

# 2018 Annual Implementation Plan

## for improving student outcomes

Black Rock Primary School (3631)



Submitted for review by Samuel Tyndall (School Principal) on 01 December, 2017 at 12:22 PM

Endorsed by Sarah Burns (Senior Education Improvement Leader) on 01 December, 2017 at 05:06 PM

Endorsed by Neil Lyons (School Council President) on 21 December, 2017 at 12:16 PM

# Self-evaluation Summary - 2018

Black Rock Primary School (3631)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Emerging

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

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	Evolving

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Black Rock Primary School (3631)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Maximise the learning growth of all students.	<p>By 2018:</p> <ul style="list-style-type: none"> <li>90% of students will achieve medium or high growth from Year 3 to Year 5 in NAPLAN <b>Writing</b></li> <li>71% of students will achieve an A or B when assessed against the Victorian Curriculum standards in <b>Writing</b></li> </ul>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Improve the percentage of students that demonstrate achievement 6-12 months ahead of the expected Victorian Curriculum standard for their year level in writing.</p> <p>All students to demonstrate 12-months growth in writing from Nov 2017 - Nov 2018.</p>	Building practice excellence
Achieve high levels of student engagement in their learning.	<p>By 2018: The Student Attitude to School Surveys variables will increase as follows:-</p> <ul style="list-style-type: none"> <li>Stimulating Learning will be above State &amp; Region Benchmarks.</li> </ul>	No	<p>Student Attitudes to School Survey DOMAIN: -Teacher-student relationships SURVEY FACTOR: -Teacher Concern %positive responses to increase above 90% across</p>	

	<ul style="list-style-type: none"> <li>• Learning Confidence will be above the State &amp; Region Benchmarks.</li> </ul> <p>The Staff Opinion Survey variables will increase as follows:-</p> <ul style="list-style-type: none"> <li>• Renewal of knowledge and skills from 350 – 500.</li> <li>• Applicability of professional learning from 350 – 500.</li> </ul>		<p>all year level/gender cohorts Yr 4-6</p> <p>-Stimulated Learning %positive responses to increase above 90% across all year level/gender cohorts Yr 4-6</p>	
<p>Enhance the wellbeing of students, staff and parents within an inclusive, safe, orderly and stimulating learning community.</p>	<p>By 2018: The Student Attitude to School Survey variables will increase as follows:</p> <ul style="list-style-type: none"> <li>• Connectedness to Peers will be above State &amp; Region Benchmarks.</li> </ul> <p>The Staff Opinion Survey variables will increase as follows:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues will increase from 390 – 500.</li> <li>• Teacher Collaboration will increase from 300 – 500.</li> </ul>	No	<p>Implement a school-wide positive culture whereby happy, healthy and safe students are engaged in learning that enables them to reach their full potential.</p> <p>Student Attitudes to School Survey DOMAIN: -Teacher-student relationships SURVEY FACTOR: -Teacher Concern %positive responses to increase above 90% across all year level/gender cohorts Yr 4-6 -Stimulated Learning %positive responses to increase above 90% across all year level/gender cohorts Yr 4-6</p>	

<p>To align the allocation of resources which include human, financial, time, facilities, and materials to maximise student achievement, engagement and wellbeing.</p>	<p>By 2018:</p> <p>Improved student learning outcomes, as per achievement targets, reflect the staffing investment in additional support programs including CEAL, LAP and Maths and Literacy Intervention Programs.</p> <p>The Professional Learning budget maintained to support high quality instructional practice.</p> <p>The budget allocation has sustained the purchase of quality resources to support the implementation of the Literacy and Numeracy programs.</p> <p>Sophisticated ICT hardware and improved infrastructure has been installed across the school to support high quality instructional practice and improved student engagement and wellbeing.</p> <p>Budget allocation provided to support leadership development for identified staff.</p>	<p>No</p>	<p>Improved student learning outcomes, as per achievement targets, reflect the staffing investment in additional support programs including CEAL, LAP and Maths and Literacy Intervention Programs.</p> <p>The Professional Learning budget maintained to support high quality instructional practice.</p>	
<p>Maximise the learning growth of all students.</p>	<ul style="list-style-type: none"> <li>90% of students will achieve medium or high growth from Year 3 to Year 5 in NAPLAN <b>Writing</b></li> </ul>	<p>Yes</p>	<p>All Middle Leaders (PLT Leaders) have effectively implemented the whole-school instructional model in their teams.</p>	<p>Instructional and shared leadership</p>

	<ul style="list-style-type: none"> <li>71% of students will achieve an A or B when assessed against the Victorian Curriculum standards in <b>Writing</b></li> </ul>		All Middle Leaders (PLT Leaders) have effectively implemented school-wide consistent processes for tracking learning growth and student achievement in writing.	
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<b>Improvement Initiatives Rationale</b>
<p>There is a clear need to improve teacher capacity and effectiveness and to improve student engagement and learning outcomes across the school. Our NAPLAN data trends has shown a decrease in the amount of students in the top 2 bands from Year 3 to Year 5 in Writing. We will be focusing on writing growth data and we will endeavor to maintain and improve high levels of growth across the school. Our Attitudes To School Survey data indicates that work around teacher effectiveness and empathy is required, particularly for our senior students.</p>

<b>Goal 1</b>	Maximise the learning growth of all students.
<b>12 month target 1.1</b>	<p>Improve the percentage of students that demonstrate achievement 6-12 months ahead of the expected Victorian Curriculum standard for their year level in writing.</p> <p>All students to demonstrate 12-months growth in writing from Nov 2017 - Nov 2018.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop an instructional model for writing that is implemented consistently across the school.

