Annual Implementation Plan: for Improving Student Outcomes

School name: Barton Primary School

School number: 5560

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal : **Andrew Felsinger**

Senior Education Improvement Leader : **Peter Greenwell**

School council president: **Janine Allen**

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
To successfully establish Barton PS and set it up for future success. ✓

Improvement Priorities	Improvement 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	

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.
Excellence in teaching and learning   **Positive climate for learning**

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)
Building practice excellence	- To develop and implement a consistent pedagogical approach - To implement a PLT model for sustained improvement in teacher practice and student learning - To implement a coaching model for sustained growth in teaching and leadership
Curriculum planning and assessment	- To develop a consistent approach to curriculum planning and assessment - To develop an assessment & reporting model that is real and ongoing
Empowering students and building school pride	- To develop and implement a school culture that promotes maximum growth in student learning - To develop processes that encourages and supports student voice in their learning

Framework for Improving Student Outcomes

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 not that, in the progress status section, 🔴 🟡 🟢 respectively indicate: 🔴 not commenced or severely behind schedule, 🟡 **Work in progress. Have commenced but needs further work** 🟢 on schedule and/or completed.

STRATEGIC PLAN GOALS	To successfully establish Barton PS and set it up for future success.
IMPROVEMENT INITIATIVE	**Building practice excellence**
STRATEGIC PLAN TARGETS	n/a
12 MONTH TARGETS	**By the end of 2017 every student at Barton PS will have 12 months growth in Number & Reading & Writing**

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Building practice excellence	• Pedagogical beliefs are articulated and form part of the staff selection process and the teacher induction program • Pedagogical implementation guidelines are reflected in all planning and teaching	Principal	Ongoing	6 months: • Pedagogical statement developed • Context for all vacancies written to reflect pedagogical beliefs and understandings • Virtual school tour for all prospective staff- present vision • Panel questions • Vision presented at first staff meeting • Reference books provided for all teaching staff	🔴 🟡 🟢	Staff selected share and embody school vision – consistent articulation of vision and reflected in planning and research. All staff could articulate the vision at a staff meeting. Parents are sold on the vision as all staff can articulate it and there is evidence of it when walking through class spaces Staff have read reference texts: Booker being referred to during maths planning		
				12 months: • Staff can articulate pedagogical beliefs and vision for school	🔴 🟡 🟢	CAFÉ and Daily 5 being implemented as per the reference texts/displays have been constructed in all learning hubs Learning continuums are being used to inform teaching practice (e.g. VCOP) Teachers can articulate that teaching is to be at point of students' need, informed by meaningful data collection. School values need further consolidation.		
	• PLT teams and protocols established as per Griffin model • PLT cycle and schedule established • PLT meeting time allocated and protected • PLT team effectiveness evaluated • Peer observation program introduced • Peer observation program effectiveness evaluated	Principal Team PLT leaders	Ongoing	6 months: • PLT teams established • PLT leaders identified and provided with Professional development re PLT model. • Timetable with protected PLT meeting time established • Professional development needs for staff are identified via survey • School professional development plan developed • Peer observation program introduced • Coaches identified and commence Coaching PD	🔴 🟡 🟢	Targeted teaching- - Data being used to inform teaching as per minutes of PLT meetings - Goal setting and review documents - Student ownership of learning Staff practice improved through targeted PD: - Student growth minimum 12 months - Consistency of approach and excellence - Staff survey identifying improvement in knowledge and practice - Staff growth eg. Leadership roles in PDPs		

VICTORIA State Government

				12 months:		
• Areas for coaching identified via individual teacher need • Coaches identified and trained as per growth coaching international model • Coaching program commences term 3				• PLT teams operating as per Griffin model • PLT Teams are evaluated as effective. • School PD plan is implemented • Peer observation program is evaluated as effective • Coaches have completed coaching PD • Coaching program introduced	● ● ●	Time constraints – - more focus on optimising student learning before evaluating PLT process and setting up coaching program. - ACTIONS - PLT Survey - PD Survey - PD Plan - Coaching program to commence in 2018- 2017 is too early - Peer observation to commence in semester 2- fishbowl PLT teams

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To successfully establish Barton PS and set it up for future success.
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	n/a
12 MONTH TARGETS	By the end of 2017, the Staff Opinion Survey results for School Climate will be above average in the areas of Teacher Collaboration and Guaranteed and Viable Curriuculum

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD

Curriculum planning and assessment	• A consistent approach to curriculum planning is developed through research on best practice	Principal Team	Ongoing	6 months:
				• Scope and sequence documents are developed
				• Term planners developed
				• Work program proforma developed
				• Staff inducted in regards to above
					● ● ●	Consistency in implementing research based professional development
						- Common language – consistent planning documents
						- Informal Peer observation
						- PLT minutes
						- Collaborative planning days
						- Pedagogical vision is observable in :
						  o Data cycle- ongoing reporting- vic curric
						  o Workshopping evident in displays and practice – teaching to the point of need
						- Scope and sequence documents are still in the process of being established due to time restraints
						- Term planners have been developed and are completed until the end of term 2
						- Work program has been developed and ready for review.
						Work in progress as new staff arrive.		

