

Annual Implementation Plan: for Improving Student Outcomes

School name: Brunswick North West Primary School

Year: 2017

School number: 4399

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Trevor Bowen 1/3/17

Senior Education Improvement Leader Margaret Bainbridge/Jason Coningsby

School council Fiona Heathcote 1/3/17

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	✓
From school review December 2016 <ul style="list-style-type: none"> Improve outcomes in student learning through the whole school adoption of consistent, high impact, evidentiary based teaching approaches Building staff capacity in the use of data to inform their teaching practice Strengthening student voice, equity and agency in learning 	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.

The school met each of the headline measures in the 2016 Government School Performance Report against threshold standards. Growth in NAPLAN Reading was higher in the medium and high bands than state means. In 2016 the school Relative Growth was above the results for the middle 60% of government schools. The 2016 NAPLAN Numeracy score for Brunswick North West PS was towards the top of the band of results for 60% of government schools. The school's Self Evaluation (SSE) Report attributed the general upward trend of student NAPLAN outcomes to the consistency in planning and high expectations. Although 2016 student achievement in the top three bands for NAPLAN Reading and Numeracy in Years 3 and 5 were above the state mean, when these results were intake adjusted to factor in the school's higher social-economic profile, both the 2016 result and the four-year average scores are almost one standard deviation below the score which might have been expected. Similarly, the measures for teacher assessment against AusVELS (percentage of students in Years Prep – 6 with a grade of C or above) for English and Mathematics were above the state median, however when compared to intake adjusted measures both were below the predicted score. English was about 1 standard deviation below. Outcomes of the SSE state that the school's student ATSS results have broadly been positive over the previous school review period. Although the actual scores for the factors that form the overarching Parent Factors of Student Relationships, Wellbeing and Teaching and Learning have all trended slightly downwards over the period 2014-2016, this pattern is consistent with the slight downward trend in these data for the State. The school did not achieve the SSP target to *Increase the Stimulating Learning, Student Motivation and Learning Confidence measures on the student Attitudes to School Survey (ATSS) to at least 75% or better on a rolling 3 year average by 2016.* The 2016 survey results demonstrated relative strengths in School Connectedness and Classroom Behaviour. Relative opportunities are demonstrated in Learning Confidence and Teacher Empathy.



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	Ensure consistency of teaching and learning at each student's point of need Build capability and confidence of teachers to identify and apply high impact strategies to optimise student learning
Curriculum Planning and Assessment	Update literacy and numeracy documents and renew the inquiry learning program to include essential knowledge with assessable achievement goals included for each stage of learning Adopt an assessment and data collection system that enables students' progress to be efficiently tracked as they transition through the school.
Empowering Students and Building School Pride	Proactively address mental health and student wellbeing, to ensure all students are emotionally ready-to-learn Increase student agency in learning pursuits Cater to the physical, sensory, emotional and academic needs of students with additional needs, at all levels