<b>Goal 2</b>	Maximise the learning growth of all students.
<b>12 month target 2.1</b>	<p>All Middle Leaders (PLT Leaders) have effectively implemented the whole-school instructional model in their teams.</p> <p>All Middle Leaders (PLT Leaders) have effectively implemented school-wide consistent processes for tracking learning growth and student achievement in writing.</p>

<b>FISO Initiative</b>	Instructional and shared leadership
<b>Key Improvement Strategies</b>	
KIS 1	Implement a coaching program to build the capacity of Middle Leaders to improve learning outcomes for students in line with school priorities.

## Define Evidence of Impact and Activities and Milestones - 2018

Black Rock Primary School (3631)

<b>Goal 1</b>	Maximise the learning growth of all students.
<b>12 month target 1.1</b>	<p>Improve the percentage of students that demonstrate achievement 6-12 months ahead of the expected Victorian Curriculum standard for their year level in writing.</p> <p>All students to demonstrate 12-months growth in writing from Nov 2017 - Nov 2018.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop an instructional model for writing that is implemented consistently across the school.
Actions	<p>Develop and use an agreed instructional model to be adopted by all teachers across all curriculum areas, with a focus on writing.</p> <p>Use Learning Intentions and Success Criteria as a basis for planning effective lessons.</p> <p>Develop teacher capacity to use data to track learning growth and student achievement.</p>
Evidence of impact	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>use the agreed instructional model as the framework for planning all learning experiences.</li> <li>write clear and succinct learning intentions and differentiated success criteria for each lesson.</li> <li>develop triads with two other staff members, conduct regular classroom observations and reflective feedback to improve teacher practice.</li> <li>develop data walls to track learning growth and student achievement.</li> </ul> <p>Students will:</p>



	<p>be able to articulate the goals of each lesson and how they will know if they have been successful. understand and self-assess their progress and be able to articulate what they need to learn next.</p> <p>Leadership will:  support the development of the whole-school instructional model, including effective use of learning intentions and success criteria  conduct regular classroom observations and feedback.  contribute to data analysis regarding student learning growth and achievement</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop an instructional model framework to be implemented across the whole school.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in professional learning to understand and refine the instructional model to be implemented.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete professional learning to write clear and succinct learning intentions and success criteria for lessons and include in planning documents.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use and interpret student data tracking systems (e.g. data walls) to inform instruction at the point of need for individuals and cohorts of students.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All teachers involved in regular, targeted observations and reflective feedback.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct a whole-school self-evaluation against the relevant areas of the FISO Continua of Practice in preparation for the school review process.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Maximise the learning growth of all students.			
<b>12 month target 2.1</b>	All Middle Leaders (PLT Leaders) have effectively implemented the whole-school instructional model in their teams. All Middle Leaders (PLT Leaders) have effectively implemented school-wide consistent processes for tracking learning growth and student achievement in writing.			
<b>FISO Initiative</b>	Instructional and shared leadership			
<b>Key Improvement Strategy 1</b>	Implement a coaching program to build the capacity of Middle Leaders to improve learning outcomes for students in line with school priorities.			
Actions	Leadership coaching model to build capacity of middle leaders.			
Evidence of impact	<p>PLT Leaders will:</p> <ul style="list-style-type: none"> <li>be the instructional leader for their year level PLT</li> <li>will be members of the SIT</li> <li>will run effective PLT meetings with agreed norms and practices, ensuring a focus on improving learning outcomes for all students</li> <li>monitor the effective implementation of activities and milestones from KIS in the AIP</li> <li>conduct regular classroom observations and reflective feedback to improve teacher practice.</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>coach the PLT Leaders to develop and implement effective and consistent meeting structures/protocols through the SIT, meet regularly with PLT Leaders to monitor progress against activities and milestones from KIS in the AIP</li> <li>conduct regular classroom observations and reflective feedback to improve teacher practice.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Leadership coaching to build capacity to develop middle leaders	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,300.00 <input type="checkbox"/> Equity funding will be used
Collaborate to develop a shared understanding of theory of action to improve student learning outcomes, as outlined in the AIP.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional learning to effectively facilitate PLT meetings with agreed norms and practices, utilising the FISO improvement cycle to improve student outcomes.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop capacity to use and interpret student data tracking systems to support their teams to target instruction and monitor impact.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement an explicit system for classroom observation, modelling of effective practice and feedback	School Improvement Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Black Rock Primary School (3631)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participate in professional learning to understand and refine the instructional model to be implemented.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete professional learning to write clear and succinct learning intentions and success criteria for lessons and include in planning documents.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Use and interpret student data tracking systems (e.g. data walls) to inform instruction at the point of need for individuals and cohorts of students.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All teachers involved in regular, targeted observations and reflective feedback.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership coaching to build capacity to develop middle leaders	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Blend of offsite learning at Bastow and onsite coaching.
Professional learning to effectively facilitate PLT meetings with agreed norms and practices, utilising the FISO improvement cycle to improve student outcomes.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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