

# Annual Implementation Plan: for Improving Student Outcomes

School name: Buninyong Primary School

Year: 2017

School number: 1270

Based on strategic plan: 2017-20

Endorsement:

Principal Bernie Conlan [date]

Senior Education Improvement Leader Jenny Malberg [date]

School council Darren Holland [date]

## 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>To maximize the learning growth in literacy and numeracy for every student.</li> <li>Improve student engagement so that there are high levels of learning connectedness, motivation and learning confidence.</li> <li>To enhance support for every student to build their social and emotional wellbeing.</li> <li>Ensure the human, financial and physical resources are appropriately allocated to achieve the goals of the strategic plan.</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>In 2016 the rigor around teaching and learning lifted with the introduction of an Assistant Principal with a focus on teaching and learning. Over the coming 12 months we are seeking to build on some significant work that commenced in 2016.</p> <p>In recent years our survey data has been strong, but consistently our scores relating to 'classroom behaviour' and 'student safety' are lower than we would like. In 2017 we would like to maintain a focus on this work and ensure we create a positive environment that promotes learning in every classroom.</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)
<b>Building Practice excellence</b>	<ul style="list-style-type: none"> <li>Adoption of whole school instructional model</li> <li>A renewed focus on year level teams operating as PLC's with collective responsibility for their students and improvement.</li> <li>Refining processes for intervention programs</li> <li>Development of a Guaranteed and Viable Curriculum</li> <li>Change of approach to the school professional learning to ensure clear delivery of consistent messages aligning with the schools instructional model.</li> </ul>
<b>Setting expectations and promoting inclusion</b>	<ul style="list-style-type: none"> <li>Build the capacity of staff to create a positive climate for learning.</li> <li>Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships</li> </ul>



## 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.

<b>STRATEGIC PLAN GOALS</b>	<b>Achievement: To maximise the learning growth in literacy and numeracy for every student.</b>							
<b>IMPROVEMENT INITIATIVE</b>	<b>Excellence in teaching and learning</b>							
<b>STRATEGIC PLAN TARGETS</b>	<p>NAPLAN</p> <ul style="list-style-type: none"> <li>• Student mean growth in Yr 5 Reading to increase from 67 to 80.</li> <li>• Yr 5 students achieving in the bottom two bands in Reading to reduce from 29% to 15%</li> <li>• Students mean growth in Yr 5 Writing to increase from 61 to 80.</li> <li>• Yr 5 students achieving in the bottom three bands in Writing to decrease from 71% to 40%.</li> <li>• Yr 5 students achieving in the top two bands in Writing to increase from 11% to 40%</li> <li>• Student's mean growth in Yr 5 Numeracy to increase from 85 to 95</li> <li>• Yr 5 students achieving in the top two bands in Numeracy to increase from 16% to 40%</li> <li>• Yr 5 students achieving in the bottom two bands in Numeracy to decrease from 27% to 5%</li> <li>• Students mean growth in Spelling to remain above 90.</li> <li>• Yr 5 students achieving in the bottom two bands in spelling to decrease from 32% to 12%</li> </ul> <p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>• Increase average student VC student achievements in Reading and Viewing in top two bands to 50%</li> <li>• Increase average student VC student achievements in Writing in top two bands to 40%</li> <li>• Increase average student VC student achievements in Number in top two bands to 40%</li> </ul>							
<b>12 MONTH TARGETS</b>	<p><b>Students mean growth in year 5 reading to increase to 72.</b> Year 5 students achieving in the bottom two bands in reading to decrease to 15%.</p> <p><b>Students mean growth in year 5 writing to increase to 75.</b> Year 5 students achieving in the bottom three bands in writing to decrease to 35%. Year 5 students in the top two bands in writing to increase to 25%.</p> <p><b>Students mean growth in year 5 numeracy to increase to 70.</b> Year 5 students in the top two bands in numeracy to increase to 35%. Year 5 students achieving in the bottom three bands in numeracy to decrease to 18%.</p> <p><b>Students mean growth in year 5 spelling to remain above 90.</b> Year 5 students achieving in the bottom two bands in spelling to decrease to 12%.</p> <p><b>Increase the average student achievement in reading and viewing in top two bands to 45%.</b></p> <p><b>Increase the average student achievement in writing in top two bands to 35%.</b></p> <p><b>Increase the average student achievement in number in top two bands to 40%.</b></p>							
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>WHEN</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
					<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
							<b>Estimate</b>	<b>YTD</b>
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		



