

Annual Implementation Plan: for Improving Student Outcomes

School name: Berendale School

Year: 2017

School number: 4928

Based on strategic plan: 2015- 2018

Endorsement:

Principal Jennifer Hamilton

12/12/2016

Senior Education Improvement Leader Sarah Burns

May 2017

School council Kon Peltekis

April 2017

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
<ul style="list-style-type: none"> Improve Student learning outcomes throughout the school To enhance competency towards a smooth transition to inclusive community activity To improve student wellbeing across the school To enhance teaching and learning productivity through shared resources, facilities and expertise across specialist and secondary schools.

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:
 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.

Berendale is on a school improvement journey focussed on improving teaching and learning to support the educational outcomes for students with a disability. Curriculum planning and assessment focus in 2016 has developed a 2 year whole school curriculum plan. The 2016 ABLES data and On Demand Testing data highlighted across the school the importance of continuing the focus on curriculum development. Teaching staff have just begun to understand the impact this data has on student outcomes therefore we will build upon this work and continue building with a focus on building practice excellence. The 2016 AIP feedback and parent opinion survey data also indicates the school community is requiring a rigorous school curriculum linked to Vic Curriculum. The data indicates a wide range of student ability levels. 2016 was the first year of data collection and will be an emphasis for 2017.

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)
Building Practice Excellence	<ol style="list-style-type: none"> Classroom practice and delivery of Vic Curriculum/ VCAL outcomes with a focus on ABLES data analysis to inform differentiation in classroom teaching practice. Teacher engagement in parent /community as partners in students educational outcomes Teacher practice focussed on a positive climate for learning with an emphasis on using school based wellbeing initiatives.





Framework for Improving Student Outcomes

Published: February 2016



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		<ul style="list-style-type: none"> Improve Student learning outcomes throughout the school To enhance competency towards a smooth transition to inclusive community activity To improve student wellbeing across the school To enhance teaching and learning productivity through shared resources, facilities and expertise across specialist and secondary schools. 								
IMPROVEMENT INITIATIVE		Excellence in teaching and learning – Building Practice Excellence								
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Year level data collated and analysed ABLES data assessments collected to support teaching & planning for all students Personalised Learning Plans introduced for students in Year 7 – 10 								
12 MONTH TARGETS		Improved teacher capacity and building practice excellence across the school, Professional Learning Community focus, Established use of ABLES data across all year levels.								
KEY IMPROVEMENT STRATEGIES	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]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]				
				12 months:	● ● ●					
1. Classroom practice and delivery of Vic Curriculum/ VCAL outcomes with a focus on ABLES data analysis to inform differentiation in classroom teaching practice.	Regular data analysis through PLC teams to moderate curriculum and inform teaching practice.	All teaching staff	Ongoing	6 months: Ongoing PLC improvement and Initiatives emerging in PLC's, evidence in mid cycle PDP's of work programs with evidence of differentiation	● ●	PLC process is now established with staff in year levels meeting. Staff are beginning to focus on student data and have completed their ABLES modules to improve their professional knowledge.	\$2000- to PD			
	PLC time allocated in timetable and organised schedule of PLC targets for all staff.	Curriculum LT	Beginning of year							
	Professional Development on effective classroom planning and teaching strategies for all staff.	Teaching staff 7-12	Ongoing	12 months: A whole school data base of student ABLES, On Demand testing data accessible to staff on Compass and evident in teaching reports mid year & end of year. At the end of semester 1 and 2 all teachers will use a consistent template to show student data progression using ABLES and ODT	● ●	Staff are beginning to develop their understanding of the value of teacher consistency to provide high quality teaching within the classrooms. The PLC initiative has enhanced the focus on PLC's as a means to improve teacher practice across the school. All staff have completed the ABLES modules & student assessments will be finalised in term 4.	0.4 LT time allocation			
	Implementation of the DET PLC pilot project with Leadership team involved in implementation of initiatives.	AP/ Curriculum LT	Term 1, 2017	Completed data analysis to inform transition documentation for each year level		A common template for sharing of data for transition between year levels is being developed with a focus on ABLES data.				
	Development of Semester based pre and post data collection and monitoring of student ABLES/ODT testing	All staff	Mid year and end of year reports							
			Mid cycle and end of cycle Performance							



