

# Annual Implementation Plan: for Improving Student Outcomes

School name: Balwyn North Primary School

Year: 2017

School number: 4638

Based on strategic plan: 2017-2020

Endorsement:

Principal Erika Bienert 05/11/2016

Senior Education Improvement Leader Sharon Saitlik

School council

## 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>Build a rich, relevant, challenging and stimulating learning program that meets all students' point of need.</li> <li>Enrich the learning environment, to enable students to co-collaborate in their learning and become effective learner agents.</li> <li>Build the capacity of students to be resilient, socially responsible and respectful in their relationships.</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:	
<p>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.</p> <p>Discussions at the recent school review highlighted the next stage of improvement work at Balwyn North Primary School. This work is encompassed in the goals and targets of the new Strategic Plan. The improvement initiatives targeted prioritise building the learning program to meet all students' point of need, enhancing students' ability to co-collaborate in their learning and supporting students to become socially responsible and respectful in their relationships.</p>	
Key improvement strategies (KIS)	
<p>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.</p>	
Improvement initiative:	Key improvement strategies (KIS)
<ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Develop a personalised learning program that caters for the learning needs of all students.</li> <li>Develop a pedagogical framework for challenging learning, with a consistent teaching and learning design across the school.</li> <li>Develop the capacity of teachers to use quality formative and summative assessment practices to evaluate the impact on learning.</li> </ul>
<ul style="list-style-type: none"> <li>Empowering students and building school pride</li> <li>Setting Expectations &amp; Promoting Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Create opportunities for learner agency and involve students in decision making, collaboration and reflection in their learning.</li> </ul>
<ul style="list-style-type: none"> <li>Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Build schoolwide practices, programs and resources that support students' social and emotional wellbeing.</li> </ul>

## Section 2: Improvement Initiatives- Excellence in Teaching & Learning- Achievement

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>Build a rich, relevant, challenging and stimulating learning program that meets all students' point of need.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<ul style="list-style-type: none"> <li>Building practice excellence</li> <li>Curriculum planning and assessment</li> </ul>						
<b>STRATEGIC PLAN TARGETS</b>		<p>Teacher Judgements:</p> <ul style="list-style-type: none"> <li>Teacher judgements to indicate at least 12 months' growth for each student for each year of the reporting period.</li> <li>To annually increase the percentage of students F to 6, achieving a rating of A or B in English and Mathematics, on the Victorian Curriculum.</li> </ul> <p>NAPLAN:</p> <ul style="list-style-type: none"> <li>To increase the percentage of students (deemed capable) within the cohort, achieving in the top two bands (2015 yr 3 reading 82%, writing 82%, spelling 80%, G&amp;P 68%, numeracy 68%; 2015 yr 5 reading 56%, writing 30%, spelling 62%, G&amp;P 52%, numeracy 62%).</li> </ul>						
<b>12 MONTH TARGETS</b>		<ul style="list-style-type: none"> <li>Teacher judgements to indicate at least 12 months' growth for each student, in Writing and Number &amp; Algebra.</li> <li>Increase the percentage of students F to 6, achieving a rating of A or B on the Writing Mode &amp; Number &amp; Algebra Strand of the Victorian Curriculum by 5% on 2016 data (as AusVELS equivalent).</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a personalised learning program that caters for the learning needs of all students.	<ul style="list-style-type: none"> <li>Design a professional learning program that builds capacity of teachers to personalize learning in Writing &amp; Number &amp; Algebra for the needs of all students.</li> </ul>	Leadership Team	Semester 1 (ongoing)	6 months: 12 month timeline for professional learning that specifically addresses Writing and Number and Algebra.	● ● ●			
				12 months: Planning documents and practice reflect evidence of personalising learning in Writing & Number & Algebra.	● ● ●			
	<ul style="list-style-type: none"> <li>Build learning continuums and develop agreed approaches in Writing.</li> </ul>	Achievement Team	Semester 1 (ongoing)	6 months: Writing Continuum begun.	● ● ●			
				12 months: Writing Continuum complete.	● ● ●			
	<ul style="list-style-type: none"> <li>Invest and build resources in English that support the Writing Mode learning continuum.</li> </ul>	Achievement Team	Semester 1 (ongoing)	6 months: Audit of Writing Resources begun.	● ● ●			
				12 months: Audit of Writing Resources complete. "Wish list" of Writing Resources complete.	● ● ●			
	<ul style="list-style-type: none"> <li>Build learning continuums and develop agreed approaches in Number &amp; Algebra.</li> </ul>	Achievement Team	Semester 1 (ongoing)	6 months: Number & Algebra Continuum begun.	● ● ●			
				12 months: Number & Algebra Continuum complete.	● ● ●			
	<ul style="list-style-type: none"> <li>Invest and build resources in Mathematics that support the Number &amp; Algebra Strand learning continuum.</li> </ul>	Achievement Team	Semester 1 (ongoing)	6 months: Audit of Number & Algebra Resources begun.	● ● ●			
				12 months: Audit of Number & Algebra Resources complete. "Wish list" of Number & Algebra Resources complete.	● ● ●			
	<ul style="list-style-type: none"> <li>Develop an explicit, shared and agreed planner for English, Mathematics &amp; Inquiry.</li> </ul>	Achievement Team	Semester 1 (ongoing)	6 months: Investigation of possible agreed planners in English, Mathematics and Inquiry commenced.	● ● ●			
				12 months: Consultation, agreement and implementation of planning documents in English, Mathematics and Inquiry.	● ● ●			
<b>HOW</b>	These actions will be achieved through whole school professional learning, PLT meetings, PDP processes, FISO groups and targeted staffing and financial resource allocation.							



