

Annual Implementation Plan: for Improving Student Outcomes

School name: Bacchus Marsh Primary School

Year: 2017

School number: [insert school number]

Based on strategic plan: 2016-2019

Endorsement:

Principal Melinda Williams [24/03/17]

Senior Education Improvement Leader Tony Simpson [24/03/17]

School council Lachlan Hodgson 24/03/17

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
<p>Achievement Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy.</p> <p>Engagement To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning</p> <p>Wellbeing To develop student resilience and behaviours that reflect the school values.</p> <p>Productivity To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing</p>

Improvement Priorities	Improvement Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	✓ Minor
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	✓ Minor

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.

As we move into the second year of our strategic plan we remain focussed on the following rationale:

Achievement rationale
If AIP Teams continue to construct a (G&VPlan) that is embedded in every classroom then consistently high quality teaching will occur and every student will demonstrate desired learning progress.

Engagement rationale
If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve. (attendance) Inquiry Pedagogy

Wellbeing rationale
If we develop positive, authentic relationships, high levels of relational trust, and high levels of resilience in students and staff then we will be well placed to achieve high level outcomes for ALL learners.

Our 2016 data progress has affirmed our numeracy work, with slow and steady improvement evident. Numeracy coaches will continue to support the building of teacher capacity and the Numeracy AIP team will maintain the focus on documenting a G&V teaching & learning plan. The appointment of a Literacy- Teaching & Learning Assistant Principal will support us to address our reading, writing, and speaking and listening practices, with a particular focus on writing and word study. All PLT teacher inquiries will target literacy in 2017 to continue to develop more rigorous PLT processes to ensure all children deemed capable are making expected or greater growth.

A targeted attendance strategy planned and facilitated by the Wellbeing AIP Team will be a feature of the 2017 AIP.

An Inquiry consultant will work alongside PLT's and the Inquiry AIP Team to build the capacity of staff to facilitate exciting 'child centred' learning opportunities.



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)
<p>Curriculum Planning and Assessment</p>	<p>KIS 1 Use the Victorian Curriculum and BMPS documents to continue designing Guaranteed and Viable teaching and learning plans encompassing essential knowledge, skills, understandings, and common formative and summative assessment practices that will inform planning for learning in the three areas of mathematics, writing, word study, science and digital technology</p>
<p>Building Practice Excellence</p>	<p>KIS 2 Build further teacher capacity to implement whole school differentiated approaches to teaching and learning by using common formative and summative assessment practices to inform planning for learning. Prep- Introduction of Letters and Sounds Phonemic Awareness Program and Shared Performance Reading as an instructional strategy. Year 1- Shared Performance Reading as an instructional strategy. Year 2- Implement the Systems of Strategic Action and the Benchmark Assessment System to establish reading instructional levels and instructional strategies (Fountas & Pinnell) Year 3 4 5 6- Implement the Benchmark Assessment System to establish instructional levels and strategies (Fountas & Pinnell) Developmental a Word Study focus incorporating Words Their Way, errors in student writing and key inquiry vocabulary.</p> <p>KIS 3 Further develop more rigorous PLT norms, protocols and processes to support the analysis of assessment data that will better inform planning for learning to ensure children make expected or greater than expected growth.</p> <p>KIS 4 Create an AIP team to develop a process for the identification of intervention strategies for students at risk academically, socially, emotionally and behaviourally.</p> <p>KIS 5 Develop a teaching and learning handbook that clearly outlines the agreed pedagogy and instructional practices at BMPS</p> <p>KIS 6 Further build a shared understanding of an inquiry learning pedagogy that builds teacher capacity to plan for the development of concepts, skills and dispositions.</p>
<p>Building Leadership Teams</p>	<p>KIS 7 Ensure internal and external opportunities for leaders to build their capacity to lead the work involved in KIS 1 2 and 3</p>



Framework for Improving Student Outcomes

Published: February 2016



<p>Building Community</p>	<p>KIS 8 Engage the parent community as partners in the learning process and practices at BMPS</p>
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Framework for Improving Student Outcomes

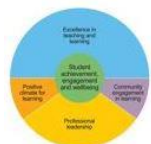
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Section 2: Improvement Initiatives

