**2018 Annual Implementation Plan**

Submitted for review by Sharon Marmo (School Principal) on 24 November, 2017 at 04:40 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 04 December, 2017 at 11:54 AM
Endorsed by Celia Mason (School Council President) on 08 December, 2017 at 11:31 AM

**for improving student outcomes**

Banyule Primary School (4746)



**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Banyule Primary School (4746)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month targetOutline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To ensure the achievement of high quality educational outcomes for all students with a particular focus on Literacy and Numeracy. | Each deemed capable student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.The NAPLAN Year 3 to 5 Relative Gain measures to show:o More than of 25 per cent of students making high relative gain.o Less than 25 per cent of students making low relative gain.Targets to further extend students:• the proportion of Year 3 students achieving in NAPLAN Bands 4, 5 and 6 for Reading, Writing and Numeracy to be at or above 90 per cent during the strategic plan period.• the proportion of Year 5 students achieving in NAPLAN Bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 80-85 per cent.Student engagement measures: • maintain high scores on the student Attitudes to School Survey Teaching and Learning factors during the strategic plan period. | Yes | Each deemed capable student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. The NAPLAN Year 3 to 5 Relative Gain measures to show: o More than 25 per cent of students making high relative gain. o Less than 25 per cent of students making low relative gain. Targets to further extend students: • the proportion of Year 3 students achieving in NAPLAN Bands 4, 5 and 6 for Reading, Writing and Numeracy to be at or above 85 per cent during the strategic plan period. • the proportion of Year 5 students achieving in NAPLAN Bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 85 per cent. Student engagement measures: • maintain high scores on the student Attitudes to School Survey Teaching and Learning factors during the strategic plan period. | Evidence-based high-impact teaching strategies |
| To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities. | • To achieve mean scores on the student Attitudes to School Survey Teaching and Learning and Student Relationships factors at or above 4.50 on the five-point scale.• To achieve mean scores on the student Attitudes to School Survey Student Wellbeing factors at or above 6.00 on the seven-point scale.• To be in the ‘Excelling’ range of the FISO Continua for School Improvement: Global Citizenship Dimensions | Yes | • To achieve mean scores on the student Attitudes to School Survey Teaching and Learning and Student Relationships factors at or above 4.50 on the five-point scale. • To achieve mean scores on the student Attitudes to School Survey Student Wellbeing factors at or above 6.00 on the seven-point scale. • To be in the ‘Excelling’ range of the FISO Continua for School Improvement: Global Citizenship Dimensions | Health and wellbeing |

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| Improvement Initiatives Rationale |
| School performance data reflects the need to Renew Reading and Recharge Numeracy. With the release of the Literacy and Numeracy Strategy this is a timely opportunity to focus on Evidence-based high-impact strategies.The Health and Wellbeing focus has been selected as we have now developed our Student Wellbeing program and move into a teacher-delivery phase. |

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| Goal 1 | To ensure the achievement of high quality educational outcomes for all students with a particular focus on Literacy and Numeracy. |
| 12 month target 1.1 | Each deemed capable student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. The NAPLAN Year 3 to 5 Relative Gain measures to show: o More than 25 per cent of students making high relative gain. o Less than 25 per cent of students making low relative gain. Targets to further extend students: • the proportion of Year 3 students achieving in NAPLAN Bands 4, 5 and 6 for Reading, Writing and Numeracy to be at or above 85 per cent during the strategic plan period. • the proportion of Year 5 students achieving in NAPLAN Bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 85 per cent. Student engagement measures: • maintain high scores on the student Attitudes to School Survey Teaching and Learning factors during the strategic plan period. |
| FISO Initiative | Evidence-based high-impact teaching strategies |
| Key Improvement Strategies |  |
| KIS 1 | Build teacher capacity to consistently use evidence-based teaching approaches for reading across the school. |
| KIS 2 | Develop the capacity of Professional Learning Teams to effectively implement a collaborative Inquiry Improvement Cycle to identify areas for improvement in Numeracy. |

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| Goal 2 | To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities. |
| 12 month target 2.1 | • To achieve mean scores on the student Attitudes to School Survey Teaching and Learning and Student Relationships factors at or above 4.50 on the five-point scale. • To achieve mean scores on the student Attitudes to School Survey Student Wellbeing factors at or above 6.00 on the seven-point scale. • To be in the ‘Excelling’ range of the FISO Continua for School Improvement: Global Citizenship Dimensions |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategies |  |
| KIS 1 | Develop teacher capacity to effectively implement a whole school Student Wellbeing program. |

