

2016 Annual Implementation Plan: for Improving Student Outcomes

4944]

Bundoora Primary School 2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

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.	
We have strong practice excellence at Bundoora PS, however we always need to consider the needs of our changing personnel, as well as the needs of our students, when planning and evaluating our programs and practices. By constantly reflecting on and developing our capacities, we will maintain our focus on practice excellence, as well as making annual progress towards meeting our targets, as stated in our Strategic Plan 2015-2018.	
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 - Building practice excellence	<ul style="list-style-type: none"> Review Maths curriculum, guiding text, resources and form agreement about consistent teaching approaches Review the school's Spelling program through the English Committee. Seek whole staff input. Investigate resources. Identify the adaptive changes in the school's Café Reading program
	<ul style="list-style-type: none"> Engagement – provide engaging activities that consider students' needs and interests
	<ul style="list-style-type: none"> Wellbeing - Identify ways that the Kids Matter Action team can promote a positive community
	Maintain scores in School Connectedness, Student Attitude to School Survey. currently 4.90 and above State and region

Comment [SSSI]: This is more a target or Success Criteria than a KIS

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>To improve student outcomes in English and Mathematics.</p> <p>General Build teacher capacity through purposeful PD and expectations.</p> <ul style="list-style-type: none"> Use explicit teaching. Use sequential, scaffolded lessons. Use the school's negotiated Assessment schedules to enable appropriate data collection. Maintain high expectations of all aspects of teaching and learning, behaviour and performance. Use a differentiated curriculum to cater to students' diverse needs. 	Targets	<ul style="list-style-type: none"> That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state means for the medium and high growth categories on each dimension. That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 3. That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two bands will not increase. That there will be an improved correlation between teacher and NAPLAN assessments. 		
		12 month targets	<ul style="list-style-type: none"> Spelling program reviewed, through the English curriculum committee Mathematics key resource reviewed, through the Mathematics committee. Key Not Negotiable statements prepared, adjusted as necessary and reviewed by all staff Assessment schedules reviewed by all staff, adjusted as necessary 'Focus study' planning to show the learning intention as discovery-based 		
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
Consistency in teaching and learning practices in English and Mathematics	Ensure consistency in our teaching and assessment practices	Review our Not Negotiable statements for the areas of English and Mathematics teaching	PLT leaders, English and Maths leaders, assessment leader	Term 1, with further review after Semester 1 reporting	Not Negotiable statements in place, with consistency demonstrated throughout all classes, as evidenced through Curriculum Committee minutes
Discovery Learning	Develop the capacity of class teachers to move to an improved Inquiry learning model	The PLT leaders will build the capacity of the teachers to plan tasks that allow for discovery, inquiry and learning beyond the expected	PLT leaders leading their teams	Commence end Term 1 when Term 2 planners are prepared., then for each term	Planning documents from term 2, 3 & 4 show the discovery framework and fertile questions with evidence of the structure/content that teachers use to achieve their aims.
Assessment and student participation	Improve the transparency between student achievement and the required criteria in each Level	Ensure that each student (especially year 3 and above) understands what they are required to do to reach the next level and prove their competence	Assessment leader	Commence at beginning of Term 2	Students have greater understanding of their learning pathway, as demonstrated through their personal goal setting
Mathematics	Review Mathematics program Prep-6	Appoint Mathematics Leader, develop committee, investigate resources, make recommendations for implementation. Provide PD for all staff and seek feedback after trials. Investigate MOLI	Principal appoints Maths leader	Commence at beginning of Term 1, with project of review to be completed by end of Semester 1.	New guiding text selected. EY Numeracy for Preps MOLI introduced Years 1-4, with data examined through PLT structure and programs adjusted for learners as required. Fractions and Decimals online for Years 5 and 6.
English (reading)	Identify the adaptive improvement challenges in Café Reading	Can we improve our processes? Survey in PLT's to look at the processes in place for each teaching area. What works best? Survey the students	English leader and Curriculum Leader	Semester 1	Class teachers showing displays of CAFE reading strategies and aspects of Daily 5 and evidenced in their PRP
English (spelling)	Review the school's existing Spelling program through the English Committee. Seek whole staff input. Investigate resources.	Is our existing program relevant? Is it being followed Prep - 6? Can it be improved? Are our resources relevant to now?	English leader and Curriculum committee	Semester 1, Term 2	New or revised spelling program in pace, with 100% take-up from all teaching staff

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ENGAGEMENT					
Goals	[insert from SSP]	Targets	[insert from SSP]		
	<ul style="list-style-type: none"> To improve student engagement both within the classroom and at a whole school level. To improve whole school student attendance rates. To provide differentiated learning opportunities. To recognise and respond to the emerging needs of our students, staff and community. 	12 month targets	<ul style="list-style-type: none"> To maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to Teaching And Learning. Maintain scores in School Connectedness, Student Attitude to School Survey . currently 4.90 and above State and region Improvement in attendance data, except for known approved events (family holidays, extended illnesses etc). especially in Prep. Currently 19.48 days against State 15.09. improve our scores by reducing absences in Prep by 2 full days per year (nb. Not including Prep assessment days in term 1) Maintain scores in Teaching and Learning, Stimulating learning in the Student attitude to School survey, currently 4.79, and above State and Region. Aim to maintain scores 		
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
KidsMatter initiative	Maintain the KidsMatter program as a school-wide initiative	Investigate and implement extra-curricula activities Implement Buddy get togethers after school (Prep and 5/6)	Principal, KidsMatter coordinator and all staff	Throughout 2016, meeting fortnightly	Maintain scores in School Connectedness, Student Attitude to School Survey. currently 4.90 and above State and region
	Plan for regular student attendance through the provision of engaging programs that encourage connectedness	CASES 21 Admin, class teachers. Our processes clearly documented in newsletter, Skoolbag App, website. Promote and support DET policy 'It's not ok to be away'. Introduce eCases for student attendance	Classroom teachers/ specialists /admin to have common language and goals for students' regular attendance	Throughout 2016. Twice daily recording of attendance	Improvement in attendance data, except for known approved events (family holidays, extended illnesses etc). especially in Prep. Currently 19.48 days against State 15.09. improve our scores by reducing absences in Prep by 2 full days per year (nb. Not including Prep assessment days in term 1)
Differentiation	Ensure that differentiation is the priority for the PLT teams.	PLT structure and its processes Continue with targeted Maths learning throughout Levels 1-6 Ensure that timely feedback is given to each student to enable their understanding of success criteria PDP processes where differentiation is evident through the Peer Observations. Specialist teachers should also ensure their activities are differentiated to cater for different learning styles and needs	All class and specialist teachers	Throughout 2016, with PLT's meeting each week	Maintain scores in Teaching and Learning, Stimulating learning in the Student attitude to School survey, currently 4.79, and above State and Region. Aim to maintain scores

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WELLBEING					
Goals	[insert from SSP]	Targets	[insert from SSP]		
	<ul style="list-style-type: none"> To improve student wellbeing in social competencies, resilience, self-esteem, and mutual respect. 	12 month targets	<ul style="list-style-type: none"> To maintain levels of student satisfaction at or above the state mean ranking on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Student Relationships</i> and <i>Wellbeing</i>. 		
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
Kids Matter	Maintain the KidsMatter program as a school-wide initiative Identify low-cost/minimal organisation ways to promote positive communities eg pop-up discos at pick up time. Implement Peer Support program.	Attend KidsMatter Network meetings and share ideas for improvement with Action team Adapt and strengthen the Year 5 Step Up to Leadership course Establish student K-Matt team Train all year 6 students in Peer Support by Principal and teacher for all year 6 students. Purchase and embroider K Matt/Peer support hats Review and strengthen Transition program Years 1-5 Attach budget to KidsMatter	Principal and Steven Meagher, with the KidsMatter Action Team	Establish KMatt team in Term 1, following the Student Leadership Conference and the Peer Support course.	KidsMatter initiative strengthened with active involvement from all staff.s School targets met, as evidenced in ATTSS s KMatt team in place All Year 6 students trained in Peer Support Clubs in place, with leaders showing increasing initiative for structure, promotions and advertising
Bounce Back school wide	Maintain the Bounce Back social and emotional learning program as a school wide initiative	Review the Scope and Sequence plan for all levels. Obtain staff feedback and ensure links made, where possible, to curriculum	Primary Wellbeing Officer and KM Action Team	Term 1, with implementation throughout the year	BounceBack 2016 Scope and Sequence completed and all classes completing the 2016 course. Student leaders promoting the Bounce Back foci each week at assembly
Mindfulness and acts of kindness	Further embed our practices of mindfulness in all classes with regular meditation. Replace class Gratitude books with Act of Kindness books.	Commence 2016 Act of Kindness books. Mindfulness activities every day	Primary Wellbeing Officer and KM Action Team and all class teachers	Term 1, with implementation monitored throughout the year	Act of Kindness books completed by all class teachers, with random awards being presented
Breakfast club	Establish Breakfast Club	Seek sponsorship from Coles, local fruit supplier and Bakers Delight Bundoora	ES staff	Commencing midway through term 1	Students fed before school, with improved concentration and learning outcomes

