

2016 Annual Implementation Plan: for Improving Student Outcomes

4638 Balwyn North Primary School 2016

Based on Strategic Plan 2013 - 2016

Endorsements

Endorsement by School Principal	Signed: Name: Erika Bienert. Date: 21/03/2016
Endorsement by School Council	Signed: Name: Angela MacRae Date: 21/03/2016
Endorsement by Senior Advisor	Signed:  Name: Sharon Saitlik Date: 19/03/2016

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:	
<p>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.</p> <p>The school SSP (2013 – 2016) identified three Pillars that underpin excellence in teaching and learning. A focus on collaborative teacher planning and development of a common instructional model were identified as key strategies to ensure continuing improved student learning outcomes. Student achievement data in reading and spelling in NAPLAN was satisfactory in absolute terms, but growth data indicated a lower than desirable proportion of students achieving high growth. AusVels data indicates several anomalies as cohort outcomes vary considerably from year level to year indicating that moderation in teams and across the school is essential if teachers are to accurately report against the standards.</p> <p>Student engagement data indicated low levels of peer connectedness indicating the need for stronger intervention to support students to form strong friendships, resilience and learning partnerships.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
Curriculum planning and assessment (Achievement)	<ul style="list-style-type: none"> • Create an instructional model that is consistently implemented by all staff • Build teacher confidence in utilising a range of assessment strategies to teach to a student's point of learning • Achieve readiness for authorisation as a IB school (for assessment early 2017)
Building communities (Engagement)	<ul style="list-style-type: none"> • Develop and implement a transitions protocol that includes: <ul style="list-style-type: none"> - clear processes and expectations for entering school K – F - successful transitions from year 6 to year 7 and for those transferring to other schools. - clear processes for students transferring into/out of and through the school • Adopt a coordinated approach to identifying, monitoring and planning for EAL students • Develop a shared vision that reflect the aspirations and expectations of the whole school community
Setting expectations and promoting inclusion (Wellbeing)	<ul style="list-style-type: none"> • Embed practices that encourages students to develop friendships, resilience and self esteem • Embed practices that engage parents/carers in the learning progress of their child/ren and show how they can effectively support their child to learn

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ACHIEVEMENT					
Goals	To foster the achievement of high quality educational outcomes for all students.	Targets	<ul style="list-style-type: none"> At least 50% of students in Years F - 6 will achieve above the expected VELs standard (A or B) in Literacy (Reading, Writing, Speaking & Listening) and Numeracy (Number, Measurement, Chance & Data). That the NAPLAN matched cohort learning growth for Writing and Number be maintained above the state mean and the matched cohort for Reading to improve to be consistent with or above the state mean. The Attitudes to School Survey variable for Learning Confidence which in 2011 was 3.96 to be at least 4.13 and Stimulating Learning which in 2011 was 3.96 to be at least 4.13 annually 		
		12 month targets	<ul style="list-style-type: none"> To increase number of students at each each year level achieving at an A or B in English (Reading and Viewing, Speaking and Listening and Writing) and Mathematics (Measurement and Geometry, Number and Algebra, Statistics and Probability) by at least 5% based on 2015 achievement levels (see table). Reduce the number of students achieving below the expected level (D or E) to zero at every year for every domain in English (Reading and Viewing, Speaking and Listening and Writing) and Mathematics (Measurement and Geometry, Number and Algebra, Statistics and Probability). The Attitudes to School Survey variable for Learning Confidence which in 2015 was 4.00 to be at least 4.05 and Stimulating Learning which in 2015 was 3.99 to be at least 4.04 for 2016. 		
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
Create an instructional model that is consistently implemented by all staff	<ul style="list-style-type: none"> Investigate appropriate instructional model Staff collaboration and development of the BNPS instructional model Revision of planning documentation Trial of BNPS instructional model 	<ul style="list-style-type: none"> Dedicated Staff and Leadership meeting time School visits (IB and non IB) Timetables Resourcing (Program budget) 	<ul style="list-style-type: none"> Leadership team Leadership team and whole staff PYP Coordinator All Staff 	End of Term 2	BNPS instructional model agreed, documented and trial completed. By Term 3, all staff will be trialling revised planning documentation.
				Trial in Term 4	By Term 4, 100% of teacher planning documentation reflects the agreed instructional model. All staff participate in the Term 4 trial of the BNPS instructional model.
Build teacher confidence in utilising a range of assessment strategies to teach to a student's point of learning	<ul style="list-style-type: none"> Audit current assessment practices Develop a draft assessment schedule Staff agreement on adoption of BNPS Assessment Schedule 	<ul style="list-style-type: none"> Dedicated Achievement Team meeting time Dedicated Staff meeting time Resourcing as per Program budget 	<ul style="list-style-type: none"> Achievement SP Team Leader Achievement SP Team Leader Achievement SP Team Leader 	End of Term 1	Assessment schedule is agreed and documented
	<ul style="list-style-type: none"> Investigate DMS possibilities and select appropriate option Staff training on DMS Agreed protocols on implementation of DMS Staff trial of DMS Full implementation 			<ul style="list-style-type: none"> Achievement SP Team Leader Achievement SP Team Leader Achievement SP Team Leader All Staff All Staff 	End of Term 1 (agreed) End of Term 2 (adopted) Term 3 (Trial) Term 4 (Full Implementation)
Achieve readiness for authorisation as a IB school (for assessment early 2017)	<ul style="list-style-type: none"> Audit as per visit from March 2016 Develop relevant documentation and practices for accreditation <ul style="list-style-type: none"> Staff preparation for Authorisation visit. 	<ul style="list-style-type: none"> Staffing allocation for PYP coordination Dedicated whole staff, School Priority (SP) teams and PLT meeting times 	<ul style="list-style-type: none"> PYP Coordinator PYP Coordinator PYP Coordinator 	End of Term 1 Term 2, 3 and 4	All documentation is completed ready for an early 2017 authorisation with the IB.