Framework for Improving Student Outcomes

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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 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		Improving outcomes in student learning through the whole school adoption of consistent, high impact, evidentiary based teaching approaches						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning - Building practice excellence						
STRATEGIC PLAN TARGETS		<p>Targets:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10% by 2020 • Annually increase the percentage of students achieving high growth between Years 3 and 5 for each matched cohort as measured by NAPLAN across each tested domain • Increase in the student ATSS factor Stimulating Learning by 2% year on year. • Increase the percentage of students achieving greater than one-year growth measured by Victorian Curriculum, baselined against 2016. 						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Define curriculum continuums and scope and sequence frameworks to ensure alignment with the Victorian Curriculum	<ul style="list-style-type: none"> • CAT teams audit Literacy & Numeracy program & resources; • Scope & Sequences for Literacy, Numeracy, ICT and Inquiry to be developed, to ensure full coverage of Victorian Curriculum; • CAT teams provide professional learning for teaching staff regarding new Scope & Sequences frameworks for Literacy, Numeracy and Inquiry; • Protocols for use of frameworks in teaching team planning - term, weekly and daily organisation of learning program; • 'Staff Landing Page' developed, to demonstrate the links between Victorian Curriculum, Scope & Sequences, term planning, team planning and individual teacher planning; • Professional development on the use of GoogleDocs and the Staff Landing Page 	SIT Principal & Assistant Principal	6 months	<ul style="list-style-type: none"> • CAT teams have documented action plans setting out success criteria for Scope & Sequences development work in Literacy, Numeracy, ICT and Inquiry; • All teachers' planning includes planning minimums; • Staff Landing Page is being used by all staff to store and access teacher planning and curriculum documents 	● ● ●			
			12 months	<ul style="list-style-type: none"> • Scope & Sequences frameworks for Literacy, Numeracy, ICT and Inquiry embedding in teaching team term, weekly and daily planning 	● ● ●			
Build capability and confidence of teachers to: Identify and apply high impact strategies to optimise student learning	<ul style="list-style-type: none"> • Review effectiveness of planning documents, assessment schedule, individualised student learning practices; • Audit Team planning practices and minimums; 	SIT Principal & Assistant Principal	6 months	<ul style="list-style-type: none"> • Publication of revised team meeting and organisation protocols • Publication of revised team planning protocols and minimums • SIT reviewing team planning and providing feedback to teaching teams • Published professional development plan 	● ● ●			



