2018 Annual Implementation Plan

for improving student outcomes

Barton Primary School (5560)

Submitted for review by Andrew Felsinger (School Principal) on 04 December, 2017 at 07:37 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 05 December, 2017 at 06:04 PM
Endorsed by Janine Allen (School Council President) on 18 December, 2017 at 12:29 PM

Self-evaluation Summary - 2018

Barton Primary School (5560)

	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	
	Evaluating impact on learning	

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

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

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

Enter your reflective comments	Our consistent approach to curriculum planning and assessment is a key determinant in student learning growth Building evidence based practice through a positive growth mindset – positive culture Strong evidence that we have established a culture of collaboration and self reflection and continuous improvement with all teaching staff Student centred learning – point of need teaching as evidenced through a well constructed PLT Model Clear and consistent curriculum planning, structure and delivery Established a culture that is inclusive and sensitive to a diverse range of cultural beliefs and needs Established high expectations
Considerations for 2019	• Booker & developing planning tools to assist the development of best teaching practices • Establishing whole school data review process- re Literacy. • Kidsmatter implementation Positive behaviours structured approach • Continue process in SW already established • Peer observation program further developed

	• Teacher induction program to be further developed and consolidated • Maintaining current culture
Documents that support this plan	Confidential Cohort Analysis october 2017.docx (0.06 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Barton Primary School (5560)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To successfully establish Barton PS and set it up for future success	All students at Barton Primary School will achieve 12 or more months growth in Reading. All students at Barton Primary School will achieve 12 or more months growth in Writing. All students at Barton Primary School will achieve 12 or more months growth in Number.	Yes	All students at Barton Primary School will achieve 12 or more months growth in Reading. All students at Barton Primary School will achieve 12 or more months growth in Writing. All students at Barton Primary School will achieve	Building practice excellence

		12 or more months growth in Number	
Staff Opinion survey results for school climate will be above average in the areas of **Teacher Collaboration** and **Guaranteed Viable Curriculum**	Yes	By the end of 2018 Staff Opinion survey results for school climate will be above average in the areas of Teacher Collaboration and Guaranteed Viable Curriculum	Curriculum planning and assessment
Staff Opinion survey results in the Professional Learning module in Renewal of Knowledge will average at or above 5 on a 6 point scale.	Yes	By the end of 2018 in the Staff opinion survey results in the Professional learning module Renewal of Knowledge will average at or above 5 on a 6 point scale	Building leadership teams

Improvement Initiatives Rationale
We are a brand new school entering into our second year. Our student cohort is constantly changing in that we have through the year, an increase in student population of 10%. In addition our total school population will increase in 2018 by 60%. This will also necessitate a 60% increase in our teaching staff. Through the Parent Opinion survey & ATSS & TTFM survey we have an acknowledged high standard of expectation of student outcomes. (95% High expectations for success- 100% of students value Education). This implies that our work should be related to maintaining this level of stuident engagement through building practice excellence.

Goal 1	To successfully establish Barton PS and set it up for future success
12 month target 1.1	All students at Barton Primary School will achieve 12 or more months growth in Reading.
	All students at Barton Primary School will achieve 12 or more months growth in Writing.
	All students at Barton Primary School will achieve 12 or more months growth in Number

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To consolidate and maintain a consistent pedagogical approach
KIS 2	To consolidate the PLT model for sustained improvement in teacher practice and student learning
12 month target 1.2	By the end of 2018 Staff Opinion survey results for school climate will be above average in the areas of Teacher Collaboration and Guaranteed Viable Curriculum
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	To consolidate our consistent approach to curriculum planning and assessment
KIS 2	To develop an assessment and reporting model that is authentic, accessible and ongoing
12 month target 1.3	By the end of 2018 in the Staff opinion survey results in the Professional learning module Renewal of Knowledge will average at or above 5 on a 6 point scale
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	To develop a clearly articulated, equitable and distributive leadership model that is focussed on improving student learning.