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	Every child in every classroom will make at least expected learning progress by maximising their learning growth in literacy and numeracy																																																																																																																																								
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STRATEGIC PLAN TARGETS	See Below																																																																																																																																								
12 MONTH TARGETS	<p>Victorian Curriculum – All students will demonstrate 12 months or more growth in their learning based on AusVELS (Semester 2 2016 Teacher Judgement) Students at risk or PSD students growth will be measured via Individual Learning Plan (ILP) goals</p> <table border="1"> <thead> <tr> <th colspan="3">% of A/B Teacher Judgements</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>40% or ></td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>30% or ></td> </tr> <tr> <td>Speaking & Listening</td> <td>18%</td> <td>25% or ></td> </tr> <tr> <td>Number</td> <td>27%</td> <td>30% or ></td> </tr> <tr> <td>Measurement & Geometry</td> <td>22%</td> <td>25% or ></td> </tr> <tr> <td>Statistics & Probability</td> <td>15%</td> <td>20% or ></td> </tr> </tbody> </table> <p>NAPLAN- Increase the percentage of students achieving medium to high relative growth on relative growth reports in reading, writing and number</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> </tr> <tr> <th>M</th> <th>H</th> <th>M</th> <th>H</th> <th>M</th> <th>H</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>35%</td> <td>45%</td> <td>40%</td> <td>50</td> <td>32</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>46%</td> <td>41%</td> <td>46%</td> <td>52</td> <td>28</td> </tr> <tr> <td>Number</td> <td>46%</td> <td>25%</td> <td>46%</td> <td>30%</td> <td>50</td> <td>30</td> </tr> </tbody> </table> <p>NAPLAN Targets as mean scaled scores. Goal is to achieve mean scaled scores above the State in all areas in 2017. In the tables below, red denotes a mean scaled score below the State and green, above the State based on 2016 State means.</p> <table border="1"> <thead> <tr> <th>Year 3</th> <th>BMPS 2016</th> <th>State 2016</th> <th>BMPS 2017 Target</th> <th>Year 5</th> <th>BMPS 2016</th> <th>State 2016</th> <th>BMPS 2017 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>431</td> <td>435</td> <td>440</td> <td>Reading</td> <td>513</td> <td>508</td> <td>520</td> </tr> <tr> <td>Writing</td> <td>441</td> <td>433</td> <td>450</td> <td>Writing</td> <td>482</td> <td>488</td> <td>500</td> </tr> <tr> <td>Spelling</td> <td>409</td> <td>428</td> <td>430</td> <td>Spelling</td> <td>488</td> <td>499</td> <td>505</td> </tr> <tr> <td>G&P</td> <td>440</td> <td>448</td> <td>450</td> <td>G&P</td> <td>499</td> <td>510</td> <td>515</td> </tr> <tr> <td>Numeracy</td> <td>419</td> <td>414</td> <td>430</td> <td>Numeracy</td> <td>507</td> <td>501</td> <td>515</td> </tr> </tbody> </table> <p>Maintaining or increasing % of students in top two NAPLAN bands from Year 3 to 5</p> <table border="1"> <thead> <tr> <th>NAPLAN Dimension</th> <th>Baseline – Average % of Year 3 students in top two NAP Bands 2013-2015</th> <th>Baseline- Average % of Year 5 students in top two NAP Bands 2013-2015</th> <th>2016 Year 5 Goal Increase</th> <th>2017 Year 5 Goal Increase</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>48.6%</td> <td>26.4%</td> <td>30%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>37.5%</td> <td>18.9%</td> <td>24% achieved 36%</td> <td>Maintain or increase</td> </tr> <tr> <td>Reading</td> <td>43.2%</td> <td>31.0%</td> <td>39% achieved 42%</td> <td>Maintain or increase</td> </tr> <tr> <td>Spelling</td> <td>34.4%</td> <td>22.7%</td> <td>28%</td> <td></td> </tr> <tr> <td>Writing</td> <td>42.4%</td> <td>11.1%</td> <td>14% not achieved 12%</td> <td>20%</td> </tr> </tbody> </table>	% of A/B Teacher Judgements				2016	2017	Reading	39%	40% or >	Writing	21%	30% or >	Speaking & Listening	18%	25% or >	Number	27%	30% or >	Measurement & Geometry	22%	25% or >	Statistics & Probability	15%	20% or >	Domain	2015		2016		2017		M	H	M	H	M	H	Reading	42%	35%	45%	40%	50	32	Writing	41%	46%	41%	46%	52	28	Number	46%	25%	46%	30%	50	30	Year 3	BMPS 2016	State 2016	BMPS 2017 Target	Year 5	