Annual Implementation Plan: for Improving Student Outcomes

School name: BLACKBURN LAKE PRIMARY

Year: 2017

School number: 4860

Based on strategic plan: 2015 – 2017

Endorsement:

Principal	LOISIA STEED	31/12/2016	Senior Education Improvement Leader	ROD WILLIAMSON	March 2017

School council MARK EATON

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
• To improve student learning growth in English, in particular, Speaking & Listening, and Mathematics (Measurement & Geometry) for every student at Blackburn Lake Primary School. • To improve student engagement across all year levels, in the areas of *learning* and *connectedness.* • To expand students' sense of wellbeing, in particular learning confidence and resilience at Blackburn Lake Primary. • To promote and celebrate the work and programs of BLPS with the school community • To strategically allocate resources to best support the BLPS Strategic Plan.

Improvement Priorities	Improvement Initiatives	✓
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:
With and SFO index of 0.21, our students have high social capital. Prep, 2016 Reading and Viewing EOI report shows the school's mean score to be 100.85, whilst the state average is 85.61. Supporting our high capacity students, indeed, setting high expectations for all students demands we continue to review and improve our teaching and learning practices to cater for all students.

FISO PRIORITY: **Excellence in Teaching and Learning:** *Curriculum Planning and Assessment*

➢ Utilise data to plan and assess teaching and learning needs of students in Writing. NAPLAN and teacher judgement identify room for continued improvement in Writing, NAPLAN Data from Year 3 indicates a 509 score in the 90th percentile in Writing – mean score 455 (compared to Reading with a 603 score in the 90th percentile in and a mean score- 493).
➢ Given the school's cohort, limited relative growth in Numeracy, with high relative growth only 26% between Years 3 and 5 in 2016.
➢ Classroom practices highlight differences exist with Year Level assessment tasks as well as teacher judgement in Speaking and Listening
➢ Through professional learning teams, staff accessed John Hattie's research supporting the elements of good teaching and learning practice. Using his research the school will develop a whole school Instructional Model of Practice, applying these principles to both English and Mathematics.
➢ Build teacher capacity to apply the *Assessment Cycle Model of Practice*. With established School Improvement Teams, ongoing work around whole school practices has become a cultural norm at BLPS. The school boasts a comprehensive planning and assessment cycle supported by ongoing level based portfolio tasks. However, portfolio tasks continue to be a challenge in some levels; with portfolio tasks sitting outside the assessment cycle.

FISO PRIORITY: Positive climate for Learning: *Empowering Students and Building School Pride*

➢ Develop positive classroom behaviours and engagement practices by building upon Melbourne University's REAP initiative and through the continued development of the school's STEAM program.
➢ Build a positive climate for learning by empowering students and staff to begin to explore their understanding of student resourcefulness and independent learning.
➢ Develop a diversity of skills and tools through Critical and Creative Thinking and the schools Digitech initiative.

FISO PRIORITY: **Community Engagement in Learning:** *Building Communities*

➢ Blackburn Lake Primary will be participating in a School Review in 2017. The School Review process will be supported by School Leadership Teams and the broader school community

Framework for Improving Student Outcomes

Improvement initiative:	Key improvement strategies (KIS)
Excellence in Teaching and Learning *Curriculum Planning and Assessment*	• Establish Teaching and Learning School Improvement Teams for both English and the Victorian Curriculum • Strengthen teaching and learning expectations in English (Writing, Spelling and Speaking and Listening) and Mathematics • Consolidate whole school Instructional Model of Practice in English and Mathematics • Improve data literacy of staff by building teacher capacity to effectively plan and assess in English and Mathematics
Positive climate for Learning *Empowering Students and Building School Pride*	• Introduction of a DigiTech School Improvement Team in 2017 • Explore 21st century technologies for the review and development of a STEAM program and scope and sequence from Years 3 to 6 • Review year level ICT practices and begin to develop a whole school ICT scope and sequence • Encourage a positive climate for learning by empowering students and staff to begin to develop their understanding of student resourcefulness and independent learning • Develop a diversity of skills and tools for the Victorian Curriculum capabilities
Community Engagement in Learning *Building Communities*	• Community and staff to participate in the School Review Process Forums for 2017 • Introduce the community to the school's Child Safe Standards, in response to the Victorian Royal Commission, 'Betrayal of Trust' • Continue to strengthen communication between home and school so that all stakeholders have a shared understanding of student achievement