**Define Evidence of Impact and Activities and Milestones - 2018**

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| FISO Initiative | Evidence-based high-impact teaching strategies |
| Key Improvement Strategy 1 | Build teacher capacity to consistently use evidence-based teaching approaches for reading across the school. |
| Actions | Develop teacher understandings of the Literacy Strategy and evidence based approaches to teaching reading.Revisit the BPS English Teaching Protocols to ensure alignment with the Literacy Toolkit.Ensure consistent implementation of the BPS Teaching Protocols across the school. |
| Evidence of impact | Students will:-have improved outcomes for Reading across the school-learn at their identified point of needTeachers will:-be able to articulate evidence based reading approaches-confidently plan programs which reflect a consistent and agreed approach to the teaching of reading across the school-plan programs to successfully differentiate for student learning needs within the classLeaders will:-support and facilitate the implementation of consistent instructional model for reading across the whole school |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Staff professional development in The Literacy Strategy and the Literacy Tool Kit | Assistant Principal | 🗹 Yes | from: Term 1 to: Term 4 | $5,000.00🞎 Equity funding will be used |
| PLTs to use cohort data to identify, cater for and monitor progress of students in the area of Reading | PLT Leaders | 🞎 No | from: Term 1 to: Term 4 | $5,000.00🞎 Equity funding will be used |
| Review the BPS Teaching Protocols to ensure alignment with the Literacy Strategy | Curriculum Co-ordinator (s) | 🞎 No | from: Term 1 to: Term 2 | $0.00🞎 Equity funding will be used |
| Review teacher planning documents to ensure consistency with implementation of agreed reading approaches | PLT Leaders | 🞎 No | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |

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| FISO Initiative | Evidence-based high-impact teaching strategies |
| Key Improvement Strategy 2 | Develop the capacity of Professional Learning Teams to effectively implement a collaborative Inquiry Improvement Cycle to identify areas for improvement in Numeracy. |
| Actions | Develop knowledge of the Inquiry Improvement Cycle process PLTs implement an Inquiry Improvement Cycle in relation to Numeracy teaching and learning |
| Evidence of impact | Students will:-have improved outcomes for numeracy across the school-learn at their identified point of needTeachers will:-be able to articulate a problem of practice and identify evidence based strategies used to address a point of need-confidently plan programs which reflect a consistent and agreed approach to the teaching of Numeracy-plan programs to successfully differentiate for student learning needs within the class-become confident in using data to identify areas for improvementLeaders will:-support and facilitate collaborative learning within PLTs-facilitate targeted professional learning to build teacher understanding of an Inquiry Improvement cycle process. |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Build teacher knowledge and understanding of the maths content including the proficiencies | Curriculum Co-ordinator (s) | 🗹 Yes | from: Term 1 to: Term 4 | $5,000.00🞎 Equity funding will be used |
| All PLTs involved in an Inquiry improvement cycle related to Numeracy teaching and learning | PLT Leaders | 🗹 Yes | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |
| Professional learning for all staff on an Inquiry Improvement Cycle | Assistant Principal | 🗹 Yes | from: Term 1 to: Term 1 | $0.00🞎 Equity funding will be used |

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| Goal 2 | To develop resilient, problem-solving students with the capacity to be effective contributors to the broader and global communities. |
| 12 month target 2.1 | • To achieve mean scores on the student Attitudes to School Survey Teaching and Learning and Student Relationships factors at or above 4.50 on the five-point scale. • To achieve mean scores on the student Attitudes to School Survey Student Wellbeing factors at or above 6.00 on the seven-point scale. • To be in the ‘Excelling’ range of the FISO Continua for School Improvement: Global Citizenship Dimensions |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategy 1 | Develop teacher capacity to effectively implement a whole school Student Wellbeing program. |
| Actions | Appoint a Student Wellbeing LeaderEstablish a Student Wellbeing Curriculum Action TeamRevise and refine the Student Wellbeing Program to ensure it is relevant and meets the needs of the current cohort of studentsCommunicate the content of the program with parents |
| Evidence of impact | Students will:-develop a range of strategies to support their social and emotional development-feel safe and supported at school as evident in the Student Attitudes to School Survey-experience fewer social issues across the schoolStaff will:-feel confident with the content of the Student Wellbeing program-have a consistent set of language and tools to use with students when dealing with wellbeing issuesParents will:-feel confident that the school is proactively supporting the wellbeing needs of students |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Regular CAT team meetings to revise and document the Student Wellbeing program | Curriculum Co-ordinator (s) | 🗹 Yes | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |
| PLTs plan and deliver the program fortnightly | PLT Leaders | 🞎 No | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |
| Regular communication through the school newsletter to build the home/school partnership | Curriculum Co-ordinator (s) | 🞎 No | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |