2019 Annual Implementation Plan

for improving student outcomes

Bairnsdale Primary School (0754)

Submitted for review by Trudie Nagle (School Principal) on 12 December, 2018 at 10:25 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning			
		Empowering students and building school pride	Evolving moving towards Embedding
		Setting expectations and promoting inclusion	Embedding
		Health and wellbeing	Evolving moving towards Embedding
		Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning			
		Building communities	Evolving
		Global citizenship	Evolving moving towards Embedding
		Networks with schools, services and agencies	Evolving
		Parents and carers as partners	Embedding

Enter your reflective comments	It is pleasing to see significant progress being made in Excellence in Teaching and Learning - All elements have moved into the embedding category. It is pleasing to see significant progress being made in Professional Leadership - All elements have moved into the embedding category. We have made solid progress with developing a Positive Climate for Learning - We need a key focus on Student Voice / Student Agency. (Empowering students, School Pride, Health and Wellbeing and self awareness.) In 2018 we have struggled to make significant gains with Community engagement in learning. We registered the same results as the year before. However the Parent Survey shows high levels of positive endorsement.
Considerations for 2020	Excellence in teaching and learning will remain the top priority. (Excellent practise, Excellent planning, focusing on the HITS and evaluating the learning that has occurred - assessments) Fountas and Pinnell will be introduced in 2019 - this will be non negotiable across the school. Professional Leadership will continue to focus on developing the leadership skills of staff within the school.

	Resources will be aligned to support directions of the Strategic Plan and the AIP. From Principal class through all teaching staff and ES staff.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning.
Target 1.1	- Increase the percentage of student in High Relative Growth NAPLAN – Annual & 5 Year average Panorama Report) to be at or above similar school. - Increase the number of students in the Top 2 Bands (NAPLAN– Annual & 5 Year average Panorama Report) to be at or above similar school. - No student deemed capable to be at or below National Benchmarks on NAPLAN - Results in all domains of English and Mathematics will be at or above state averages. - Staff Opinion Survey – Collective Efficacy and Academic Emphasis elements will be at or above state averages. - Student's Attitude to School Survey – Learning confidence, school connectedness and Stimulating Learning will be at or above state averages.
Key Improvement Strategy 1.a Building practice excellence	Improve teacher capacity to provide excellent teaching and learning in all areas of literacy and numeracy. A relentless focus on accountability and expectations of excellent teaching Individual focus on every student PDP chats to discuss progress every term improvement or not, and why?
Key Improvement Strategy 1.b Building practice excellence	Continue to provide a coach Literacy and Numeracy coach This will change in 2018 - staff invited to peer observation Additional release time for coach to visit classrooms
Key Improvement Strategy 1.c Building practice excellence	Improve staff understand of data literacy and HOW to implement changes Strategic teams will focus on data at every meeting Discuss resourcing and how that will impact on student outcomes Constant focus on what each child needs for the next step in their learning and how to provide that support
Key Improvement Strategy 1.d Building practice excellence	Use high evidence based programs: VCOP Essential Maths

	Spelling Mastery Daily 5 Cafe' Area / Network reading stratergy
Key Improvement Strategy 1.e Building practice excellence	Continue to engaged Dan Petro - Behavioural Analyst Staff will receive individual feedback around the management of their classroom to maximise student engagement
Goal 2	Developing Professional learning Teams: Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning.
Target 2.1	• Access to professional learning (in house and external) eg Bastow Coaching for Leadership Teams (2018) • Dan Petro supporting leadership growth • Staff Opinion survey – Collective Efficacy, Collective Responsibility and Teacher Collaboration will all be at or above state averages • Attitude to school survey – Learning Confidence and Stimulating Learning will be at or above state averages.
Key Improvement Strategy 2.a Building leadership teams	Develop strategic team structure Literacy, Numeracy and Humanities Literacy Leader will assign each member a specific role and responsibility Numeracy Leader will assign each member a specific role and responsibility Humanities Leader will assign each member a specific role and responsibility
Key Improvement Strategy 2.b Building leadership teams	Continue to engaged Dan Petro - Behavioural Analyst Staff will receive individual feedback around the management of their classroom to maximise student engagement
Key Improvement Strategy 2.c Building leadership teams	Principal responsibility: Develop the knowledge and capacity of the leadership team to use of student data and evidence to inform coaching, planning, modelling of delivery and assessment of a differentiated curriculum. Each member of the SIT team will then take this expectation back their team
Goal 3	To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student outcomes.