<b>Adoption of whole school instructional model</b>	Embedding the instructional model/framework and utilising agreed approaches to the teaching of literacy and numeracy. This includes completing documentation of curriculum/teaching and learning materials and developing processes for their communication and use.	AP T&L S.I Team	T.1	6 months: <ul style="list-style-type: none"> <li>The Instructional Model is being used by all staff to guide planning and inform classroom teaching practice.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Implementation of the Instructional Model is evident in every classroom</li> </ul>	● ● ●			
<b>A renewed focus on year level teams operating as PLC's with collective responsibility for their students and improvement.</b>	Leadership training is provided for new Year Coordinators & Team Leaders and follow up training provided for those who participated in training throughout 2016. Embed the Year Level Improvement Plan process through the implementation of a Timperley Inquiry Cycle.	Leadership Team/ PLC Leaders AP T&L PLC Leaders.	T.1	6 months: <ul style="list-style-type: none"> <li>Inquiry Cycle professional learning is completed by each year level team.</li> <li>Inquiry cycle goal has been identified and documented.</li> <li>PLC leaders have engaged in sharing and consolidation of leadership training from 2016.</li> </ul>	● ● ●			
			T.1	12 months: <ul style="list-style-type: none"> <li>Each PLC has worked through at least one Inquiry Cycle.</li> <li>Student learning is consistently at or above state means.</li> <li>School Leadership team regularly analyses individual student achievement data.</li> <li>Student learning is consistently at or above state means.</li> <li>Student profiles have been updated in Compass.</li> </ul>	● ● ●			
<b>Refining processes for intervention programs</b>	Whole School Intervention program is defined and implemented.	AP T&L AP SWB Intervention Coordinator.	Ongoing throughout year.	6 months: <ul style="list-style-type: none"> <li>Intervention flowchart has been refined and presented to staff.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Whole School Intervention program is documented and implemented on whole school, withdrawal and classroom level.</li> </ul>	● ● ●			
<b>Development of a Guaranteed and Viable Curriculum</b>	Embedding guaranteed & viable curriculum processes. Investigation into a standards-referenced system of reporting student progress.	AP T&L Curric Team	Ongoing	6 months: <ul style="list-style-type: none"> <li>Curriculum mapping overviews have been completed.</li> <li>Goal setting professional learning has been attended by all staff.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>Curriculum unit mapping has been completed and documented.</li> <li>Goal tracking agreements are documented and trialled.</li> <li>Key vocabulary is identified and documented for all levels.</li> <li>PLC's are beginning to plan collaboratively and analyse data to interpret and monitor <b>individual</b> student progress toward learning targets.</li> </ul>	● ● ●			
<b>Change of approach to the school professional learning to ensure clear delivery of consistent messages aligning with the schools instructional model.</b>	Consolidating a whole school Professional Learning culture.	AP T&L Prin	Ongoing	6 months: <ul style="list-style-type: none"> <li>A Professional Learning plan has been presented to staff each term.</li> <li>All staff have participated in Peer Observations.</li> </ul>	● ● ●			
				12 months: <ul style="list-style-type: none"> <li>All staff have aligned PL with Professional Development Plans.</li> <li>Staff are becoming increasingly autonomous with identifying and acquiring PL opportunities based on need.</li> </ul>	● ● ●			