			nce reviews					
2. Teacher engagement in parent /community as partners in students educational outcomes	Ssg meetings formalised for the school year, and templates for minutes provided to staff.	All Staff/ AP	Term 1 – 4	6 months: Ssg template used and posted on Compass	●	Ssg meetings have been held at the end and beginning of each semester. Ssg meetings have been formalised and linked specifically to whole school events such as Inquiry Nights with student work on display.	\$ 2000 Compass additions	
	Parent Ssg Meetings booked through Compass portal for parents Teacher engagement in school expos to celebrate Inquiry unit of teaching each term Community Engagement AIP Action Team formed and semester based Action Plan developed to communicate and support parent engagement	Sub School LT's All staff LT Staff (self nominated) DET Community Engagem nt Team	Termly PDP meetings Semester 1 and 2		12 months: Teachers build ownership of community involvement to encourage parent engagement in the school community - Staff leading parent information sessions i.e. Compass training sessions Greater communication from staff re Capital Works Project Inquiry unit expos for the middle and senior years occurring in each Semester	● ●	Parent information sessions have focussed on Career information Nights & NDIS meetings. Term 4 will highlight parent information sessions related to transition across the schools year levels. Implementation of Compass software has established a greater emphasis on regular feedback to parents regarding student achievements across the school. Community Engagement team has established documentation to ensure staff have completed all relevant documentation for student camps, excursions and community based activities. Teaching staff capacity to build on engaging the students in community based activities is required for 2018. Community links established with Marriott Services, BGKLEN and Oakleigh Industries to support students post school options and pathways to employment. Teaching and learning programs across the senior school have a strong focus on employability skills for students.	\$1000 per semester for Inquiry expos
3. Teacher practice focussed on a positive climate for learning with an emphasis on using school based wellbeing initiatives.	Home group time allocated in whole school timetable for pastoral care program and embedded in teacher practice.	AP/ Wellbeing LT	Ongoing	6 months: Improved communication and implementation of SWPBS model across the school regarding student wellbeing	●	Home group time allocation has provided staff with focussed teaching to support students social skill development. The Respectful relationship DET initiative has been a focus for this year, SWPBS has not been implemented effectively as further curriculum development is required to ensure this is embedded across the school.		
	Emphasis in pastoral care on SWPB strategies , teaching and learning strategies developed through PLC teams Social skill/ behaviour plans developed for all students to improve parent communication of student social/ emotional development. By the end of year a Pastoral Care curriculum program to be written with an emphasis on student input for developing a new school vision statement and values for 2018	Curriculum LT/ all staff Staff All staff – Home Group Teachers	PLC meetings Ssg meetings PLC meetings		12 months: Social skill/behaviour plans posted to student information on Compass aligned to whole school wellbeing policies / processes Documented Pastoral Care curriculum School values and/vision developed for consultation to support capital works program Middle school SWPS visual charts/reward tokens	● ●	Teacher practice in supporting the social wellbeing of students has been allocated through regular pastoral care time, PLC directives and a focus on respectful relationship initiatives. Implementation of Compass has ensured a consistent approach to staff communicating the wellbeing requirements of students on their class cohorts.	\$ 2000 Wellbeing PD SWPBS developmen t

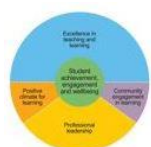


				implemented Senior students undertaking peer support and mentoring students in the middle years		Further development of teacher practice related to supporting student wellbeing will be a focus for 2018. Student voice and representation on SRC committees is now established as a means to gathering their input to student		
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		[Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
IMPROVEMENT INITIATIVE								
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]						
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]		
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			
				6 months: 12 months:	● ● ● ● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To improve teaching and learning productivity through shared resources, expertise across specialist and secondary schools						
OTHER IMPROVEMENT MODEL DIMENSIONS		Professional Leadership						
STRATEGIC PLAN TARGETS		Termly cycle of reflection and evaluation on school programs						
12 MONTH TARGETS		Critical analysis of programs will enable staff to make informed decision about planning and future programs and creating the best environment and climate for learning.						
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]		
Improving vision, values and school culture	Leadership coaching to support future school values and improve school culture, expectations and values.	Leadership team	Ongoing throughout year	6 months: Establishing leadership team values, protocols and roles	● ●	The whole leadership team have been enrolled in the Bastow Leadership Coaching course to establish and support the development of all leadership roles across the school.	\$10000	
				12 months: Improved school culture, teacher efficacy	● ●	The emerging capacity of the leadership team is evident with leaders establishing their roles within their teams, focussing on the required outcomes and supporting each other to achieve the AIP goals.		
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



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	Yes	1 - Emerging	Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.
	Curriculum planning and assessment	Yes	1 - Emerging	Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement. Student achievement data informs curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum. Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned. The school provides some opportunities for students to engage in the curriculum planning process
	Evidence-based high impact teaching strategies	Select	Select status	Initial 6 months 12 months
	Evaluating impact on learning	Select	Select status	Initial 6 months 12 months
Professional leadership	Building leadership teams	Select	Select status	Initial 6 months 12 months
	Instructional and shared leadership	Yes	1 - Emerging	Quality conversations are led by the principal class. The leadership team develops a basic understanding of current research and uses student data to influence the school's choice of FISO priorities for school improvement. The leadership team supports the development and actions of a School Improvement Team. The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey. Professional learning to develop leadership capacity for school improvement is promoted.
	Strategic resource management	Select	Select status	Initial 6 months 12 months
	Vision, values and culture	Select	Select status	Initial 6 months 12 months
Positive climate for learning	Empowering students and building school pride	Select	Select status	Initial 6 months 12 months



	Setting expectations and promoting inclusion	Select	Select status	Initial 6 months 12 months
	Health and wellbeing	Select	Select status	Initial 6 months 12 months
	Intellectual engagement and self-awareness	Select	Select status	Initial 6 months 12 months
Community engagement in learning	Building communities	Select	Select status	Initial 6 months 12 months
	Global citizenship	Select	Select status	Initial 6 months 12 months
	Networks with schools, services and agencies	Select	Select status	Initial 6 months 12 months
	Parents and carers as partners	Select	Select status	Initial 6 months 12 months

Reflective comments:

Self evaluation will provide evidence of the impact of the focus on Key Improvement Strategies across the school.

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:

Continue to focus on improving teacher practice with an emphasis on peer observations & student feedback

Embed consistent year plans, term plans, unit plans and lesson plans across the school to improve teacher practice.

Focus specifically in the High Impact teaching Strategies for all staff using the evidence based resources.

Focus on a Positive Climate for learning with student voice, school pride, setting expectations for prompting inclusion , health & wellbeing of students as a new area to develop for 2018

Community Engagement in learning also a focus to build carers and parents as partners in students learning.