Target 3.1	- Audit of school needs and service providers - Evidence of engagement with service providers and school community - Annual and term planning of events and publication of these to the school community. - Parent Opinion Survey data – General satisfaction will be at or above state averages - PSD applications – This process will be clearly defined and have strong parent engagement - Learning plans for At Risk students (Including but not limited to: PSD, OoHC, Korrie, Students with chronic attendance) - Marrung priorities identified for school action and local elders involved or supporting direction. - Staff Opinion Survey – Parent and Community Involvement and Trust in Students and Parents elements will be at or above state average. - Attitude to School Survey Data - School Connectedness, Teacher Empathy will be at or above state averages
Key Improvement Strategy 3.a Parents and carers as partners	Running information sessions with parents and community to engage and inform around the specific evidence based programs being delivered at the school. The role of homework in a student's learning will also be unpacked.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning.	Yes	• Increase the percentage of student in High Relative Growth NAPLAN – Annual & 5 Year average Panorama Report) to be at or above similar school. • Increase the number of students in the Top 2 Bands (NAPLAN– Annual & 5 Year average Panorama Report) to be at or above similar school. • No student deemed capable to be at or below National Benchmarks on NAPLAN • Results in all domains of English and Mathematics will be at or above state averages. • Staff Opinion Survey – Collective Efficacy and Academic Emphasis elements will be at or above state averages. • Student's Attitude to School Survey – Learning confidence, school connectedness and Stimulating Learning will be at or above state averages.	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%
Developing Professional learning Teams: Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning.	Yes	• Access to professional learning (in house and external) eg Bastow Coaching for Leadership Teams (2018) • Dan Petro supporting leadership growth • Staff Opinion survey – Collective Efficacy, Collective Responsibility and Teacher Collaboration will all be at or above state averages • Attitude to school survey – Learning Confidence and Stimulating Learning will be at or above state averages.	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%

To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student outcomes.	Yes	- Audit of school needs and service providers - Evidence of engagement with service providers and school community - Annual and term planning of events and publication of these to the school community. - Parent Opinion Survey data – General satisfaction will be at or above state averages - PSD applications – This process will be clearly defined and have strong parent engagement - Learning plans for At Risk students (Including but not limited to: PSD, OoHC, Korrie, Students with chronic attendance) - Marrung priorities identified for school action and local elders involved or supporting direction. - Staff Opinion Survey – Parent and Community Involvement and Trust in Students and Parents elements will be at or above state average. - Attitude to School Survey Data - School Connectedness, Teacher Empathy will be at or above state averages	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80% Parent Opinion Survey Student Voice and Agency will increase from 83% - 90%

Goal 1	To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning.
12 Month Target 1.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Improve teacher capacity to provide excellent teaching and learning in all areas of literacy and numeracy. A relentless focus on accountability and expectations of excellent teaching Individual focus on every student PDP chats to discuss progress every term improvement or not, and why?	Yes
KIS 2 Building practice excellence	Continue to provide a coach Literacy and Numeracy coach This will change in 2018 - staff invited to peer observation Additional release time for coach to visit classrooms	No
KIS 3 Building practice excellence	Improve staff understand of data literacy and HOW to implement changes Strategic teams will focus on data at every meeting Discuss resourcing and how that will impact on student outcomes Constant focus on what each child needs for the next step in their learning and how to provide that support	No
KIS 4 Building practice excellence	Use high evidence based programs: VCOP Essential Maths Spelling Mastery Daily 5 Cafe' Area / Network reading stratergy	No
KIS 5 Building practice excellence	Continue to engaged Dan Petro - Behavioural Analyst Staff will receive individual feedback around the management of their classroom to maximise student engagement	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Because ensuring excellent delivery of programs within a strong cycle of improvement will support and empower student voice and agency. That is the foundation work of creating a genuine partnership.	

Goal 2	Developing Professional learning Teams: Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning.	
12 Month Target 2.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop strategic team structure Literacy, Numeracy and Humanities Literacy Leader will assign each member a specific role and responsibility Numeracy Leader will assign each member a specific role and responsibility Humanities Leader will assign each member a specific role and responsibility	No
KIS 2 Building leadership teams	Continue to engaged Dan Petro - Behavioural Analyst Staff will receive individual feedback around the management of their classroom to maximise student engagement	No
KIS 3 Building leadership teams	Principal responsibility: Develop the knowledge and capacity of the leadership team to use of student data and evidence to inform coaching, planning, modelling of delivery and assessment of a differentiated curriculum. Each member of the SIT team will then take this expectation back their team	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To ensure line of sight from leadership to classroom practice.	
Goal 3	To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student outcomes.	