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 not 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	**To improve the student learning growth in English and Mathematics (Measurement and Geometry) for every student at Blackburn Lake Primary School.**
IMPROVEMENT INITIATIVE	Excellence in Teaching and Learning: Curriculum Planning and Assessment & Building Practice Excellence

STRATEGIC PLAN TARGETS

The percentage of students achieving above expected standards (as assessed by teacher judgements against AusVELS) to increase each year to 2017:

Teacher Judgements	Semester 1 2014		Semester 1 2015		Semester 1 2016 target	
	A	B	A	B	A	B
Speaking & Listening	9%	35%	11%	33%	20%	35%
Measurement & Geometry	12%	29%	9%	37%	20%	35%

The percentage of students achieving at the two highest Bands of NAPLAN to increase each year to 2017 while the percentage of students achieving at the two middle and two lowest Bands to decrease:

NAPLAN (mean score)	2014 Year 3	2015 Year 3	2016 Year 3	2014 Year 5	2015 Year 5	2016 Year 5
Reading	479	485	*490*	537	540	*550*
Writing	439	445	*450*	480	485	*495*
Spelling	471	475	*480*	514	520	*530*
Grammar & Punctuation	503	510	*520*	537	540	*550*
Numeracy	455	460	*470*	509	515	*525*

12 MONTH TARGETS

Lift relative growth in Numeracy, from Year 3 to Year 5, to be greater than 26 %

Lift relative growth in Writing from Year 3 to Year 5 to be greater than 33%

Framework for Improving Student Outcomes

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Establish Teaching and Learning School Improvement Teams for both English and the Victorian Curriculum English	• Establish SIT team of teachers for English and a SIT team of teachers to review the Victorian Curriculum • Provide mentoring and training for emerging school leaders • Audit and review Year level planning documents to ensure they meet the Victorian Curriculum expectations in Learning Areas, Capabilities, Levels and Standards	SIT teams SIT teams	Term 1	- SIT Teams established term 1 2017 - Teaches assigned roles and responsibilities - Teachers working towards assigned SIT team goals - Aspiring leaders provided opportunity to Network Leadership conference - Aspiring leaders provided access to whole school management training including SPA and COMPASS - LIMP program offered to aspiring leaders - Staff meeting professional learning schedules to support introduction to the Victorian curriculum	● ● ● ● ● ●	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Strengthen teaching and learning expectations in English (Writing, Spelling and Speaking and Listening) and Mathematics	• Moderate assessment practices within Year levels as well as across the school in Speaking and Listening • Establish the use of the whole school checklist in Speaking and Listening • Utilise NAPLAN data to plan and assess teaching and learning needs of students in Writing and Mathematics • Staff involved in the analysis of data sets to identify students' zone of approximate development • Build on 'Big Ideas' and understandings in Mathematics, embedding rich learning tasks within the established framework of the e5 Instructional Model • Staff participating in Learning Walks in terms 2 and 4. Term 2 - Speaking and Listening. Term 4 - Mathematics • Align portfolio tasks in Writing and Mathematics to Victorian Curriculum, and the school instructional models of practice • Provide Professional Development to staff with consultant George Booker to support staff in their understanding of the mathematics continuum and students' mathematical misconceptions	Year Level teams Year Level teams Year Level Teams All teaching staff Year Level teams Staff SIT team Principal	Term 3 Term 2 Term 2 Term 3 Term 4 Term 3 Term 4 Term 3	- Year levels have developed, conducted and moderated speaking and listening tasks - Whole school speaking and listening checklists completed and utilised for assessment purposes - SIT TEAMS – Train the Trainer model - Study of John Hattie as documented through the school's professional learning teams - Document Writing focus shown in Term Planning documents and teacher's weekly work program - Rich tasks in Maths reflect the learning needs in Maths as highlighted in NAPLAN data - Variance in student capacity to be reflected in teacher work programs and student assessment ratings - Relative growth in Numeracy. Relative growth to be greater than 26% between Years 3 and 5 in 2017 - Staff engage in Learning Walks for Speaking and Listening in term 2 and Numeracy in term 4 - Portfolio tasks aligned with Mathematics - Complete moderated portfolio tasks in term 2 and 3. - Professional learning undertaken by all staff with mathematical consultant George Booker.	● ● ● ● ● ●			

