

Annual Implementation Plan: for Improving Student Outcomes

School name: Brunswick East Primary School

Year: 2017

School number: 3179

Based on strategic plan: 2017-2020

Endorsement:

Principal Janet Di Pilla December, 2016

Senior Education Improvement Leader Margaret Bainbridge December, 2016

School council Maryanne Clarke December, 2016

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 | ✓ |
|--|--|---|---|
| <p>Community Engagement in Learning: To build positive partnerships with the families and school community by: improving communication methods so that parents are better informed to support their child's learning; and positively supporting student wellbeing and learning.</p> <p>Excellence in teaching and learning: To ensure medium to high growth for all students at Brunswick East Primary School, in Literacy and Numeracy To continue to strengthen Professional Learning Teams, using data as evidence to inform planning, teaching and assessment practices. Ensure that the data shows that these practices are effective at improving student outcomes.</p> <p>Positive climate for learning To continue to implement and embed a positive and supportive learning culture.</p> <p>Professional leadership To continue to set expectations and promote inclusion to ensure there is a whole school approach to teaching.</p> | 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: |
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| <p>The 2016 review revealed short falls in BEPS communication to parents regarding the school's pedagogy, student learning and growth NAPLAN, Relative Growth by Domain data, showed that over the four years, 2013 – 2016, there had been a significant increase in low growth and a corresponding decrease in high growth for student writing Year 3 to Year 5 data. The 2016 review revealed that there was a growing need for a team approach to student wellbeing. A strength at BEPS is the strong distributive leadership that now includes the LC leaders and the provision of coaches to each team. This initiative must be nurtured so as to build upon the work already done.</p> |

| Key improvement strategies (KIS) | |
|--|---|
| Improvement initiative: | Key improvement strategies (KIS) |
| Building communities | <p>Improving communication by:</p> <ul style="list-style-type: none"> • Education Committee developing a Communication policy • Providing information sessions to parents throughout the year • Investigating Parent's knowledge of school's pedagogy, student learning and growth • Communicating information to parents in line with the communication policy |
| Building practice excellence Curriculum planning and assessment | <p>Continue to build Professional Learning Teams (PLT):</p> <ul style="list-style-type: none"> • To provide ongoing consistency of pedagogy across the school, set challenging goals, share practice and make decisions based on evidence. • Professional learning (PL) to be research based |



Framework for Improving Student Outcomes

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Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | To build positive partnerships with the families and school community by: improving communication methods so that parents are better informed to support their child's learning; and positively supporting student wellbeing and learning. | | | | | | |
|--|---|--|--|---|-----------------|--------------------|----------|-----|
| IMPROVEMENT INITIATIVE | | Building Community | | | | | | |
| STRATEGIC PLAN TARGETS | | The RADII Parent Survey, Parent Opinion Survey, Staff opinion Survey and specific School Surveys, shows improved quantitative and qualitative data for parent opinion and understanding of school pedagogy, student learning and academic and emotional growth. | | | | | | |
| 12 MONTH TARGETS | | By 12 months we will have developed a Communication Policy. Parents and staff were asked for feedback on the policy and the RADII Parent Survey, Parent Opinion Survey and specific School Surveys, shows improved quantitative and qualitative data for parent opinion and understanding of school pedagogy and student learning. | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Education Committee to develop a Communication policy | <ul style="list-style-type: none"> Research School Communication Policies Staff Audit current communication practices Develop a policy Put the policy document out to parents and staff for comment and review Finalise Communication Policy Present the policy to the School Council | Education Committee, Staff and BEPS Leadership | Begin at the start of Term 1, 2017 | 6 months: <ul style="list-style-type: none"> Have final draft of the Communication Policy documented, ratified by School Council and published on the BEPS website. | ● ● ● | | | |
| | | | | 12 months: <ul style="list-style-type: none"> Use the Communication Policy as a basis for ensuring timely information sharing with parents so that they can fully engage with the school and understand school pedagogy and practices. | ● ● ● | | | |
| Provide information sessions to parents throughout the year | <ul style="list-style-type: none"> Information Session for all LC's 2 x 3-way conferences with parents and students Specific information sessions as for parents as needed – eg cybersafety, inquiry learning ... SSG and ILP meetings as required Use the newsletter to provide the parents with targeted, evidence based information, focused on student learning. | LC teachers and Leadership | Info session first full week Term1. | 6 months: <ul style="list-style-type: none"> Important annual dates published and sent to parents Initial Information session held in February, 2017 SSGs once a term for identified students ILPs as required for identified students At least one specific topic information session to be held per term. Half year 3-way conferences held and reviewed. At least 10 newsletters with specific information for parents published | ● ● ● | | | |
| | | | Other activities throughout the year Newsletter weekly. | 12 months: <ul style="list-style-type: none"> SSGs once a term for identified students continue ILPs as required for identified students At least one specific topic information session to be held per term. End of year 3-way conferences held. Modified if parent feedback indicates that changes are needed At least 20 newsletters with specific information for parents published | ● ● ● | | | |