Learning Growth Goals 2015-2016									
Domain R&V	2015		2016 (goal)		Domain S&L	2015		2016 (goal)	
	A	B	A	B		A	B	A	B
Year 5			24%	29%	Year 5			6%	24%
Year 5	19%	24%	18%	50%	Year 5	1%	19%	10%	27%
Year 4	13%	45%	5%	39%	Year 4	5%	22%	7%	21%
Year 3	0%	34%	33%	41%	Year 3	2%	16%	5%	36%
Year 2	28%	36%	24%	36%	Year 2	0%	31%	15%	17%
Year 1	19%	31%	19%	40%	Year 1	10%	12%	5%	22%
Foundation	14%	35%	15%	35%	Foundation	0%	17%	5%	20%
Domain Writing	2015		2016 (goal)		Domain M&Geo	2015		2016 (goal)	
	A	B	A	B		A	B	A	B
Year 5			17%	26%	Year 5			14%	34%
Year 5	12%	21%	12%	37%	Year 5	9%	29%	10%	39%
Year 4	7%	32%	9%	31%	Year 4	5%	34%	8%	26%
Year 3	4%	26%	18%	33%	Year 3	3%	21%	20%	33%
Year 2	13%	28%	26%	26%	Year 2	15%	28%	17%	25%
Year 1	21%	21%	13%	46%	Year 1	12%	20%	5%	19%
Foundation	8%	41%	12%	45%	Foundation	0%	14%	5%	20%
Domain Num&Alg	2015		2016 (goal)		Domain Stat&Prob	2015		2016 (goal)	
	A	B	A	B		A	B	A	B
Year 5			23%	39%	Year 5			11%	34%
Year 5	18%	34%	13%	41%	Year 5	6%	29%	10%	33%
Year 4	8%	36%	10%	37%	Year 4	5%	28%	5%	26%
Year 3	5%	32%	22%	40%	Year 3	0%	21%	18%	40%
Year 2	17%	35%	14%	35%	Year 2	13%	35%	12%	25%
Year 1	9%	30%	5%	35%	Year 1	7%	20%	5%	23%
Foundation	0%	30%	5%	30%	Foundation	0%	18%	5%	20%