				- Staff to share mathematical understanding through Professional Learning Teams			
Consolidate whole school Instructional Model of Practices in English and Mathematics	• Document the school Instructional Models of Practice in English and Mathematics into folders accessible by staff • Finalise community marketing brochures in English and Mathematics	SIT Team Leadership team	Term 2 Term 2	- School models of practice folders accessible to staff and models of practice posters displayed - Community marketing brochures in Writing and Mathematics displayed at office and available to school community - Brochures to reflect and further instil whole school practice models for staff	🔴 🟡 🟢 🔴 🟡 🟢		
Improve data literacy of staff by building teacher capacity to effectively plan and assess in English and Mathematics.	• Embed a model of practice for an assessment and teaching cycle, (collect information, question, plan, act, and reflect) embedding portfolio tasks into this cycle • Improve data literacy by building teacher capacity through professional development in reading and understanding SPA, NAPLAN results, EOI, and the like	Year level teams Principal / AP	Term 3 Ongoing	- Assessment cycle transparent for all staff - Implement whole school mathematics assessment into the whole school assessment schedule	🔴 🟡 🟢 🔴 🟡 🟢 🔴 🟡 🟢		

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve student engagement across all year levels, in the areas of learning and connectedness.
IMPROVEMENT INITIATIVE	Positive Climate for Learning: Empowering Students and Building School Pride
STRATEGIC PLAN TARGETS	Student opinion of the variables in the Student Attitudes to School Survey relating to Stimulating Learning and School Connectedness to improve each year to 2017.

Student Survey	2014	2015	2016 target
Stimulating Learning	4.02	4.14	4.40
School Connectedness	4.22	4.39	4.65

Give further student voice by broadening student surveys; To continue to offer students extra curricula options, with this recognised through an annual increase in the Parent Opinion survey.

Parent Opinion	2014	2015	2016 target
Extra-Curricula	4.86	5.50	5.75

Build teacher confidence to effectively assess, then plan for students at their specific point of need

12 MONTH TARGETS		Teaching and Learning - Year 5 – 2016	Teaching and Learning – Year 6 – 2016	Teaching and Learning - Year 5 – 2017	Teaching and Learning – Year 6 – 2017
	Stimulating Learning	43 %	65 %	72 %	47 %
	School Connectedness	39 %	66 %	73 %	43 %
	Student Motivation	67%	86 %	90 %	73 %

KEY IMPROVEMENT STRATEGIES	ACTIONS **Drafting Note** report here what the school will do and how - including financial and human resources]	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Introduction of a DigiTech School Improvement Team in 2017	• Establish a team of teachers with interest and capacity in the area of Digital Technology. Including one member from Level 3, 4, 5 • Develop an eLearning vision, linking vision to the school's next strategic plan	Staff from each Year level	[**Drafting Note** report here the timeframe for completion]	6 months: - Team of teachers with digital expertise is established - elearning vision is explored using digital mapping tool 12 months:	🔴🟡🟢 🔴🟡🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Explore 21st century technologies for the review and development of a STEAM program and scope and sequence from Years 3 to 6	• FISO team involvement • Research the viability of library to support STEAM program • Reassess 2016 STEAM program in level 3 and 4 identify strengths and weaknesses via surveying students and teachers involved • Explore new STEAM scope and sequence for level 3 to 6, Incorporating streams of Coding, Lego/robotics, Arts/design and Engineering Unplugged • Purchase equipment for the 2017 STEAM Program • Document rationale, aims and implementation of each STEAM through line	SIT Digitech SIT Digitech Assistant Principal SIT Team Assistant Principal Assistant Principal	Week 3 2017 Term 21 2017 Early 2017 Term 1 2017 Term 3 Term 2	- Contribute to Inner East FISO group - Documented meeting schedules and outcomes - Survey created and developed for student and staff to assess the success and weakness of STEAM program - Results of program's strengths and weaknesses reviewed and communicated via professional learning team - STEAM program timetabled from years 3-5 and being developed for year 6. - Equipment purchased for 2017 program - Develop rationale, aims of STEAM program through lines of Coding, Robotics, Arts and Design and Engineering Unplugged. - Draft whole school scope and sequence for STEAM	🔴🟡🟢 🔴🟡🟢 🔴🟡🟢 🔴🟡🟢			