BMPS 2016	State 2016	BMPS 2017 Target	Reading	431	435	440	Reading	513	508	520	Writing	441	433	450	Writing	482	488	500	Spelling	409	428	430	Spelling	488	499	505	G&P	440	448	450	G&P	499	510	515	Numeracy	419	414	430	Numeracy	507	501	515	NAPLAN Dimension	Baseline – Average % of Year 3 students in top two NAP Bands 2013-2015	Baseline- Average % of Year 5 students in top two NAP Bands 2013-2015	2016 Year 5 Goal Increase	2017 Year 5 Goal Increase	Grammar & Punctuation	48.6%	26.4%	30%		Numeracy	37.5%	18.9%	24% achieved 36%	Maintain or increase	Reading	43.2%	31.0%	39% achieved 42%	Maintain or increase	Spelling	34.4%	22.7%	28%		Writing	42.4%	11.1%	14% not achieved 12%	20%
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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]		
KIS 1 Use the Victorian Curriculum and BMPS documents to continue designing Guaranteed and Viable teaching and learning plans encompassing essential knowledge, skills, understandings, and common formative and summative assessment practices that will inform planning for learning in the three areas of mathematics, writing, word study, science and digital technology.	<p>Formalise AIP Priority teams for 2017 to ensure all teams are represented and in a position to take responsibility for this work.</p> <p>Design, create & collate CATs/rubrics for essential learnings with scope to advance all students</p> <p>Promote whole school documentation as not negotiable at PLT planning</p> <p>Promote student engagement by incorporating authentic, differentiated learning opportunities, linked to the essential content descriptors in the Victorian Curriculum.</p> <p>Integrate Mathematics, English vocabulary and Science essential learnings across these strands and other curriculum areas</p> <p>Develop a Digital Technology G&V Teaching & Learning Plan</p>	AIP Teams		<p>6 months:</p> <ul style="list-style-type: none"> We will have a representative from each grade level and specialist area on AIP Priority Teams. AIP members will drive action and provide two-way feedback on progress of KIS initiatives. AIP members will promote our documentation as 'not negotiable' for planning. <p>12 months:</p> <ul style="list-style-type: none"> We will develop common Assessment Tasks, with accompanying rubrics, linked to Essential Learning document. We will use CATs for both formative or summative assessment We will continue to source authentic, differentiated tasks, and instructional strategies, which integrate across maths strands and literacy strands and across curriculum areas. We will use this documentation, as 'not negotiable' for planning. We will communicate our curriculum vision through Community Maths Events-first session March 22 	● ● ●	<ul style="list-style-type: none"> Minutes from AIP Meetings Presentation of the G&V Teaching and Learning Plans F to Grade 6 in draft form end of Semester 1 and final form at end of Semester 2. 		
KIS 2 Build further teacher capacity to implement whole school differentiated approaches to teaching and learning by using common formative and summative assessment practices to inform planning for learning. Numeracy work ongoing	<p>Literacy and Numeracy Coaches to continue their work with individual teachers/PLT's to build teacher capacity</p> <p>✓ literacy</p> <p>Prep- Introduction of Letters and Sounds Phonemic Awareness Program and Shared Performance Reading as an instructional strategy.</p> <p>Year 1- Shared Performance Reading as an instructional strategy.</p> <p>Year 2- Implement Systems of Strategic Action and Benchmark Assessment System to establish</p>	Coaches		<p>6 months:</p> <ul style="list-style-type: none"> We will revisit PLT process to support whole school clarity. We will clarify that PLT time is where we 'bring our students to the table,' and collaboratively problem solve, to ensure we maximise learning growth. Coaches will give and log feedback to staff regarding their use of common formative and summative assessment to inform teaching 	● ● ●	<ul style="list-style-type: none"> PLT agendas and minutes Staff Survey around PLT process initiative Letters and Sounds Phase Data by class and cohort Reading PM and F&P instructional levels compared to benchmark standards and expectations Word Study data comparison using Words Their Way inventories in Term 1 and 3 	1.0 FTE Lit	1.4 FTE Num



