

2018 Annual Implementation Plan

for improving student outcomes

Baxter Primary School (3023)



Submitted for review by Andrew Forrest (School Principal) on 18 December, 2017 at 02:04 PM

Endorsed by Cheryl Chapple (Senior Education Improvement Leader) on 20 December, 2017 at 08:33 PM

Endorsed by Simon May (School Council President) on 21 December, 2017 at 01:59 PM

Self-evaluation Summary - 2018

Baxter Primary School (3023)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging moving towards Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging moving towards Evolving

Enter your reflective comments	<p>The Peer Review identified several strategies that could be implemented in the future Strategic Plan (2017-2021). In particular we have identified that the school should:</p> <ul style="list-style-type: none"> * Become more familiar with FISO and High Impact Teaching Strategies. * Develop an agreed understanding of student agency. * Develop an agreed school vision and values that reflect the nature of the school and promote these in the community * Develop a shared approach for curriculum planning, the implementation of whole school learning programs and moderation of assessment.
Considerations for 2019	<p>Establish a clear and marketable academic success agenda to communicate regularly to the community to build the school's successful identity and to become a school of choice to build enrolments. (In 2018 there will be a change in Principal)</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Baxter Primary School (3023)

Four Year Strategic Goals	Four Year Strategic Targets				
To improve student achievement and growth in Literacy & Numeracy	<p>Targets</p> <p>By 2021:</p> <p>NAPLAN</p> <ul style="list-style-type: none">• Ensure the percentage of students achieving in the top two bands at Year 3 is maintained or increased each year• Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy• Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy <p>School Staff Survey – School Climate Module</p> <ul style="list-style-type: none">• Improve the percentage responses from the 2016 survey for efficacy, academic emphasis and collaboration as measured in the staff survey <table border="1" data-bbox="331 1273 875 1401"><thead><tr><th>Factor</th><th>2017 Benchmark</th></tr></thead><tbody><tr><td>Efficacy</td><td>74%</td></tr></tbody></table>	Factor	2017 Benchmark	Efficacy	74%
Factor	2017 Benchmark				
Efficacy	74%				

Academic emphasis	72%
Collaboration	84%

To improve student agency and engagement in their learning

Targets

By 2021:

- To increase student % positive responses as measured in the Student Attitudes to School Survey

Factor	2017 Benchmark
Student voice and agency	78%
School connectedness	86%
Learning confidence	86%

Self-regulation and goal setting	89%
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- To increase student percentage of positive responses in boys for the domain of Learning Characteristics and Dispositions over time from years to 4 to 6

Factor	2017 Benchmark
Learning confidence	80%
Resilience	84%
Motivation and interest	88%
Self-regulation and goal setting	86%
Attitudes to attendance	78%

- Close the gender gap in the student voice and agency domain in student attitudes to school survey by 2021.

Factor	Females	Males
Student voice and agency	87%	69%

<p>To foster a school community with a future focused vision and values to improve student outcomes</p>	<p>Targets</p> <p>By 2021:</p> <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> To improve parent general satisfaction from 77%
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<p>Improvement Initiatives Rationale</p>
<p>Current formation of the new Strategic plan 2018 -2021 is under way. Progress against the Strategic plans goals and targets are still being discussed. Decisions regarding the improvement initiatives and the focus of each of the following years is also being decided.</p> <p>The Review panel identified the need for improving data and assessment practices across the school to track student growth, measure impact of teaching programs and use data to inform planning and teacher practice.</p> <p>The panel also identified the need for greater student voice and agency through increased goal setting and ownership of learning.</p> <p>Teaching and learning variables on the student survey trended down significantly in student connectedness.</p> <p>Panel discussion and the PRSE identified student agency as a possible factor.</p> <p>The panel determined that student opinion and staff opinion should be canvassed to determine the extent and consistency that student voice and agency in learning is activated.</p>

<p>Goal 1</p>	<p>To improve student achievement and growth in Literacy & Numeracy.</p>
<p>12 month target 1.1</p>	<ul style="list-style-type: none"> Ensure the percentage of students achieving in the top two bands at year 3 is maintained or increased at year Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop and consistently implement an evidence based instructional model to the teaching of literacy and numeracy.
KIS 2	Collaboratively use data more effectively to differentiate teaching.

Goal 2	To improve student agency and engagement in their learning.
12 month target 2.1	To increase student % positive responses as measured in the Student Attitudes to School Survey.
FISO Initiative	Empowering students and building school pride.
Key Improvement Strategies	
KIS 1	To build teacher capacity to provide opportunities for student voice and agency.

Goal 3	To foster a school community with a future focused vision and values to improve student outcomes.
12 month target 3.1	Enhance the visual profile of Baxter Primary School in the wider community. To increase Foundation enrolments to at least 20 students.
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Create a new Baxter Primary School mission, vision and values statement based on the new school strategic plan and with community input.
KIS 2	To build student enrolments, particularly at foundation level.