Develop a pedagogical framework for challenging learning, with a consistent teaching and learning design across the school.	• Implement BNPS Learning Design, including use in planning, explicit language and lesson implementation.	Leadership Team, Achievement Team	Semester 1 (ongoing)	6 months: Complete trial of BNPS Learning Design	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: BNPS Learning Design evident in teacher planners.	● ● ●			
	• Clear communication of Learning Intentions and Success Criteria, encompassing both content area and interpersonal learning.	Leadership Team, Achievement Team	Semester 1 (ongoing)	6 months: Learning Intentions and Success evident in planning documents.	● ● ●			
				12 months: Learning Intentions and Success evident in classroom practice (peer observation).	● ● ●			
	• Refine the EAL protocol.	Leadership Team, EAL Coordinator	Semester 1 (ongoing)	6 months: Multicultural aide employed and inducted.	● ● ●			
				12 months: EAL protocols refined and communicated with staff.	● ● ●			
	• Build the capacity of Middle Leaders to strengthen consistent teacher practice in line with the agreed pedagogical framework.	Leadership Team, Achievement Team	Semester 1 (ongoing)	6 months: Engage an educational consultant to support the capacity building of Middle Leaders.	● ● ●			
				12 months: Minutes of PLT meetings and reflections of staff to show increased capacity to lead learning.	● ● ●			
<b>HOW</b>	These actions will be achieved through engaging with external consultants to lead targeted professional learning. The school leadership structure will enable staff consultation & collaboration and resource allocation will support staff in this work.							
Develop the capacity of teachers to use quality formative and summative assessment practices to evaluate the impact on learning.	• Implement DMS to store data from assessment schedule	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Selected and configured a DMS ready for data storage.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Elements of whole school data stored on DMS.	● ● ●			
	• Develop a Data Schedule linked to the assessment schedule	Leadership Team & Achievement Team	Semester 1 (ongoing)	6 months: Timeline for draft Data Schedule developed and communicated with staff.	● ● ●			
				12 months: Commenced implementation of draft Data Schedule.	● ● ●			
	• Build teacher capacity to use formative assessment to inform their teaching	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Staff meeting time, PLT time and/or professional learning dedicated to sharing formative assessment practices.	● ● ●			
				12 months: Teaching planners reflects use of formative assessment to inform teaching.	● ● ●			
	• Audit teacher practice and build teacher capacity in assessment tools that are on the assessment schedule	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Develop and undertake teacher survey to identify staff capabilities in using assessment tools on the assessment schedule.	● ● ●			
				12 months: Staff survey indicates improvement in staff perception of their capacity to use the assessment tools on the BNPS Assessment Schedule.	● ● ●			
	• Audit Victorian Curriculum and incorporate new areas	Whole Staff	Semester 1 (ongoing)	6 months: Audit of Victorian Curriculum, including "Program of Inquiry" begun.	● ● ●			
				12 months: Audit of Victorian Curriculum, including "Program of Inquiry" complete. All levels Implemented & reported against Victorian Curriculum.	● ● ●			
<b>HOW</b>	Strategic budget allocation will resource these actions, along with focused staff professional learning.							