	<p>reading instructional levels and instructional strategies (Fountas & Pinnell)</p> <p>Year 3 4 5 6- Implement Benchmark Assessment System to establish instructional levels and strategies (Fountas & Pinnell) Word Study focus incorporating Words Their Way, errors in student writing and key inquiry vocabulary.</p> <ul style="list-style-type: none"> ✓ numeracy <p>Prep- subitise 10's frame</p> <p>Year 1/2- mental computation/additive thinking/ place value /number line</p> <p>Year 3/4 Mental computation/ multiplicative thinking/arrays/problem solving tools & strategies</p> <p>Year 5/6 Mental computation/fractions & decimals/ numberlines & arrays</p> <p>Use data as outlined on assessment schedule to support differentiation & improve if deemed necessary.</p> <ul style="list-style-type: none"> ✓ literacy ✓ numeracy <p>Teacher and team reflective learning process to explicitly include evidence of student learning as outlined in the assessment schedule to demonstrate achievement of goals.</p> <p>Respectful challenge and explicit feedback to be included as part of the review process</p>	PLT Leaders		<p>12 months:</p> <ul style="list-style-type: none"> We will see PLTs as a time for student-centred discussions based on current data. We will recognise PLTs as integral to our professional development and improved student outcomes. We will embrace coaching as a way to build our teaching capacity and influence our goals. Will build on 2016 learning at our maths curriculum day in Term 3, through a focus on how best to teach understanding of the content within the Victorian Curriculum, in a way that encourages students to see themselves as successful learners. We will conduct a staff professional learning day in Term 2 to provide all staff with access to and an understanding of our Literacy Improvement Strategy for 2017. <ul style="list-style-type: none"> We will embrace explicit feedback and respectful challenge as integral to our growth as teachers 	● ● ●	<ul style="list-style-type: none"> At least 12 months growth on student PAT Maths Scaled Score PLT agendas and minutes Work Programs Student workbooks Student enthusiasm for mathematics Maths Resources on tables Increased use of Maths Resource Tubs <ul style="list-style-type: none"> At least 12 months growth in PM, F&P, WTW levels and PAT Reading November 2016 to November 2017. Individual student Word Study lists in operation in all classes from Years 3 to 6 Agreed assessment schedules are up to date and inform the work of teachers and their teams in the PLT <ul style="list-style-type: none"> Observations in PLTs, coaching conversations and Reflective Learning and Development Review process 	Num \$ 6000.00 Lit \$10000	
<p>KIS 3 Further develop more rigorous PLT norms, protocols and processes to support the analysis of assessment data that will better inform planning for learning to ensure children make expected or greater than expected growth.</p>	<p>Professional learning for PLT Leaders</p> <ul style="list-style-type: none"> ✓ DET PLC PD (Semester 2) ✓ BASTOW Create Middle Leaders (Semester 1 application) <p>Professional Learning for Coaches</p> <ul style="list-style-type: none"> ✓ BASTOW ✓ Coaches Western Region Network ✓ BADAPAL Network <p>Leadership Team to support PLT Leaders and Coaches at PLT meetings</p> <p>BADAPAL- Leaders Network</p>	<p>External Support</p> <p>PLT Leaders</p> <p>Leadership</p>		<p>6 months:</p> <ul style="list-style-type: none"> 3 staff attend, report on and implement learning from BASTOW Middle Leaders. Principal attendance at BASTOW to support learning for staff Staff involved in and presenting at Network and COP meetings Active involvement in the leadership of the BADAPAL <p>12 months:</p> <ul style="list-style-type: none"> 3 staff involved in PLC project BASTOW learning ongoing 	● ● ●	<ul style="list-style-type: none"> Meeting minutes indicating discussion and strategy trialling Evidence of student learning informing PLT discussion <ul style="list-style-type: none"> Planners and graphic organisers that support data informed conversations Faces on data charts to enhance strategy conversations. 	BAATOW \$10,000	