				12 months: • Consistent planning tools are fully utilised	● ● ●	- Staff reflection/ survey on effectiveness - Planning documentation		

VICTORIA State Government

|								
					- Yearly overview, term planner, weekly planner Some planning tools are in the process of being organised and ordered - Consistent language across the school in terms of launching a session, learning intentions and success criteria			
	• An assessment & reporting model that is real, consistent and ongoing is implemented	Principal Team	Ongoing	6 months: • Assessment schedule is developed • Students goal setting process established • Teachers report to parents on students' performance against agreed goals three times per term	🔴 🟡 🟢	Sentral data? – have parent's accessed Sentral? Work samples Student reflections Parent feedback – reporting effectiveness Assessment schedule has been developed and is ready for a semester review. Student goals has been taking place – this process needs a review.		
				12 months: • Assessment schedule is evaluated as effective • Goal setting process evaluated as effective • Ongoing student reporting program evaluated as effective	🔴 🟡 🟢	Staff reflection/ survey. Parent feedback Student reflection – is goal setting effective Student outcome improvement – have they improved in 12 months? These 3 goals are 12 month goals and need to be reviewed after 12 months.		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To successfully establish Barton PS and set it up for future success.
IMPROVEMENT INITIATIVE	Positive climate for learning
STRATEGIC PLAN TARGETS	n/a
12 MONTH TARGETS	By the end of 2017 the 3 surveys conducted schoolwide; Parent Opinion, Staff Opinion and EYE – Tell Them From Me survey demonstrate a score above the mean.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Empowering students and building school pride	Implement a school culture that promotes maximum growth in student learning with parent support	Principal Team	Ongoing	6 months: • Opportunities for parent connections with school are provided • Information for parents/carers re supporting student learning provided	🔴 🟡 🟢	- Pre/ post data - ILPs/ SSGs (transparent) - Strong partnership B/W home & school Assembly, open afternoon, harmony day, mother's day breakfast. -ongoing reporting. -notice boards -Sentral communication (parent portal). -After school yard duty. -ILP and SSG meetings. -Parent survey- Canteen -School council		
				12 months: • Parent survey reflects a positive climate	🔴 🟡 🟢	Survey Timeline.		
	Implement a school culture that promotes community connection to maximise student learning growth	Principal Team	Ongoing	6 months: • Opportunities for community to connect with school provided • Opportunities for school to connect with community provided	🔴 🟡 🟢	- Community events - Network associations - Open day attendance - Assembly ascendance -Kinder visits -art show -read like a demon -multicultural AFL program -coaches for sport -Quaver (connection with world) -Mother's Day breakfast -District sports -curriculum day school visit (networking) -Library visit		
				12 months: • Partnerships between community and school are established	🔴 🟡 🟢	Transition programs Connectedness -kinder visits -early years conference -library conference -kinder/high school transition -art show -read like a demon -multicultural AFL program -coaches for sport		

VICTORIA State Government

							-Quaver (connection with world) -Mother's Day breakfast -District sports -curriculum day school visit (networking) -Library visit		
		Processes that encourage and support student voice in their learning are developed	Principal Team	Ongoing	6 months: • student goal setting process developed • Student representative council developed	● ● ●	Self-refection/ goal setting Conferencing report to parents sentral SRC to be making decisions for school Sentral ongoing reporting begun (timeline to be reviewed) - SRC representatives for each grade -fortnightly SRC meetings. -		
					12 months: • Student goal setting process established and evaluated as effective • Student representative council is established	● ● ●	Student voice Staff to evaluate goal setting process. -Parents portal for ongoing reporting established. -Review of ongoing reporting processing. - SRC representatives for each grade -fortnightly SRC meetings.		

Framework for Improving Student Outcomes

VICTORIA
State Government
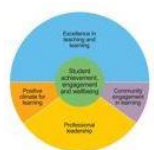
Section 4: Annual Self-Evaluation

[**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	**Building practice excellence**	Yes	2 - Evolving	The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs. Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning. The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.
	Curriculum planning and assessment	Yes	3 - Embedding	A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program. These strategies integrate with a detailed, sequential curriculum plan to ensure personalised teaching and learning. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning. Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas. Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	Yes	2 - Evolving	The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and include students in decision-making. Students have access to a range of student leadership roles and forums which builds their capacity across the school community. They influence the decision making across a broad range of school areas. Teachers appreciate that positive relationships with students are important and take steps to identify and address signs of conflict between students. Teachers encourage students to set high expectations for their own learning. They regularly engage in conversations about learning progress, addressing concerns and celebrating achievements. Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters.
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	

Framework for Improving Student Outcomes

VICTORIA
State Government

	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	**Building communities**	No	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	

Reflective comments:

<u>Confidential</u> cohorts analysis:

Learning intervention processes are established to support all students who have learning difficulties as identified prior to enrolment, during induction or via the class teacher. Use of DET SSSO staff to support and also strong links between home and school has ensured that these students have structure and the necessary scaffolding to support them eg: SSG meetings, ILPs and teaching at the point of need via PLT data analysis cycle.

Next Steps: Complete our first year AIP and then develop a SSP for 2018-21 with the input of all stakeholders but in particular the new school council.