<p>Ensure consistency of teaching and learning at each student's point of need.</p>	<ul style="list-style-type: none"> • SIT monitoring consistency of planning, learning programs, assessment processes; • Professional Partnership program based on whole school improvement initiatives, individual staff P&D improvement objectives and existing teacher experience and expertise; • Strengthened protocols & practices in professional partnerships to better direct teachers' knowledge and strengths to where they are needed within the school; • professional development to increase capacity and openness to giving and receiving critical feedback; • Targeted professional development program supporting development in differentiating learning and supporting students below expected levels of achievement; • Strengthened P&D process that aligns teacher capacity building to school priorities; • Increased professional development presence in meeting schedule; Continued allocation of corporate planning time, to ensure support consistency within teams; • Provision of leadership professional development for team and curriculum leaders; • Revised approach to allocation of additional roles & responsibilities, to take full advantage of teacher experience and expertise. 		<p>12 months</p>	<ul style="list-style-type: none"> • Professional Partnership cycle of meeting are documented • Performance & Development cycle of goal setting and review has been completed • Central repository for the collection of all team planning documents based on GoogleDocs 	<p>● ● ●</p>			
<p>Develop, refine and embed an eLearning plan</p>	<ul style="list-style-type: none"> • Use of DET ePotential ICT Capabilities Resources to audit current teacher competency in regards to ICT teaching and learning; • ICT team attend DET ICT workshops; • Further definition of ICT leaders' roles and responsibilities, to respond to teacher capacity building and student engagement; • Professional development built into term schedule on teaching; • Increased budgeting for ICT innovation. 	<p>ICT Team SIT</p>	<p>6 months</p>	<p>ICT Team members use DET eLearning matrix and template to develop school based eLearning plan</p>	<p>● ● ●</p>			
			<p>12 months</p>	<p>Production of 4-year eLearning plan Documentation of school ICT protocols Publication of parent information pack outlining eLearning plan Purchase of additional hardware, apps, coding software and teaching materials Audit of technologies use in classroom activities Individual staff Performance & Development cycle has an emphasis on ICT learning applications where required</p>	<p>● ● ●</p>			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		Building staff capacity in the use of data to inform their teaching practice						
IMPROVEMENT INITIATIVE		Excellence in teaching and learning - Building practice excellence						
STRATEGIC PLAN TARGETS		Targets: <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10% by 2020 • Annually increase the percentage of students achieving high growth between Years 3 and 5 for each matched cohort as measured by NAPLAN across each tested domain • Increase in the student ATSS factor Stimulating Learning by 2% year on year. • Increase the percentage of students achieving greater than one-year growth measured by Victorian Curriculum, baselined against 2016. 						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop expertise in the regularly collection, monitoring and analysis of achievement data and other student performance information sources to support strategic improvement of student outcomes.	<ul style="list-style-type: none"> • Purchase 'Student Performance Analyser' program to better collect, store and analyse student data both short- and long-term; • Continued professional development on analysing and interpreting student data, including identifying and catering for students' Zone of Proximal Development; • Expertise of team leaders used to continually analyse student data within their teams and ensure teachers are equipped to respond to student need. 	SIT Principal & Assistant Principal	6 months:	<ul style="list-style-type: none"> • Student Performance Analyser purchased • Published professional development on meeting schedule • Data Manager's attendance at data analysis professional development 	● ● ●			
			12 months:	<ul style="list-style-type: none"> • Student Performance Analyser used by all teachers for the collection and interpretation of data 	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Strengthening student voice, equity and agency in learning						
OTHER IMPROVEMENT MODEL DIMENSIONS		Targets: <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands of NAPLAN by 10% by 2020 • Annually increase the percentage of students achieving high growth between Years 3 and 5 for each matched cohort as measured by NAPLAN across each tested domain • Increase in the student ATSS factor Stimulating Learning by 2% year on year. • Increase the percentage of students achieving greater than one-year growth measured by Victorian Curriculum, baselined against 2016. 						
STRATEGIC PLAN TARGETS		Positive climate for learning – Empowering Students and Building School Pride						
12 MONTH TARGETS		Increase in the student ATSS factor Stimulating Learning by 2% from 2016						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Proactively address mental health and student wellbeing, to ensure all students are emotionally ready-to-learn	<ul style="list-style-type: none"> • Revision of Student Engagement & Wellbeing policy by Education Committee; • Review of Philosophy programme; • Review of First 10 Days programme; • Introduction of onPsych services. 		6 months:	<ul style="list-style-type: none"> • Revision of Student Engagement and Wellbeing policy started by Education Committee; • Attendance by Philosophy Coordinator at Philosophy for Children professional development; • Establish relationship with onPsych services; • Communication to parents and carers about onPsych service availability 	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			12 months:	<ul style="list-style-type: none"> • Student Engagement & Wellbeing policy ratified by school council; • Implementation of Philosophy for children across senior school classes; • Families accessing onPsych services through school 	● ● ●			
Increase student agency in learning pursuits	<ul style="list-style-type: none"> • Increased presence of PE and ICT throughout learning programmes; • Return of student-led rich-tasks that focus on improving the school and community; • Revision of teacher practices for differentiating instruction 		6 months:	<ul style="list-style-type: none"> • Teacher planning for student-led rich tasks; • Professional development on alternative options for differentiating in maths 	● ● ●			
			12 months:		● ● ●			
Cater to the physical, sensory, emotional and academic needs of students with additional needs, at all levels	<ul style="list-style-type: none"> • Implementation of a structured lunch club programme to provide alternative options; • Increased investment in classroom resources to cater for sensory engagement; • Provision of professional development, targeted towards strategies for students with additional needs; • Implementation of a social-skills and life-skills programme, run by integration aides. 		6 months:	<ul style="list-style-type: none"> • Formalised outline of lunch club programme at BNWPS; • Systems in place to support and release teachers and aides with lunch clubs; • Communication to families regarding lunch club schedule; • Resource bank for responding to sensory needs in AP's office; • Published meeting schedule with professional development targeted towards catering for students with additional needs; • Integration aides connected to special development school for life- and social skills training 	● ● ●			
			12 months:	<ul style="list-style-type: none"> • Life-skills and social-skills programme available to students, by teacher invite or parent request 	● ● ●			



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	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.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	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	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [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]				
Considerations for 2018:				