## Section 2: Improvement Initiatives- Positive Climate for Learning- Engagement

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>Create opportunities for Learner Agency and involve students in decision making, collaboration and reflection in their learning.</li> </ul>							
<b>IMPROVEMENT INITIATIVE</b>		<ul style="list-style-type: none"> <li>Empowering students and building school pride</li> <li>Setting Expectations &amp; Promoting Inclusion</li> </ul>							
<b>STRATEGIC PLAN TARGETS</b>		Student Opinion Survey: <ul style="list-style-type: none"> <li>For each year for the review period, improve the combined year 5 and 6 factor mean score on variables relating to the teaching and learning program of the school, as measured by the new DET Student Attitudes to School Survey.</li> </ul>							
<b>12 MONTH TARGETS</b>		On a school designed student survey, student perceptions on opportunities to be involved in decision making, collaboration and reflection on learning improves by at least 5%.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Create opportunities for learner agency and involve students in decision making, collaboration and reflection in their learning.	<ul style="list-style-type: none"> <li>Students lead community development of school values</li> </ul>	Students Leadership Coordinator	Semester 1 (ongoing)	6 months: Student Leaders trained in leadership capabilities.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months: School values developed through school and community consultation.	● ● ●				
	<ul style="list-style-type: none"> <li>Develop a BNPS process for Exhibition</li> </ul>	PYP Coordinator & Year 6 teachers	Semester 1 (ongoing)	6 months: Professional development implemented to support the process for Exhibition.	● ● ●				
				12 months: Exhibition process developed and trialed.	● ● ●				
	<ul style="list-style-type: none"> <li>Create a BNPS shared definition of student voice and choice vs. Learner Agency.</li> </ul>	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: PLT and FISO group time allocated to discussion of Student Voice & Learner Agency.	● ● ●				
				12 months: BNPS definition of Student Voice & Learner agency developed.	● ● ●				
	<ul style="list-style-type: none"> <li>Build teacher capacity to use Office 365.</li> </ul>	Digital Learning Coordinator & Team	Semester 1 (ongoing)	6 months: Office 365 trialed within the school.	● ● ●				
				12 months: Office 365 implemented within the school.	● ● ●				
	<ul style="list-style-type: none"> <li>Teachers share learner agency practice within school and across FISO network.</li> </ul>	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: PLT and FISO group time allocated to discussion of Student Voice & Learner Agency.	● ● ●				
				12 months: Evidence of increased learner agency in teacher planning and practice.	● ● ●				
<b>HOW</b>	Time allocation will support staff to participate in collegiate collaboration within school and across FISO/PYP/NPDL networks. Budget allocation will support implementation of Office 365.								

## Section 2: Improvement Initiatives- Positive Climate for Learning- Wellbeing

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.

STRATEGIC PLAN GOALS		Build the capacity of students to be resilient, socially responsible and respectful in their relationships.							
IMPROVEMENT INITIATIVE		Health & Wellbeing							
STRATEGIC PLAN TARGETS		Student Opinion Survey: <ul style="list-style-type: none"> <li>For each year for the review period, improve the combined year 5 and 6 factor mean score on variables relating to students' wellbeing, relationships and connectedness to school &amp; their peers, as measured by the new DET Student Attitudes to School Survey.</li> </ul>							
12 MONTH TARGETS		On a school designed student survey, student perceptions of their wellbeing, relationships and connectedness to school improves by at least 5%.							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Build schoolwide practices, programs and resources that support students' social and emotional wellbeing.	<ul style="list-style-type: none"> <li>Revise the front entrance concept plan and develop an implementation plan.</li> </ul>	Assistant Principal & School Council	Semester 1 (ongoing)	6 months: Revision of concept plan completed.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
				12 months: Implementation plan finalised.	● ● ●				
	<ul style="list-style-type: none"> <li>Audit current processes and programs currently supporting social and emotional wellbeing. (Kids Hope, CARE, Buddies, Transition)</li> </ul>	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Social and emotional wellbeing audit commenced.	● ● ●				
				12 months: Social and emotional wellbeing audit complete.	● ● ●				
	<ul style="list-style-type: none"> <li>Implementing recommendations for enhancing parent participation through parent rep program</li> </ul>	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Review current parent participation program and recommendations developed.	● ● ●				
				12 months: Recommendations for enhanced parent rep program in 2018 captured in new parent rep guidelines.	● ● ●				
	<ul style="list-style-type: none"> <li>Build capacity of teachers to implement Compass and to track the usage of Compass for student wellbeing.</li> </ul>	Leadership Team & Whole Staff	Semester 1 (ongoing)	6 months: Staff professional training in the use of Chronicle to log and track student wellbeing data (Compass) complete. A process investigated for ongoing monitoring of Chronicle reports.	● ● ●				
				12 months: Chronicle used in PLTs to log and track student wellbeing.	● ● ●				
HOW	Budget allocation to resource re-scaping of the school entrance and support ongoing costs of Compass DMS. Staff and School Council Meeting time will focus on reviewing wellbeing programs and parent participation.								

# 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>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	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	Select	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>Next Steps:</b>				