Define Evidence of Impact and Activities and Milestones - 2018

Barton Primary School (5560)

Goal 1	To successfully establish Barton PS and set it up for future success

12 month target 1.1	All students at Barton Primary School will achieve 12 or more months growth in Reading.
	All students at Barton Primary School will achieve 12 or more months growth in Writing.
	All students at Barton Primary School will achieve 12 or more months growth in Number
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To consolidate and maintain a consistent pedgogical approach
Actions	Reading: - Develop a reading continuum to inform teaching practice - Students are exposed to multi modal text. Writing: - Develop a consistent pedagogical approach to the teaching of Spelling - Maintain a consistent pedagogical approach to the teaching of Writing - - Develop a consistent pedagogical approach to the use of IT to support and enhance student growth in Writing Mathematics: - Develop a Maths continuum covering all content descriptors of the Victorian Curriculum. W/O codes - Develop a consistent approach to teaching and assessing mathematics across the school. - Build the professional capacity of staff through Professional Development. - Develop a consistent pedagogical approach to the use of IT to support and enhance student growth in Maths Digital Technology: - Develop a consistent pedagogical approach to the use of IT to support and enhance student growth in Writing. - Develop a consistent pedagogical approach to the use of IT to support and enhance student growth in Reading. - Develop a consistent pedagogical approach to the use of IT to support and enhance student growth in Maths. - Develop a Digital Technology continuum addressing all relevant content descriptors of the Victorian Curriculum.
Evidence of impact	Reading: - Continuum is being consistently used across all year levels within planning documentation and PLT discussions - CAFE and Daily 5 evident in planning documentation and teaching sequences - New staff have read reference texts and have participated in an induction program that is documented

Student use of online programs at home as well as school.

Writing:
- Spelling approach is consistently being implemented across all year levels, and is evident in both planning documentation and student data
- VCOP continuum evident in planning documentation and student data
Student published work digitally

Speaking & Listening:
- Speaking & Listening continuum is completed and distributed to staff, and is beginning to be referred to in planning documentation

Mathematics:
- All staff will understand how to use the continuum. They will know where to begin to ensure all students are being assessed at point of need and growth can be measured.
- Mathematics teaching resources have been purchased and used by teachers.
- All teachers using common language as advised by Booker (and documented in planners).
- All learning hubs to have copies of Nelson at, below and above grade levels.
- Term, unit and weekly planners follow the instructional model and whole school maths overview.
- Essential Assessment is being used by all teachers. Data is being recorded in spreadsheets (at a grade, cohort & school level).
- Teachers implement their new understanding throughout their planning documents.
Student use of online programs at home as well as school.

Digital Technology:
- Student use of online programs at home as well as school.
- Student work published digitally.
- Digital Technology continuum completed and in use by all staff members.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD staff based on instructional model	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Reading continuum to be completed and distributed to staff, and beginning to be referred to in planning documentation	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Writing: BPS approach to teaching spelling to be developed and distributed to staff, and being implemented in all year levels	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
English: Provide new staff with reference materials as part of the induction process	Assistant Principal	☐ No	from: Term 1 to: Term 1	$2,000.00 ☐ Equity funding will be used
English: Develop a continuum for Speaking & Listening for teachers to use within learning hubs.	Curriculum Co-ordinator (s)	☑ Yes	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
English: BPS instructional model to incorporate Speaking & Listening as an integrated area of focus.	Curriculum Co-ordinator (s)	☐ No	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
English: Professional Development to be identified and provided to staff	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used
PD staff on BPS Maths continuum	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Provide a PD on Booker's approach to teaching Maths	Curriculum Co-ordinator (s)	☑ Yes	from: Term 2 to: Term 2	$2,000.00 ☐ Equity funding will be used
PD on use of Online programs and other Digital Technology programs and resources.	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 1	$30,000.00 ☐ Equity funding will be used

BPS approach to teaching and incorporating Digital Technologies into other curriculum areas, to be developed and distributed to staff, and being implemented in all year levels	Curriculum Co-ordinator (s)	☐ No	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Digital Technology continuum to be completed and distributed to staff, and beginning to be referred to in planning documentation	Curriculum Co-ordinator (s)	☐ No	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 1	To successfully establish Barton PS and set it up for future success
12 month target 1.1	All students at Barton Primary School will achieve 12 or more months growth in Reading. All students at Barton Primary School will achieve 12 or more months growth in Writing. All students at Barton Primary School will achieve 12 or more months growth in Number
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	To consolidate the PLT model for sustained improvement in teacher practice and student learning
Actions	- PLT teams and protocols maintained as per Griffin model - - PLT time protected and maintained - PLT team effectiveness evaluated - Peer observations program continuing to be developed - Coaching model established and implemented - Induction of new staff into PLT model - Identify wellbeing program that aligns with PLT model - Focus on teaching strategies in Data Analysis Cycle through PLT meetings Mathematics: Further develop staff knowledge and teaching on the George Booker approach to support a focus on improving teaching strategies
Evidence of impact	- Data informed teaching - Student ownership of learning