12 Month Target 3.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80% Parent Opinion Survey Student Voice and Agency will increase from 83% - 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Running information sessions with parents and community to engage and inform around the specific evidence based programs being delivered at the school. The role of homework in a student's learning will also be unpacked.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Feedback is telling us that this is an area that parents want to know more about. Parents have an increased understanding of their role in supporting their child's learning	

Define Actions, Outcomes and Activities

Goal 1	To maximize student learning outcomes in literacy and numeracy and increase levels of learning growth of all students. Students will have an increased capacity to take responsibility for their own learning.
12 Month Target 1.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%
KIS 1 Building practice excellence	Improve teacher capacity to provide excellent teaching and learning in all areas of literacy and numeracy. A relentless focus on accountability and expectations of excellent teaching Individual focus on every student PDP chats to discuss progress every term improvement or not, and why?
Actions	Increase staff understanding of what student voice and agency are and how these can be facilitated across the school and in classroom. Accessing other principals and area staff to support this work in school. To seek feedback from students.
Outcomes	Students seeing themselves as co-authors of their own learning journey. Students recognise that they have genuine input into their own learning. Students setting and reflecting on goals - Attitude, skills knowledge (model to be developed)
Success Indicators	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Network principals reflection / Area staff feedback.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Goal 2	Developing Professional learning Teams: Develop highly engaged, skilled and confident leaders who take high levels of responsibility for developing and supporting staff learning.
12 Month Target 2.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%
KIS 1 Building leadership teams	Principal responsibility: Develop the knowledge and capacity of the leadership team to use of student data and evidence to inform coaching, planning, modelling of delivery and assessment of a differentiated curriculum. Each member of the SIT team will then take this expectation back their team
Actions	Provide Professional support to increase the capacity of the SIT Team.
Outcomes	Increased capacity of the school leadership to effectively implement the cycle of improvement.
Success Indicators	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mid AIP cycle professional reflection using Network Principals / Area staff to challenge the leadership team about how the work is progressing. Specific focus on student voice.	☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 3	$5,000.00 ☑ Equity funding will be used

Goal 3	To build, strengthen and maintain positive relationships with the broader community, which will strengthen the school learning community to improve student outcomes.
12 Month Target 3.1	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80% Parent Opinion Survey

	Student Voice and Agency will increase from 83% - 90%
KIS 1 Parents and carers as partners	Running information sessions with parents and community to engage and inform around the specific evidence based programs being delivered at the school. The role of homework in a student's learning will also be unpacked.
Actions	information sessions will be run at times and days that suit the parents community to further inform parents.
Outcomes	Increased engagement and understanding from the parents,
Success Indicators	Attitude to school Survey Student Voice and Agency increase from 79% - 90% Students not experiencing bullying will increase from 68% to 80% Parent Opinion Survey Student Voice and Agency will increase from 83% - 90%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Mid year community consultation data - feedback data	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$2,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$12,000.00	$110,000.00
Additional Equity funding	$215,000.00	$215,000.00
Grand Total	$227,000.00	$325,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Network principals reflection / Area staff feedback.	from: Term 1 to: Term 4	☑ School-based staffing	$5,000.00	$50,000.00
Mid AIP cycle professional reflection using Network Principals / Area staff to challenge the leadership team about how the work is progressing. Specific focus on student voice.	from: Term 2 to: Term 3	☑ School-based staffing ☑ CRT	$5,000.00	$50,000.00
Mid year community consultation data - feedback data	from: Term 2 to: Term 3	☑ Teaching and learning programs and resources ☑ Support services	$2,000.00	$10,000.00
Totals			$12,000.00	$110,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
SIT professional learning offsite and onsite	from: Term 1 to: Term 4	☑ School-based staffing ☑ CRT	$5,000.00	$5,000.00
Coach	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$110,000.00	$110,000.00
Education Support Staff	from: Term 1 to: Term 4	☑ School-based staffing	$100,000.00	$100,000.00
Totals			$215,000.00	$215,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Network principals reflection / Area staff feedback.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ Network Professional Learning	☑ SEIL ☑ Leadership partners ☑ Internal staff	☑ On-site
Mid AIP cycle professional reflection using Network Principals / Area staff to challenge the leadership team about how the work is progressing. Specific focus on student voice.	☑ School Improvement Team	from: Term 2 to: Term 3	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ Network Professional Learning	☑ SEIL ☑ Leadership partners ☑ Internal staff	☑ On-site
Mid year community consultation data - feedback data	☑ Principal	from: Term 2 to: Term 3	☑ Curriculum development ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Network Professional Learning	☑ SEIL ☑ Leadership partners ☑ Learning Specialist	☑ On-site