<p>KIS 4 Create an AIP team to develop a process for the identification of intervention strategies for students at risk academically, socially, emotionally and behaviourally.</p>	<p>ILIP process and support documentation to be reviewed</p> <p>Look into a process for recording student assessments</p> <p>AIP Team to create a flow chart process to be included in the teaching and learning handbook</p> <p>Review current intervention approaches (Reading Recovery, Multi Lit, Quicksmart) Research Mini Lit, EMU or GRIN Programs</p>	AIP Team		<p>6 months:</p> <ul style="list-style-type: none"> Existing BMPS ILIP documents and processes reviewed by Intervention team. Data collected through feedback from staff on current forms of additional assistance and support BMPS students have accessed. Investigate the use of Accelerus Reporting Program features to record/log additional assistance for students-academic and /or welfare focussed data. An Additional Assistance draft flow chart process developed and published by team with review and input by Welfare Team members and whole staff. 	● ● ●	<ul style="list-style-type: none"> Updated ILIP format developed by team, reviewed and implemented by staff for at risk students. Access to template for all staff on Shared drive. BMPS Assessment spreadsheet updated to provide recording detail for at risk students and details of any additional assistance approaches provided. 		
				<p>12 months:</p> <ul style="list-style-type: none"> Flow chart completed and staff professionally developed Professional visits undertaken by team members to other school settings to view best practice Literacy /Numeracy additional assistance programs/approaches. 2018 recommendations in place 	● ● ●	<ul style="list-style-type: none"> Flow chart published as part of BMPS Teaching and Learning Handbook. Staff to use Accelerus recording feature to record students who may be provided with additional assistance for learning. 	\$3000	
<p>KIS 5 Develop a teaching and learning handbook that clearly outlines the agreed pedagogy and instructional practices at BMPS</p>	All AIP teams to support this document	Admin Support		<p>6 months:</p> <ul style="list-style-type: none"> Existing English and Literacy Common Practices and Expectations document modified to include KIS 1&2 and re-branded as a Teaching and Learning Handbook Current Numeracy Instructional Practices and Expectations documents modified and rebranded for inclusion in T&L document 	● ● ●	<ul style="list-style-type: none"> AIP Teams work toward documentation to be included in the T&L handbook <ul style="list-style-type: none"> -Lit -Num -Inquiry -Intervention -Wellbeing -Digital Technology 		
				<p>12 months:</p> <ul style="list-style-type: none"> Final draft of this document expanded to include Numeracy and agreed pedagogy in other curriculum areas 		<ul style="list-style-type: none"> Final document complete 	\$1000	
<p>KIS 7 Ensure internal and external opportunities for leaders to build their capacity to lead the work involved in KIS 1 2 and 3</p>	<ul style="list-style-type: none"> ✓ DET PLC PD (Semester 2) ✓ BASTOW Create Middle Leaders (Semester 1 application) <p>Professional Learning for Coaches</p> <ul style="list-style-type: none"> ✓ BASTOW ✓ Coaches Western Region Network ✓ BADAPAL Network <p>Internal professional learning for PLT Leaders</p>	Principal		<ul style="list-style-type: none"> Resource and support external professional learning for PLT Leaders Engage in Communities of Practice with Darley Primary School and the SWVR Network COP Release Literacy AP to support BADAPAL and regional POP up PD 				
<p>KIS 8 To engage the parent community in learning practices at BMPS</p>	<p>Literacy and Numeracy Parent engagement sessions</p> <ul style="list-style-type: none"> ✓ Term 1 Numeracy- March 22nd ✓ Term 2 Literacy- Date TBC 	AIP Team Members		<p>6 months:</p> <ul style="list-style-type: none"> We will hold a Maths Information Night on March 22nd; designed to share with parents the ways their children are engaged in maths learning at BMPS. Survey Parents as to the success of the night and any further sessions they would like to attend. We will hold a Literacy Information Night on May 18 for parents, linked to the process of segmenting for spelling and blending for reading. BMPS Spelling Bee early term two 	● ● ●	<ul style="list-style-type: none"> Feedback from the Maths and Literacy Information Night Surveys Log the numbers of community members attending these sessions over the course of the year with a view to increasing the attendance/involvement Parent Opinion Survey results 		