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| Investigate Parent's knowledge of school's pedagogy, student learning and growth | <ul style="list-style-type: none"> • Surveys, information sessions and parent forums will be run to gather information about what parents would like to know more about. • Survey parents after each action. • Collect information and share with parents and staff • Evaluate to ensure positive impact on student outcomes • Evaluation using Hattie's Effect size | Leadership Team | Begin Term 1. Analysis after each action. | 6 months: <ul style="list-style-type: none"> • Evidence from surveys, forums, and data gathering sessions, is collected, shared and analysed to inform the topics for information sessions. • Evidence shows an Effect Size of greater than 0.5. • When evidence is less than 0.5, evidence of review and changes to practice. | ● ● ● | | | |
| | | | | 12 months: <ul style="list-style-type: none"> • Monitor parents improved knowledge of school events | ● ● ● | | | |
| Communicate information to parents in line with the communication policy | <ul style="list-style-type: none"> • Monitor the timeliness and relevance of communication to parents in line with Communication Policy • Publish dates for important learning celebrations | Leadership Team and LC leaders | Begin Term 1. Analysis after each action. Continuous throughout the year. | 6 months: <ul style="list-style-type: none"> • Parents receive weekly newsletters and LC blogs twice a term. • At least 1 LC celebration of student learning during the semester, to which parents have been invited along to. • 3-way conferences have occurred once a semester. | ● ● ● | | | |
| | | | | 12 months: <ul style="list-style-type: none"> • As for Semester one and ongoing. | ● ● ● | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | | <ul style="list-style-type: none"> To ensure medium to high growth for all students at Brunswick East Primary School, in Literacy and Numeracy To continue to strengthen Professional Learning Teams, using data as evidence to inform planning, teaching and assessment practices. Ensure that the data shows that these practices are effective at improving student outcomes. | | | | | | |
|---|--|--|----------|--|-----------------|--------------------|----------|-----|
| IMPROVEMENT INITIATIVE | | Building practice excellence and Curriculum planning and assessment | | | | | | |
| STRATEGIC PLAN TARGETS | | To have low growth as reported by the NAPLAN Relative Growth by Domain report, at less than 25% in all Domains. | | | | | | |
| 12 MONTH TARGETS | | To have low growth as reported by the NAPLAN Relative Growth by Domain report, at less than 25% for writing | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Continue to build Professional Learning Teams (PLT) to provide ongoing consistency of pedagogy across the school, set challenging goals, share practice and make decisions based on evidence. | <ul style="list-style-type: none"> Set goals for individual teams and students that provide all with a high growth target. Use Hattie's research to ensure that teacher practice and teaching strategies are effective in producing growth for all students and that the strategies produce an effect size of greater than 0.5. Continue to work with data coach to determine effect size for their action research and teaching strategies. Greater use of teacher observation and feedback by principal to build teacher instructional practice Use 'experts' to inform PLT practice Experts include school based coaches – Data, Digital Learning, Inquiry, Maths and Ethical considerations; Domain co-ordinators; and Educational Improvement Leader (for writing) Share knowledge and practice among PLTs Provide structured time for feedback: self, peer, team and from principal. | All staff | All year | 6 months: <ul style="list-style-type: none"> Documented team goals Effectiveness of Action Research has been calculated and reflected upon. Evidence that principal regularly gives feedback to teams Planning minutes show regular support by coaches and participation by 'experts' PL schedule shows structured time for feedback, self and peer reflection, team reflection and feedback from principal PL schedule shows time for team sharing | ● ● ● | | | |
| | | | | 12 months: <ul style="list-style-type: none"> As for 6 months – ongoing Effectiveness of Action Research is 0.5 or greater | ● ● ● | | | |
| Professional Learning Teams professional learning (PL) to be research based | <ul style="list-style-type: none"> Create the positions of writing support staff (0.8 allotment) Work with EIL and writing support staff to develop and improve writing strategies. PL plan to build teacher capacity and develop an action research plan around a whole school approach to writing and its evaluation. Investigate effectiveness of the school data and develop strategic and consistent ways to show the effectiveness of impact of action research and teacher practices. Focus on whole school consistency in the use of | All staff | All year | <ul style="list-style-type: none"> 6 months: <ul style="list-style-type: none"> Appoint writing support staff Staff PL timetable shows time for action research and specific learning each week – focus on writing Staff reflection throughout the semester Evidence of feedback to staff from principal Evidence of students developing and reviewing their learning goals in writing Evidence of student self and peer feedback Evidence of student reflection and metacognition Documentation of team goals | ● ● ● | | \$65,000 | |