				<p>POS scores for 'behaviour management' have improved to 5.5</p> <p>POS scores for 'classroom behaviour' and 'student safety' have improved to 4.2 and 5.2.</p>	●			
<p><b>Build the capacity of students to be resilient, socially responsible and respectful in all of their relationships</b></p>	<p>Evaluate and enhance the whole school Social and Emotional Learning / B+ Program.</p> <p>Consolidation of P-6 Family Groups at our Buninyong Campus.</p>	<p>AP Student Wellbeing (SWB)</p> <p>SWB AP</p> <p>T&amp;L AP &amp; SWB AP</p>	<p>Terms 2-3</p>	<p>6 months:</p> <p>Evaluate and update the SEL B+ program</p> <p>Full implementation and enhancement of Family Group program (New themes)</p>	●			
			<p>Terms 1-4</p>	<p>Student led assemblies – focus on B+ Themes and target to age groups.</p>				
			<p>Terms 1-4</p>	<p>12 months:</p> <p>Improved SATS scores for 'connectedness to peers' to 4.4</p> <p>SATS scores for 'school connectedness' have improved to 4.5</p> <p>SATS scores for 'student safety' have improved to 4.4</p>	●			

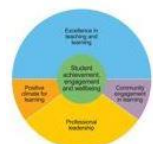




## Section 2: Improvement Initiatives

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STRATEGIC PLAN GOALS		<b>Engagement</b> <b>Improve student engagement so that there are high levels of learning, connectedness, motivation and learning confidence.</b>						
IMPROVEMENT INITIATIVE		<b>Positive climate for learning</b>						
STRATEGIC PLAN TARGETS		Cut and paste from SSP						
12 MONTH TARGETS		<b>Student Attitude to School Survey</b> To increase student motivation to 4.55 To increase learning confidence to 4.15 To increase stimulating learning to 4.20  <b>Parent Opinion Survey</b> To increase student motivation to 5.70						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
						Estimate	YTD	
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
<b>Extend the provision of differentiated learning for our students.</b>	Consolidation of planning processes to ensure point of need teaching and learning.	APT&L PLC Leaders		6 months: Agreed planning overviews have been implemented. Collaborative planning sessions are continued. Each PLC has agreed fortnightly planning documents which are stored on Google Drive.	● ● ●			
				12 months: Patrick Griffin Personal Plan Template is used to moderate student work in Writing, Maths and Reading. Curriculum Mapping documents are completed and stored on Google Docs.	● ● ●			
<b>Extending the active engagement of students in the learning process.</b>	Consolidation of student connection to learning through development through goal setting.  Continued development of 'Growth Mindset' Culture with students, staff and parent community.	APT&L  AP SWB		6 months: • Goal setting professional learning will be provided for all staff.	● ● ●			
				12 months: • All students will have personal goals for reading writing and numeracy. • Goal setting processes and systems will be agreed upon and documented. • 'Growth Mindset' sessions have been conducted for parents.	● ● ●			
<b>Increase teacher confidence and capacity to utilise ICT to enhance,</b>	<ul style="list-style-type: none"> <li>ICT professional learning opportunities are continued in response to need.</li> <li>Continued development of 1:1 program.</li> </ul>	ICT Leader eLearning TEam		6 months: • Staff seek and undertake professional learning in response to ePotential survey. • Participation in NAPLAN Online testing.	● ● ●			



stimulate and engage students in their learning.								
				12 months:		● ● ●		

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STRATEGIC PLAN GOALS		Productivity To ensure that human, financial and physical resources are appropriately allocated to achieve the goals of the strategic plan.						
IMPROVEMENT INITIATIVE		Professional leadership						
STRATEGIC PLAN TARGETS		Check SSP						
12 MONTH TARGETS		Check AIP						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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								Estimate
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Build the capacity of school leaders to develop and effectively implement improvement strategies				6 months:	● ● ●			
				12 months:	● ● ●			
Implementing a clear and rigorous induction process for new and returning staff				6 months:	● ● ●			
				12 months:	● ● ●			
Update the school leadership structure to include two Assistant Principals and additional time				6 months:	● ● ●			
				12 months:	● ● ●			



release for those in leadership roles.								
Implement a stand- alone specialist program at the Scotsburn Campus				6 months:	● ● ●			
				12 months:	● ● ●			

### Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		Productivity						
OTHER IMPROVEMENT MODEL DIMENSIONS								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
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				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			





# 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>				