	• Introduce STEAM into Level 5	Level 5 teachers	Term 4	- Encourage a positive climate for learning by empowering students and staff to begin to develop a diversity of skills and tools for the Victorian Curriculum capabilities	
Review year level ICT practices including BLPS ICT Scope and Sequence	• Complete a teacher capacity survey • Complete and tally results of a student capacity survey • Support staff capabilities in the use of ICT through 'Techy Breakies' • Identify strengths and weakness in current ICT Scope and Sequence. • Draft new ICT Scope and Sequence	Year Level teams SIT teams	Term 2 Term 2 Ongoing Term 4 Term 4	- Investigate and complete teacher capacity survey with regards to ICT - Review survey in Professional Learning Teams - Investigate and complete student capacity survey with regards to ICT - Staff participate in ICT professional learning sessions. - Teacher capacity survey shows improved results	🔴 🟡 🟢 🔴 🟡 🟢
Develop a diversity of skills and tools for the Victorian Curriculum capabilities	• Develop Critical and Creative Thinking toolkit and classroom scope and sequence • Introduce flexible access to student Digitech / STEAM resources	SIT team Digitech SIT team	Term 3 Ongoing	- ICT Scope and Sequence reviewed and updated. - Critical and creative thinking routines introduced in classrooms and evidenced in work programs - Timetabling allowed to enable access to Digitech resources	
Encourage a positive climate for learning by empowering students and staff to further develop their understanding of student resourcefulness and independent learning	• Build understanding of student resourcefulness and independent learning through the ongoing participation in Melbourne Universities 'REAP Program. (Realising the Potential of Australia's High Capacity Students) • Build BLPS staff understanding of Melbourne University's 2016 REAP professional learning modules. • Investigate the use of a refurbished physical space to accommodate resources and support student learning in ICT as well as accommodate current and emerging technologies at BLPS	Staff from Year 3, 4 & 5 Year 5 & 6 teachers SIT team Year 5 & 6 Staff School Council	Term 2 Term 3 Term 2 Ongoing	- Continue school association with Melbourne University's REAP Program - Assigned teachers to continue to investigate new 2017 learning modules - Professional learning schedule to enable time for 2016 whole school REAP module completion - Working party established and costing sought for redevelopment of the library	🔴 🟡 🟢 🔴 🟡 🟢

VICTORIA State Government

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	**To promote and celebrate the work and programs of BLPS with the school community.**
OTHER IMPROVEMENT MODEL DIMENSIONS	Community Engagement in Learning: Building Communities
STRATEGIC PLAN TARGETS	General Satisfaction to improve each year to 2017:

Parent Opinion	2014	2015	2016 target
General Satisfaction	5.54	6.10	6.20

12 MONTH TARGETS — Parent Opinion Survey Results: General satisfaction with school

2013	2014	2015	2016	2017
97 %	86 %	96 %	96 %	97%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget Estimate	YTD
Community and staff to participate in the School Review Process Forums for 2017	• Engage in Department professional development • Establish working parties consisting of Principal, School Council President, staff and students • Facilitate community forums – analyse information • Examine and analyse relevant school data	Principal Leadership Team SIT team Community personnel	Term 1, 2 & 3	- Establish working party to work on school Review. - Consult with DET SEIL - Community forums held - Review data and document findings for school 'Self Evaluation'	● ● ● ● ● ● ● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Introduce the community to the school's Child Safe Standards, in response to the Victorian Royal Commission, 'Betrayal of Trust' & Ministerial Order 870	• Communicate information via the school's newsletter and school's website	Leadership team Parent community	Term 1	- Documented evidence of child safe standards processes and policies embedded into wholes school practice	● ● ● ● ● ●			
Continue to strengthen communication between home and school so that all stakeholders have a shared understanding of student achievement	• Utilisation of COMPASS functionalities • Implementation of COMPASS calendar • Parent training in Literacy support in the classroom • To further develop the role and strengthen communication and relationships with classroom representatives	Marketing coordinator AP Reading recovery teacher Principal	Ongoing Term 1 Termly	- Parent use of COMPASS increased - Opportunities provided for parents to participate in Literacy Professional Learning to increase student reading and writing skills in the home and at school - Meeting with Classroom Representatives - Documentation on the 3C role of classroom representatives – Classroom, Community, & Communication	● ● ● ● ● ●			

VICTORIA State Government

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]

Next Steps:

Framework for Improving Student Outcomes

VICTORIA
State Government