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PRODUCTIVITY					
Goals	[insert from SSP]	Targets	[insert from SSP]		
	<ul style="list-style-type: none"> To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing, facilities management, financial operations and staffing decisions. 	12 month targets	<ul style="list-style-type: none"> The school's needs are clearly identified and are matched to the available resources (personnel, facilities and physical resources.) Yearly Action Plans from Parents and Friends for community events and Fundraising events presented to and approved by School Council. A Facilities committee is formed and produce yearly action plans for facilities/grounds improvements presented to and approved by Council. Policies are reviewed through a cyclic review strategy. Develop Yearly action plan by Facilities Committee Establish student environment team to value, support and improve school environment and vegie garden, through allocated lunchtime activities and tasks. Existing specialist programs maintained Language support Program reinstated 		
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
Facilities committee	Maintain the physical resources of the school so that they are safe, attractive and engaging for all members of the school community	Form a School Council Facilities subcommittee of parents and teachers Allocate budget to all aspects of maintenance and facilities. Develop yearly planner	Principal and Steven Meagher	End 2016	School is well maintained and safe. All repairs completed in a timely manner. The yearly facilities plan has been achieved without exceeding set budgets/matched to budgets
Maintain Canteen operations	Maintain the Canteen as a service to the students and staff of the school Ensure full compliance with all safety regulations, Healthy Foods quidelines and school financial requirements and compliance.	Form a School Council subcommittee to review Canteen menu and processes, in an attempt to raise interest and lift profits.	Principal and school council members	Term 1, 2016, with regular monitoring by the Business Manager and Principal	Orders in the Canteen increase, parent volunteers increase. The Canteen makes a small profit, to enable adequate money for utilities, repairs to and replacement of equipment.
Improved involvement from Parents and Friends	Build understanding within the community of the value a Parents and Friends Committee can have	A Parents and Friends Committee is formed. Events for the year will be planned and implemented, with profits recorded for each event. All financial compliances are met in accordance with school and DET processes	Principal with teacher members of the P&F, all Class Reps	Term 1, with events planned throughout the year	The P&F group increases in size, with Minutes showing improved attendance at meetings and improved support at events. Profits made in excess of \$10K
Specialist provision	Maintain existing specialist (PE, VA, PA, Science) and support programs (Corrective Reading/EAL/intervention/Language support)	Match budgets to programs and personnel employ staff	Principal	For commencement Term 1	All programs fully staffed. School NOT showing a deficit budget! International fee-paying students to be include in available income.
Extra Curricula activities	Provision of extra-curricula activities to improve connectedness and building positive communities.	Source services available through Sports grants eg. Bike Education. Use school staff to have impromptu discos in the undercover area. Contact coffee cart for once a week visits after school.	PE teacher for linked activities. KidsMatter action team	For commencement Term 1 with discos and Bike Ed. Introduce coffee cart in Term 2	Maintain scores in Parent Opinion Survey /Extra-curricula, currently 6.40 and 1.3 above school type and 1.37 above State

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	