	- Consistency of practice - Documentation of Data Analysis Cycle in PLT Minutes Mathematics: - ==Common Booker language is being used across the whole school.== - ==Assessment continuums are linked to the Victorian Curriculum and Booker's approach.== - ==PLT minutes address different approaches and entry points to teaching maths.==

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Writing: data used to inform teaching so that it is occurring at the students' point of need	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Reading: Data used to inform teaching so that it is occurring at the students' point of need	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Maths: peer observation targretting Booker approach to Maths	Curriculum Co-ordinator (s)	☐ No	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used
Peer observaion in Maths & English which is focussed on Improving teaching strategies	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
==The use of IT as a teaching strategy and tool to enhance student learning is part of all PLT discussions==	PLT Leaders	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Goal 1	To successfully establish Barton PS and set it up for future success

12 month target 1.2	By the end of 2018 Staff Opinion survey results for school climate will be above average in the areas of Teacher Collaboration and Guaranteed Viable Curriculum
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	To consolidate our consistent approach to curriculum planning and assessment

Actions	- Wellbeing program linked to curriculum outcomes (General Capabilities)
	- Continuum tracker established and implemented
	
	Reading:
	- Maintain teachers' use of the BPS Instructional Model in conjunction with the Reading continuum
	
	Writing:
	- Maintain teachers' use of the BPS Instructional Model in conjunction with the Writing continuum
	
	Wellbeing:
	Develop a whole school understanding relating to the general capabilities.
	Consistent incorporation of the general capabilities across the curriculum.
	
	Mathematics:
	- Develop a consistent approach to teaching and assessing mathematics across the school.
	
	Digital Technology:
	   - Ensure whole-school curriculum planning integrates the widespread and frequent use of ICT for improved student learning;
	   - Emphasise effective, evidence-based, consistent (i.e. "The Barton Way") pedagogical approaches to learning and teaching with ICT, and support contemporary skills including higher-order thinking, decision-making, communication, collaboration, creativity and problem solving;
	   - Continue to design an effective, evolving Digital Technology curriculum (including coding) for all year levels that can be delivered in any learning space;

Evidence of impact	Reading: - BPS Instructional Model and Reading continuum evident within planning documentation - Data collected against the continuums as per the assessment schedule, and accessible as per storage protocols Writing: - BPS Instructional Model and Writing continuum evident within planning documentation

<table>
<tr><td colspan="5">

==Data collected against the continuums as per the assessment schedule, and accessible as per storage protocols==

Wellbeing:
Teachers:
•   Include general capabilities into planning and assessment documents.
Wellbeing Team will:
•   Ensure staff have been provided with sufficient professional development and resources regarding general capabilities.

Mathematics:
- Maths continuum covering all content descriptors of the Victorian Curriculum.
All staff will understand how to use the continuum. They will know where to begin to ensure all students are being assessed at point of need and growth can be measured.
- Mathematics teaching resources have been purchased and used by teachers.
All teachers using common language as advised by Booker (and documented in planners). All learning hubs to have copies of Nelson at, below and above grade levels.
- Term, unit and weekly planners follow the on/off cycle, the instructional model and whole school maths overview.
Essential Assessment is being used by all teachers. Data is being recorded in spreadsheets (at a grade, cohort & school level).

==Digital Technology:==
-      ==Planning documents reflect the use of Digi Tech to improve student learning;==
-      ==Staff attendance at Digi Tech PD sessions;==
-      ==Student learning progress as evidenced through Continuum Tracker.==

</td></tr>
</table>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
English & Maths : Planning templates completed consistently by teaching staff	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
English & Maths : Assessment schedule distributed and adhered to by teachers	Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

English, Maths & Digital Technology: New staff members inducted and supported in regards to using appropriate planning templates and BPS Instructional Model for teaching.	Teacher(s)	☐ No	from: Term 1 to: Term 4	$3,200.00 ☐ Equity funding will be used
General capabilities are integrated across curriculum areas in classroom practice and activities.	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Kidsmatter and General Capabilities professional development provided to staff.	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 4	$800.00 ☐ Equity funding will be used

Goal 1	To successfully establish Barton PS and set it up for future success
12 month target 1.2	By the end of 2018 Staff Opinion survey results for school climate will be above average in the areas of Teacher Collaboration and Guaranteed Viable Curriculum
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	To develop an assessment and reporting model that is authentic, accessible and ongoing
Actions	English, Maths & Digital Technology - Develop an understanding and use the VCAA Content descriptors to be used on Sentral for ongoing assessment,
Evidence of impact	English, Maths & Digital Technology - Teachers are using Sentral for ongoing reporting and the BPS continuums are evidence of student growth