Define Evidence of Impact and Activities and Milestones - 2018

Baxter Primary School (3023)

Goal 1	To improve student achievement and growth in Literacy & Numeracy.			
12 month target 1.1	<ul style="list-style-type: none"> Ensure the percentage of students achieving in the top two bands at Year 3 is maintained or increased each year. Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy. Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy 			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop and consistently implement an evidence based instructional model to the teaching of literacy and numeracy			
Actions	Create a whole school instructional model and approach to the moderation of student performance in reading, spelling and writing. Implement whole school approach to teaching Numeracy based upon curriculum planners developed with Michael Ymer.			
Evidence of impact	Teachers Agreed approaches to the use of whole school programs are evident in program delivery and planning.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional development sessions with Michael Ymer	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Audit our instructional practice in numeracy and literacy	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Determine the agreed instructional practices in Numeracy & Literacy and ensure PD program provided to all staff including a focus on HITS.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct peer observations to give staff feedback on the implementation of agreed approaches.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To improve student achievement and growth in Literacy & Numeracy.
12 month target 1.1	<ul style="list-style-type: none"> · Ensure the percentage of students achieving in the top two bands at Year 3 is maintained or increased each year. · Ensure medium to high relative growth data in NAPLAN is at or above 75% in reading, writing and numeracy. · Increase the percentage of A and B assessments against the Victorian Curriculum levels from 2017 bench marks in reading, writing and numeracy.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Collaboratively use data more effectively to differentiate teaching.
Actions	<p>Ensure that data sets are being implemented and used consistently by all staff</p> <p>Ensure PLTs will collaborate using a common improvement data model</p> <p>Create common approaches to implementing Essential Assessments as a form of consistent data collection and identification of each students learning needs.</p>
Evidence of impact	<p>Teachers Curriculum Planners to be published and reflect differentiated practice in teaching</p> <p>Common agreed approach to the use of Essential Assessments with all students provided with individual learning targets and tasks set reflect the diversity of ability in grades.</p> <p>Teachers demonstrate increased confidence in the use of data</p>

	Students. Working on activities appropriate to their learning needs.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers will be using the Maths Curriculum planner developed in consultation with Michael Ymer.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Create common approaches to implementing Essential Assessments as a form of consistent data collection and identification of each students learning needs.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To PD staff in using the assessment practices related to Soundwaves spelling, VCOP writing, Fountas and Pinnell reading more accurately to differentiate teaching.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular whole school moderation sessions for VCOP, Fountas and Pinnell and Sound Waves are timetabled.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement an agreed data improvement model to be used in PLTs.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student agency and engagement in their learning
12 month target 2.1	To increase student % positive responses as measured in the Student Attitudes to School Survey
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	To build teacher capacity to provide opportunities for student voice and agency.

Actions	Develop a common understanding of student agency and voice. Increased the opportunities for students to have a voice and agency in their learning.			
Evidence of impact	Students are aware and actively involved in setting and reflecting on learning goals. Student voice is evidenced in classrooms, there is student participation in the school decision making process (for example a Student Council). Understanding of student voice and agency across the school community.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Through PD, professional readings and research we develop a common understanding of student agency/voice and promote it across the school.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish new student leadership structure with class representation on Student Council and School council.	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To PD staff in student goal setting and student reflection activities for inclusion in teaching practices	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To foster a school community with a future focused vision and values to improve student outcomes
12 month target 3.1	Enhance the visual profile of Baxter Primary School in the wider community. To increase foundation enrolments to at least 20 students.
FISO Initiative	Building communities
Key Improvement Strategy 1	Create a new Baxter Primary School mission, vision and values statement based on the new school strategic plan and with community input

Actions	Develop and publish a new Baxter Primary school mission, vision and values statement that captures the unique nature of the school community and environment.			
Evidence of impact	Established mission/values/vision evident and shared in the school community and in official documentation.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Seek feedback from school community on current mission/values/vision identifying strengths and future directions.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop, publish and promote mission/values/vision.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To foster a school community with a future focused vision and values to improve student outcomes
12 month target 3.1	Enhance the visual profile of Baxter Primary School in the wider community. To increase foundation enrolments to at least 20 students.
FISO Initiative	Building communities
Key Improvement Strategy 2	To build student enrolments, particularly at foundation level
Actions	Establish strong relationships with local early year's providers. Investigate future opportunities to promote the school more broadly. Investigate possible uses of technology to enhance the promotion of the school to prospective parents, for example social media.
Evidence of impact	Increased visibility of Baxter Primary School in the wider community. Increased number of tours for prospective foundation parents, particularly from a wider geographical area. Increased enrolments.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a strategy to enhance school visibility at local shopping centre displays, events and on social media.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Develop a calendar of regular events and shared learning activities that involve early childhood providers	Wellbeing Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Baxter Primary School (3023)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development sessions with Michael Ymer	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Determine the agreed instructional practices in Numeracy & Literacy and ensure PD program provided	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

to all staff including a focus on HITS.						
Conduct peer observations to give staff feedback on the implementation of agreed approaches.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will be using the Maths Curriculum planner developed in consultation with Michael Ymer.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Michael Ymer	<input checked="" type="checkbox"/> On-site
Create common approaches to implementing Essential Assessments as a form of consistent data collection and identification of each students learning needs.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
To PD staff in using the assessment practices related to Soundwaves spelling, VCOP writing, Fountas and Pinnell reading more accurately to differentiate teaching.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Regular whole school moderation sessions for VCOP, Fountas and Pinnell	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

and Sound Waves are timetabled.			<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day		
Develop and implement an agreed data improvement model to be used in PLTs.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Through PD, professional readings and research we develop a common understanding of student agency/voice and promote it across the school.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish new student leadership structure with class representation on Student Council and School Council.	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
To PD staff in student goal setting and student reflection activities for inclusion in teaching practices	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Seek feedback from school community on current mission/values/vision identifying strengths and future directions.	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a strategy to enhance school visibility at local shopping centre	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

displays, events and on social media.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.