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| | <p>data to demonstrate value adding across student learning to show evidenced in the percentage of students making medium and high relative growth in writing</p> <ul style="list-style-type: none"> • Continue to build teaching teams so that teachers know the students and take collective responsibility for them and enable teachers to help students to make appropriate goals. • Make better use of feedback in line with research developed by the leading pedagogy team during 2016 <ul style="list-style-type: none"> ○ Continue with team coaching from Bastow • Use a wide range of assessment strategies to determine student point of learning, plan in teams for extension of all students and report growth. • Develop student ownership of developing and reviewing learning goals • Develop student ability to self-assess, give peer feedback and improve self –reflection. | | | <p>12 months:</p> <ul style="list-style-type: none"> • As for 6 month • Data shows medium and high growth by students using a variety of data sources. • Evidence that writing strategies are effective – calculated by having an effect size of greater than 0.5 using Hattie’s research. | <p>● ● ●</p> | | | |
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Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | | <ul style="list-style-type: none"> To continue to implement and embed a positive and supportive learning culture. To continue to set expectations and promote inclusion to ensure there is a whole school approach to teaching. | | | | | | |
|--|--|---|--------------------------|--|-----------------|--------------------|----------|-----|
| OTHER IMPROVEMENT MODEL DIMENSIONS | | Positive Climate for Student Learning and Professional Leadership | | | | | | |
| STRATEGIC PLAN TARGETS | | To develop curriculum that reflects the Victorian curriculum and the 4 capabilities and demonstrates a strong commitment to student wellbeing, safety and inclusion. | | | | | | |
| 12 MONTH TARGETS | | <p>Improvement in student attitude to schools survey for stimulating learning and teacher effectiveness.</p> <p>Maintain the student attitude to safety at BEPS at above 90th percentile.</p> <p>Improvement in the school staff survey for collective responsibility and focus on student learning.</p> | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| Promoting genuine staff engagement within teams and with other schools across the system to explicitly plan for, teach and assess the Victorian Curriculum with ethics and digital Learning. | <ul style="list-style-type: none"> Release a teacher 0.5 to become a coach (ethical capability) with the VCAA Continue to work within our network to provide for support to other schools Continue to develop our relationships with universities. Continue to develop our relationships with overseas schools and have them visit. Work with coaches to fully implement the Victorian curriculum Principal to continue her support of the network by being on the executive. | Leadership Ethics coach Principal class | Ongoing | 6 months: | ● ● ● | | | |
| | | | | <ul style="list-style-type: none"> Teacher released Evidence of coaching and building proficiency across the staff for philosophical and ethical thinking Visits from other school Continued high numbers of preservice teachers and Masters Students. Reflections from staff show understanding and engagement with Victorian curriculum. Principal participation on the network executive Improved attitude to school by students Improved attitude to school by staff | | | | |
| | | | | 12 months: | ● ● ● | | | |
| Whole school discussion on the development of a Student Welfare Team to support the growing number of students with special needs and to further improve student safety and connectedness at school. | <ul style="list-style-type: none"> Investigate strategies to regularly measure and monitor student attitudes to student safety, engagement and learning. Integration of digital technology across the school to enhance learning and build respect, inclusion and tolerance. <ul style="list-style-type: none"> Through work with digital learning coach Develop opportunities for parent involvement that enhances student learning Whole school commitment to building respectful relationships. Establish a wellbeing team to ensure that all eligible students are funded. <ul style="list-style-type: none"> Develop clear staff job descriptions Hire additional classroom support staff | Leadership and LC leaders | Start Term 1 and ongoing | 6 months: | ● ● ● | | | |
| | | | | <ul style="list-style-type: none"> Continued high student perception of student safety Evidence of increased integration of digital learning across the school, artefacts collected and shared in PL time. Development of a student wellbeing team. Evidence of funding applications and other strategies employed to support students. Support from classroom assistants in all LC s as needed | | | | |
| | | | | 12 months: | ● ● ● | | | |
| | | | | <ul style="list-style-type: none"> As for 6 months - ongoing | | | | |



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| Build on the strong distributive leadership already present at BEPS | <ul style="list-style-type: none"> •Continue to include LC leaders in the school leadership team •Continue with the provision of coaches to staff PLTs •Development of clear positions of responsibility | | | 6 months: <ul style="list-style-type: none"> •Evidence from minutes •Update from staff handbook on staff positions and job descriptions | ● ● ● | | |
| | | | | 12 months: <ul style="list-style-type: none"> •As for 6 months - ongoing | ● ● ● | | |



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: | | | | |

