%, Year 5 - 56%, Year 6 - 60%</li> <li>Writing Year 4 – 64%, Year 5 – 63%, Year 6 – 60%</li> <li>Measurement and Geometry Year 4 -68%, Year 5 – 66%, Year 6 – 60%</li> <li>Statistics and Probability Year 4 – 67%, Year 5 -69%, Year 6 – 60%</li> </ul> </li> <li>By 2020, according to NAPLAN Reading results, the improvements will be: <ul style="list-style-type: none"> <li>The number of Year 3 students achieving Band 6 in Reading will be 50% from 35% in 2016</li> <li>The number of Year 5 students achieving Band 8 in Reading will be 40% from 23.5% in 2016</li> <li>The decrease in the number of students achieving low relative growth in Reading will be 15% from 28% in 2016</li> <li>The increase in the number of students achieving high relative growth in Reading will be 25% from 21% in 2016</li> </ul> </li> </ol>							
<b>12 MONTH TARGETS</b>		See Appendix 1 below							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>				
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>		
							<b>Estimate</b>	<b>YTD</b>	
Increase teacher capacity in relation to data literacy by triangulating data sets, e.g. On Demand testing, PAT standardised tests and teacher judgements. Analyse data sets and plan programs based on this data.	<p>Establish a data literacy team to analyse a range of data sets.</p> <p>Use the peer mentoring model and colleague coaching to further develop team curriculum planning based on data</p>	Randal Symons		<p>6 months: Pupil free day entitled Towards 2020, focussed on the first two goals of the strategic plan with an emphasis on data. 13 staff members presented data based learning programs, such as Words Their Way and Criteria for writing assessment.</p> <p>Four staff members have completed coaching training with Growth Coaching (2 Principal class and 2 middle leadership)</p> <p>Staff discussed what targets were achievable.</p> <p>Student Learning PDP goals for all teachers are based on Speaking and Listening targets. (refer to Appendix)</p>	● ● ●	<p>Staff survey results following PFD. 3/4 Words Their Way data established and use to inform teaching</p> <p>Growth Coaching sessions implemented at school (eg Coach working with new team to introduce new reading program.</p> <p>Refer to appendix 1</p> <p>Refer to appendix Mid-year report data indicating XX% of students achieving A or B</p>			

				Staff participation in Curriculum Tracker PL (14/02/17) focusing on aligning formative and summative assessment with Victorian Curriculum standards Team Moderation (30/05/17) sessions focusing on aligning student works samples to Victorian Curriculum standards and ensuring consistent judgements within teams				
				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: Staff teams use Mappen for inquiry units and Unit Hero planning tool exclusively in mini planning teams.	● ● ●	Term Planning Days - Mini Planning Teams establishment of Rich Assessment Tasks and Common Assessments Tasks first before developing sequence of lessons Teaching and Learning at BPPS document stating our teaching model		
				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: Teaching and Learning at BPPS document stating our teaching model Staff professional learning on Gradual Release model. On-going work with FISO group focussing on common instructional model	● ● ●	Gradual release handout distributed to all staff		
				12 months:	● ● ●			
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: Whole school assessment schedule reviewed and understood by curriculum leaders  Staff professional learning on analysing diagnostic results using on demand and NAPLAN results  How to use learning continuums - staff professional learning  Devising a sequence of ICT lessons as an expectation of all staff PDPs  Team Moderation Sessions (scheduled 01/08/17) focused on analysis MAPEN pre-tests and modifying RAT and unit accordingly Establishment of an agreed upon set of teacher resources all teams use to support the implementation of quality teaching, including First Steps (Department of Education WA) for English and Teaching Primary Mathematics (Booker et al) for Maths (outlined in Teaching & Learning at BPPS document) Use of 'Differentiate Higher' and 'Differentiate Lower' sections in Unit Hero planning documents	● ● ●	Staff PL ( 2/5/17 ) involving understanding Speaking and Listening Victorian curriculum involving using continuums for assessment  Words Their Way data used to inform teaching  Term One – how to analyse data sets, eg on demand testing, PAT R and PAT M data sets.		

## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.						
<b>IMPROVEMENT INITIATIVE</b>		<b>SETTING EXPECTATIONS and PROMOTING INCLUSION</b>						
<b>STRATEGIC PLAN TARGETS</b>		<p>1. By 2020, to improve the Student Attitudes to School Survey in the following areas:</p> <ul style="list-style-type: none"> <li>• Student safety (2016 – 4.41)</li> <li>• Student distress (2016 – 6.15)</li> <li>• Student morale (2016 – 5.99)</li> <li>• Classroom behaviour (2016 – 3.72)</li> <li>• Connectedness to Peers (2016 – 4.46)</li> </ul> <p>Using Sentral baseline data:</p> <ul style="list-style-type: none"> <li>• Decrease the number of recorded incidences in classroom behaviour (2016 – 90 incidents up to the end of August)</li> <li>• Decrease the number of recorded incidences in out of classroom behaviour (2016 – 88 incidents up to the end of August)</li> </ul>						
<b>12 MONTH TARGETS</b>		<p>2017 Targets are:</p> <ul style="list-style-type: none"> <li>• Student safety (2017 -4.5)</li> <li>• Student distress (2017 – 6.2)</li> <li>• Student morale (2017 –6.0)</li> <li>• Classroom behaviour (2017 – 3.8)</li> <li>• Connectedness to Peers (2017 – 4.5)</li> </ul> <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>						
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
To improve each student's capacity to create and maintain excellent working relationships both in and outside the classroom.	<p>Implement a school-wide 'start-up' program to develop consistent practices across the school based on Bill Rogers model.</p> <p>Ensure that staff and students have a clear understanding of the 3 rights and responsibilities for well-being and positive relationships.</p> <p>They are: the right to learn, the rights to feel safe and the right to be treated with respect.</p> <p>Class rules are distributed to parents.</p>	Wellbeing team led by Kristen Schultz	At the end of week 3 in Term One	<p>6 months:</p> <p>Start –up program effectively implemented in Term One</p> <p>Reflection sheets developed</p> <p>Classroom behaviour expectation and consequences developed and clearly understood</p> <p>Right to feel Safe and The Right to be respected activities have been embedded into our Care, Learn and Share program throughout Semester One</p> <p>Establishment of whole school Core Classroom Routines (outlined in Teaching &amp; Learning at BPPS document)</p>	● ● ●	<p>Rules posters for every part of our school developed and visible and shared with the community</p> <p>Start-up program documented on Unit Hero</p> <p>Reflection sheets developed and used across the school</p> <p>Planned Bill Rogers staff PL for August 10th.</p> <p>Staff Survey indicating needs pertaining to student management</p> <p>Planned Andrew Fuller (November 2nd) community evening using Respectful Relationships grant. Entitled Unlocking Your Child's Genius.</p> <p>School is involved in Respectful Relationships program</p> <p>eSmart accreditation follow up</p>		

						Least to most intrusive processes established		
				12 months:	● ● ●			
	Monitor Sentral data incident reports to target specific teaching of social and behavioural skills	Jane Woodman	End of Term 3	6 months:	● ● ●	Refer to baseline data from 2016 and compare against 2017 data in August		
				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:	● ● ●	Bill Rogers is returning to our school on August 10th for our Pupil Free Day  The focus is on whole school planning, and preventative and restorative practices		
				12 months:	● ● ●			



## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		To increase opportunities for parents and carers to be more involved in student learning						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		<b>BUILDING COMMUNITIES</b>						
<b>STRATEGIC PLAN TARGETS</b>		By 2020, to improve the mean score in the Parent Opinion Survey in the following areas: <ul style="list-style-type: none"> <li>• Approachability (2016 – 5.73)</li> <li>• Reporting (2016 – 5.38)</li> <li>• Stimulating Learning (2016 – 5.66)</li> <li>• Parent Input (2016 – 5.47)</li> <li>• General Satisfaction (2016 - 5.70)</li> </ul>						
<b>12 MONTH TARGETS</b>		2017 Targets are: <ul style="list-style-type: none"> <li>• Approachability (2017 – 5.76)</li> <li>• Reporting (2017 – 5.41)</li> <li>• Stimulating Learning (2017 – 5.69)</li> <li>• Parent Input (2017 – 5.50)</li> <li>• General Satisfaction (2017 – 5.73)</li> </ul>						
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		Through out the year	6 months:	● ● ●	39 staff members completed a survey about their perceptions and beliefs regarding parental involvement  Eric presented a community engagement professional learning session to staff on our pupil free day. Staff were invited to plot and justify where they thought we were on a rubric.  Nominate the work to done to enhance future engagement with the community  Transition events have been held including weekly school tours, Foundation 2018 Information Evenings for prospective parents, kindergarten visits, story time sessions and orientation days		
				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:	● ● ●	105 community members and building  Positive support in a range of ways, eg for families suffering hardship, soup, costume making  Two informal meetings a term, alternating between a morning meeting and an evening meeting		
				12 months:				
	Have parent information nights at the start of the year to share information and build whole school culture and consistency. See input	Staff	End of term one	6 months:  Information sessions at the start of the year	● ● ●	Parent Information nights were extremely well attended at the start of the year.		



	from the community about areas of student learning that would like information about.			Staff complete a survey about their beliefs in what community engagement looks like		Formulating a community survey across a range of topics. This has had input from school council and the parent volunteer group. Family Numeracy Afternoon (23/05/17) Foundation Expos at the end of Terms One and Two Staff discussion about community engagement rubric.		
				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.	Jane Woodman		6 months:	● ● ●	Home learning partnerships policy was ratified at school council on June 21st. A policy sub-committee comprising of parents has been formed.  School council meeting reports in the newsletter  Policies on website		
				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	<b>Building practice excellence</b>	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.]
	<b>Curriculum planning and assessment</b>	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	Yes	Select status	
Professional leadership	<b>Building leadership teams</b>	Yes	Select status	
	Instructional and shared leadership	Yes	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Yes	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Yes	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Considerations for 2018:</b>				



APPENDIX 1. BELOW REPRESENTS DATA REFLECTING TEACHER JUDGEMENTS AND TARGETS SET FOR 2017.

School Strategic Plan Targets (As and Bs) %						
Speaking and Listening	2015	2016	2017	2018	2019	2020
Foundation	13	26	60			
Grade 1	22	43	45			
Grade 2	22	37	50			
Grade 3	40	16	47			
Grade 4	42	46	50			64
Grade 5	32	45	52			56
Grade 6	67	37	55			60

Writing	2015	2016	2017	2018	2019	2020
Foundation	26	34	45			
Grade 1	29	37	40			
Grade 2	22	37	42			
Grade 3	48	31	50			
Grade 4	48	52	40			64
Grade 5	33	49	57			63
Grade 6	53	51	54			60

Reading	2015	2016	2017	2018	2019	2020
Foundation	33	53	60			
Grade 1	44	65	60			
Grade 2	41	63	70			
Grade 3	71	49	66			
Grade 4	58	67	57			
Grade 5	53	58	72			
Grade 6	52	49	65			

Measurement and Geometry	2015	2016	2017	2018	2019	2020
Foundation	22	30	40			
Grade 1	38	51	45			
Grade 2	33	51	57			
Grade 3	59	33	55			
Grade 4	55	55	40			68
Grade 5	47	55	65			66
Grade 6	70	51	65			60

Statistics and Probability	2015	2016	2017	2018	2019	2020
Foundation	33	58	70			
Grade 1	60	76	65			
Grade 2	34	58	80			
Grade 3	55	38	65			
Grade 4	56	54	48			67
Grade 5	44	54	65			69
Grade 6	55	48	65			60

Number	2015	2016	2017	2018	2019	2020
Foundation	24	41	55			
Grade 1	47	54	55			
Grade 2	43	58	60			
Grade 3	57	44	62			
Grade 4	55	58	50			
Grade 5	47	57	65			
Grade 6	56	50	65			