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AusVELS: Percentage of ID's in 2015* (Goal in 2016 is 10%)			
Domain R&V	2015	Domain S&L	2015
Year 5	2%	Year 5	2%
Year 4	0%	Year 4	0%
Year 3	4%	Year 3	2%
Year 2	3%	Year 2	0%
Year 1	2%	Year 1	0%
Foundation	0%	Foundation	0%
Domain Writing	2015	Domain M&Geo	2015
Year 5	2%	Year 5	2%
Year 4	0%	Year 4	4%
Year 3	2%	Year 3	4%
Year 2	3%	Year 2	0%
Year 1	2%	Year 1	0%
Foundation	0%	Foundation	0%
Domain Num&Alg	2015	Domain Stat&Prob	2015
Year 5	0%	Year 5	0%
Year 4	5%	Year 4	2%
Year 3	2%	Year 3	4%
Year 2	2%	Year 2	0%
Year 1	0%	Year 1	0%
Foundation	0%	Foundation	0%
*Note: No ID's given in 2015			

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ENGAGEMENT					
Goals	To maintain quality student transition arrangements at all school entry and exit points and key learning stages within the school.	Targets	<ul style="list-style-type: none"> • The Staff Opinion Survey variable of Respect for Students to increase from 81.1 in 2011 to 92.0 by 2015. • The Attitudes to School Survey variable for Teacher Empathy which in 2011 was 4.21 to be at least 4.46 and Connectedness to Peers which in 2010 was 4.14 to be at least 4.35 by 2013 and sustained at or above these levels in 2014 and 2015. 		
	To provide a welcoming school environment for new and existing families.	12 month targets	<ul style="list-style-type: none"> • The Attitudes to School Survey variable for Teacher Empathy which in 2015 was 4.28 will increase to 4.30 in 2016. • The Attitudes to School Survey variable for Connectedness to Peers which in 2015 was 4.17 will increase to 4.19 in 2016. • The school mean for unexplained absences will reduce from 4.93 in 2015 to a maximum of 4.50 in 2016. 		
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
<ul style="list-style-type: none"> • Develop and implement a transitions protocol that includes: <ul style="list-style-type: none"> - clear processes and expectations for entering school K – F - successful transitions from Year 6 to Year 7 and for those transferring to other schools. - clear processes for students transferring into/out of and through the school 	<ul style="list-style-type: none"> • Audit current transition practices • Staff and community consultation • Develop a draft transition protocol (with a focus on K/F and 6/7 and into/ out of and through the school • Finalising an agreed whole school protocol. 	<ul style="list-style-type: none"> • Parent consultation • School Council • Dedicated Staff and Engagement SP meeting time • Consultation with local preschools and secondary colleges. • Engagement SP Team Leader 	<ul style="list-style-type: none"> • Engagement SP Team Leader • School Council, Parents, Teachers, SSO staff • Engagement SP Team Leader • Engagement SP Team Leader 	End of Term 3	<p>Transition and pathways processes agreed and documented, ready for implementation in 2017. (Including a review/feedback process).</p> <p>Feedback from parents indicates 80% or more feel that the K-F transitions processes have positively supported their child into the school (parent survey measured on a five point scale).</p> <p>Year 6/7 transitions data indicates at least 90% of students feel ready for school (student survey measured on a five point scale).</p>
<ul style="list-style-type: none"> • Adopt a coordinated approach to identifying, monitoring and planning for EAL students 	<ul style="list-style-type: none"> • Audit current practices • Define BNPS EAL protocols and processes • Staff agreement on BNPS EAL protocols and processes. 	<ul style="list-style-type: none"> • EAL KIS included in all 2016 teacher PD Plans. • Engagement SP Team Leader 	<ul style="list-style-type: none"> • Engagement SP Team Leader • EAL Teacher • All Staff 	<p>Completed Term 3</p> <p>Full implementation Term 4.</p>	<p>Processes for reviewing new arrivals and assessing against the EAL continuum are agreed, documented and implemented.</p> <p>Data indicates that 100% of new arrivals are assessed against the EAL continuum.</p>
<ul style="list-style-type: none"> • Develop a shared vision that reflect the aspirations and expectations of the whole school community 	<ul style="list-style-type: none"> • Student, parent and School Council consultation • Develop a vision in consultation with parents, staff, students • Shared vision published 	<ul style="list-style-type: none"> • Working with educational consultants Tracey Ezard and Anne-Marie Quinn to develop a shared vision for the school community. • School Council. • Engagement SP Team Leader 	<ul style="list-style-type: none"> • Engagement SP Team Leader • School Council • School Community (parents, students and staff) • All Staff 	Completed Term 1	A shared vision that reflect the aspirations and expectations of the whole school community is developed.

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WELLBEING					
Goals	To provide a safe and welcoming school environment that encourages students to develop loyal friendships, resilience and self-esteem	Targets	<ul style="list-style-type: none"> The parent opinion survey score for Transitions of 5.79 in 2011 to increase to 5.89 by 2013 and be sustained at or above this level in 2014 and 2015. 		
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
<ul style="list-style-type: none"> Embed practices that encourages students to develop friendships, resilience and self esteem 	<ul style="list-style-type: none"> Establish partnership with The Resilience Project Staff professional learning Parent forum/ launch curriculum and continued staff professional learning Document BNPS Resilience framework Trial Trial continuing, (including feedback and evaluation). BNPS Resilience framework endorsed by staff and School Council. 	<ul style="list-style-type: none"> Dedicated professional learning time Program Budget resourcing of project Timetabling to incorporate project time Project launch Parent forum School Council Wellbeing SP Team Leader 	<ul style="list-style-type: none"> Wellbeing SP Team Leader and all staff School Council Students and Staff School Community (parents, students and staff) The Resilience Project Staff 	Term 1 Term 2 Term 2 Term 3 Term 4	F-6 Resilience Learning Continuum adopted. (T3) By Term 3, staff survey data indicates that 100% of staff are using the F-6 Resilience Learning Continuum. All classes implement relevant strategies, as evidenced through planning documentation. (T4) Minutes of PLT meetings indicate 100% of staff implement weekly Resilience Project curriculum.
<ul style="list-style-type: none"> Embed practices that engage parents/carers in the learning progress of their child/ren and show how they can effectively support their child to learn 	<ul style="list-style-type: none"> Map current practices that engage parents in their child's learning Document current practices. 	<ul style="list-style-type: none"> Community and staff consultation Wellbeing SP Team Leader Dedicated Wellbeing SP Team meeting time 	<ul style="list-style-type: none"> Wellbeing SP Team Leader and all staff School Council Students and Staff School Community (parents, students and staff) The Resilience Project Staff 	End of Term 2	Audit of current practice of activities for parents completed. Data from community consultation indicates at least 30 families actively participated.

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PRODUCTIVITY					
Goals	To ensure consistency and alignment of school operations and resource allocation to sustain continued improvement in student achievement, engagement and wellbeing.	Targets			
		12 month targets	<ul style="list-style-type: none"> To allocate resources appropriately to effectively support student achievement and internationalising education in line with the strategic plan and the Student Resource Package. 		
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
Optimise allocation of resources to improve student learning outcomes for students	<ul style="list-style-type: none"> 2016 Program budget School financial management practices Funding for Compass, Resilience Project, NPDL, Teacher PL, Leadership coaching, PYP, ICT resources 	<ul style="list-style-type: none"> School Council Business Manager 2016 BNPS Finance Committee 	<ul style="list-style-type: none"> School Council Business Manager 2016 BNPS Finance Committee 	<ul style="list-style-type: none"> February 2016 	<ul style="list-style-type: none"> Equity funding appropriately expended. Program budget reflects AIP priorities.
School resources support internationalising education strategies	<ul style="list-style-type: none"> 2016 Program Budget resources IB affiliation, PYP implementation, NPDL affiliation and ICT resourcing, sister school program implementation 	<ul style="list-style-type: none"> School Council Business Manager 2016 BNPS Finance Committee 	<ul style="list-style-type: none"> School Council Business Manager 2016 BNPS Finance Committee 	<ul style="list-style-type: none"> February 2016 	<ul style="list-style-type: none"> LOTE in context program includes engagement with sister school 2016 LOTE staffing allocation 0.7 EFT 2016 EAL staffing allocation 0.4 EFT 2016 PYP Coordinator 0.8 EFT 2016 NPDL Coordination 0.2 EFT

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		