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
VCAA ongoing reporting tool via Sentral is active and used by teachers and accessed by parents	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

PD on the use of the VCAA Ongoing reporting tool via Sentral	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used

Goal 1	To successfully establish Barton PS and set it up for future success
12 month target 1.3	By the end of 2018 in the Staff opinion survey results in the Professional learning module Renewal of Knowledge will average at or above 5 on a 6 point scale
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	To develop a clearly articulated, equitable and distributive leadership model that is focussed on improving student learning.
Actions	Develop a leadership model which clearly ariculates the through line from FISO to AIP to imrpovements in student outcomes. Develop a set of role statements to support the distributive model Develop a whole school professional development program to support the leadership model
Evidence of impact	Principal will; * provide a clearly articulated and equitable process for accessing leadership opportunities * meet regularly with team leaders to provide feedback on their leadership * lead teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning. * provide a range of professional development opportunties and processes Team Leaders will: * demonstrate their clear understanding of their leadership roles and their expectations * effectively lead their teams to ensure student growth * ensure that all team members are appropriately inducted to The Barton Way * ensure that all team members have been provided with the appropriate professional development to be an effective Barton team member Teachers will: * actively participate in all team meetings with a growth mindset * adhere to the Barton Way and actively seek school provided, DET provided, External provider or their own, professional development to enhance their practice.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership model articulated to all staff including: * Clear opportunities for accessing a role - Expressions of interest and also formal application * Roles statements published * 3 x Learning specilaists appointed for 2018	Principal	☐ No	from: Term 1 to: Term 1	$18,000.00 ☑ Equity funding will be used
<mark>Learning Specialists develop action plans including Professional Development plan and peer observation plan.</mark>	Learning Specialist(s)	☑ Yes	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Meeting Planner established each term	Leadership Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Peer observation program planned, implemented and evaluated * Targetted to improve teacher practice in each of the curriculum areas	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Professional development process implemented. This includes * Application process * Evidence of impact process * Strategically planned * Strategically resourced	Assistant Principal	☐ No	from: Term 1 to: Term 4	$11,422.00 ☐ Equity funding will be used
Curriculum leaders develop action plans including Professional Development plan	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 1	$4,700.00 ☐ Equity funding will be used
Peer observation process monitored. This includes * Application process * Evidence of impact process	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

* Strategically planned * Strategically resourced				

Professional Learning and Development Plan - 2018

Barton Primary School (5560)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
English: Develop a continuum for Speaking & Listening for teachers to use within learning hubs.	Curriculum Co-ordinator (s)	from: Term 2 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ Teaching partners ☑ Learning Specialist	☑ On-site
English: Professional Development to be identified and provided to staff	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Provide a PD on Booker's approach to teaching Maths	Curriculum Co-ordinator (s)	from: Term 2 to: Term 2	☑ Planning ☑ Curriculum development	☑ Whole School Student Free Day	☑ External consultants george Booker	☑ On-site
PD on use of Online programs	Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site

Kidsmatter and General Capabilities professional development provided to staff.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PD on the use of the VCAA Ongoing reporting tool via Sentral	Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ Learning Specialist	☑ On-site
<mark>Learning Specialists develop action plans including Professional Development plan and peer observation plan.</mark>	Learning Specialist(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise	☑ On-site
Meeting Planner established each term	Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Learning Specialist	☑ On-site
<mark>Curriculum leaders develop action plans including Professional Development plan</mark>	Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Teaching partners	☑ On-site

			☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting		

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1
    PLT Survey Feedback May 2017.xlsx (0.03 MB)
    VCOP Display boards.docx (0.39 MB)
Dimension 2
    Barton PS Whole School Assessment Schedule 2017.docx (0.07 MB)
    Instructional Model - English 2017.docx (0.08 MB)
    Instructional Model - Mathematics 2017.docx (0.08 MB)
    Instructional Model - Science 2017.docx (0.08 MB)
    PLT model at BPS 2017.docx (0.21 MB)
    Term 2 English 3-4.docx (0.08 MB)
Dimension 5
    BPS Org Chart 2017.docx (0.07 MB)
    Program budget leaders.xlsx (0.06 MB)
Dimension 10
    School Rules data 20-6-17.pdf (0.01 MB)
Self-evaluation Summary
    Confidential Cohort Analysis october 2017.docx (0.06 MB)