				<ul style="list-style-type: none"> • Prep Parent Working Bees to set up Home Practise Packs to support Letters and Sounds Grapheme-Phoneme Correspondence mastery in Prep • Sections of the BMPS Newsletter devoted to Maths and Literacy strategies to support learning at school and at home • Use assemblies to celebrate student success/learning in Literacy and Numeracy 		<ul style="list-style-type: none"> • Photos • Newsletter Items • Video • Student of the week explicit learning focussed feedback 		
				<p>12 months:</p> <ul style="list-style-type: none"> • Semester 2 Parent/Community Information Nights planned based on feedback from the Term 1 Maths and Term 2 Literacy nights 				



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To develop student curiosity, creativity, critical thinking, problem solving and engagement in learning						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		See above						
12 MONTH TARGETS		All children to make 12 months or greater learning growth						
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]		
KIS 6 Further build a shared understanding of an inquiry learning pedagogy that builds teacher capacity to plan for the development of concepts, skills and dispositions	<p>Create an inquiry AIP Team made up of members from each PLT whose role it is to drive inquiry best practice at a team and whole school level</p> <p>Engage the services of an eternal consultant/critical friend to build teacher & leader capacity.</p> <p>Whole School Professional Learning- Term 1 Consultant to work with AIP Team- Term 1 Consultant to support ALL PLT's with planning for term 2 Inquiries.</p> <p>Create a supportive whole school inquiry document that references Victorian Curriculum</p>	Inquiry AIP Team		6 months: <ul style="list-style-type: none"> Whole Staff Professional Learning with Dr Jeni Wilson (Feb) Practices challenged and supported Planning Day with the Inquiry AIP Team (February) Planning session with each PLT to co plan their term 2 inquiry March 28 29 30 Inquiry Leaders build their capacity to drive and direct curriculum development 	● ● ●	<ul style="list-style-type: none"> Differentiated spread of Vic Curric Teacher judgements in all assessable areas Whole school inquiry teaching and learning plan is completed and included in the T&L Manual Staff can articulate their position on concept based learning Improved family and community engagement in learning 	\$10000	
				12 months: <ul style="list-style-type: none"> Observable changes in teacher and student passion and excitement for learning Talk about learning NOT teaching Student action is rich, authentic and ethical 	● ● ●	<ul style="list-style-type: none"> Improved data collection for assessment of and for learning Student attitudes to school survey data 		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To develop student resilience and behaviours that reflect the school values.						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning						
STRATEGIC PLAN TARGETS			2015	2016	2017	2018	2019 TARGET	To maintain student Attitudes to School Survey measure mean scores above state and at levels at least the same or better than those recorded in 2015 for the following areas Connectedness to Peers 4.34 Learning Confidence 4.28 School Connectedness 4.45 To move the following areas above state and into the 3 rd Quartile by 2019 Stimulating Learning (2015-4.07) Teacher Effectiveness (2015-4.38) Teacher Empathy (2015-4.40) Decrease absence rate by at least 12% to 13 days per student by 2019
		Classroom Behaviour	3.22	>3.22	>3.75	>4.00	>4.2	
		Student Motivation	4.59	>4.59	>4.6	>4.6	>4.7	
		Student Safety	4.16	>4.16	>4.3	>4.5	>4.6	
		Absences	15.4	14.4	13.4	12.4	13 days or less	
12 MONTH TARGETS		1. Reduce chronic absenteeism to between 15% -18%. 2. Reduce the number of unapproved absences to be within the similar range of our network schools. 3. Reduce the average absence days across all year levels to 13 days or less.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
KIS 9 Reduce chronic absenteeism	Review current practices of recording student absences.	Wellbeing Team Whole staff	Mar 2017	6 months: <ul style="list-style-type: none"> All staff entering student absences accurately and by the agreed time/s each day. All staff using the correct code when entering student absences. All staff following the agreed process and informing appropriate staff member/s of those students with attendance rates of concern. The school is informed of the reason for the absence of all students not attending school each day Ongoing communication/meetings between students, parents and the wellbeing teacher. Improved attendance of students. Reviewed Policy implemented across the school 	● ● ●	<ul style="list-style-type: none"> Improved student attendance Improved attendance data 		
	Increase the knowledge of staff in applying the correct code to each student absence. Develop and implement a shared process to use when identifying and tracking students with > 80% absence rates. Develop a process that ensures parents communicate with the school the reason for their child's absence. Develop and implement intervention strategies to support students and their families to improve attendance rates. Promote the importance of school attendance through daily classroom practice, assemblies, school media, parent information nights and meetings.	Pam/Anne Wellbeing team Wellbeing Team Office staff Whole staff Wellbeing Team Whole staff	Mar 2017 Mar 2017 May 2017 May 2017 May 2017					



	Review the school's Attendance Policy.	Whole school Wellbeing Team/ School Council	Ongoing April 2017					
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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:				

