

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Brookside P-9 College (8908)



Submitted for review by Simon Sherlock (School Principal) on 13 December, 2017 at 05:09 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 15 December, 2017 at 08:42 AM
Awaiting endorsement by School Council President

	<p>based on 2016 benchmark results</p> <p>4. The proportion of Year 3 students achieving NAPLAN bands 4, 5 and 6 for Reading, Writing and Numeracy at or above 80% during the Strategic Plan period</p> <p>5. The proportion of Year 5 students achieving NAPLAN bands 6, 7 and 8 for Reading, Writing and Numeracy at or above 70% during the Strategic Plan period</p> <p>6. Student performance in top two levels of proficiency for Critical and Creative Thinking to be above 20% in State measures</p>		<p>% students in top 2 bands 60 27 20 18</p> <p>% students in bottom band 0 1 6 14</p> <p>% students with med/high gain 78 75 75</p> <p>Numeracy (NAPLAN): Measure 3 5 7 9 Growth target 5-7, 7-9</p> <p>63 50</p> <p>% students in top 2 bands 30 40 31 23</p> <p>% students in bottom band 0 5 6 1</p> <p>% students with med/high gain 84 75 80</p> <p>End of year teacher judgments for Reading, Writing and Number/Algebra show 25% students working 6 to 18 months above the Achievement Standard in across Foundation to Year Nine</p> <p>Staff Survey shows full scale factors of; Collective efficacy 80 Academic emphasis 75 Teacher collaboration 70</p>	
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			Parent Survey shows percentiles of; Effective teaching exceeds 50% Student motivation and support 50% Stimulating learning environment 75%	
To improve student learning engagement.	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively	Yes	Years 4-6 Student Attitude to School Survey 'Stimulating Learning' at or better than 30th percentile Years 7-9 Student Attitude to School Survey 'Stimulating Learning' at or better than 60th, percentile	Evidence-based high-impact teaching strategies
To have all students stay highly connected and fully motivated as they move through the school.	Student Attitude to School Survey 'Stimulating Learning', 'School Connectedness' and 'Student Motivation' at or better than 2016 State means of 4.09, 4.36 and 4.55 for Years 5 and 6 respectively and 3.14, 3.59 and 4.23 for Years 7 to 9 respectively	No	Years 4-6 Student Attitude to School Survey 'School Connectedness' and 'Student Motivation' at or better than the 35th and 25th percentile respectively Years 7-9 Student Attitude to School Survey 'School Connectedness' and 'Student Motivation' at or better than the 60th and 35th percentile respectively	
To develop in students a strong sense of personal responsibility for		Yes	Years 4-6 Student Attitude to School Survey 'School	Setting expectations and promoting inclusion

<p>their choices, behaviours and interactions.</p>	<ol style="list-style-type: none"> 1. Student Attitudes to School Survey 'Classroom Behaviour' at or better than the 2016 State mean of 3.36 at Years 5 and 6, and 3.10 at Years 7 to 9 2. Student PAT Wellbeing measures show year on year improvement against 2016 benchmarks 		<p>Connectedness' and 'Student Motivation' at or better than the 35th and 25th percentile respectively Years 4-6 Student Attitudes to School Survey 'Classroom Behaviour' at or better than 40th percentile Years 7-9 Student Attitude to School Survey 'School Connectedness' and 'Student Motivation' at or better than the 60th and 35th percentile respectively Years 7-9 Student Attitude to School Survey 'Classroom Behaviour' at or better than 80th percentile</p> <p>Parent Survey shows 'Promoting positive behaviour' at or exceeding 75%</p>	
<p>To improve student global awareness</p>	<p>Student local competency to be above State median.</p>	<p>No</p>	<p>No target set as this Strategic Goal is not a focus for 2018.</p>	

Improvement Initiatives Rationale

In 2017 the College made good progress in a number of areas. The College was re-structured to address concerns that student outcomes declined across the Grade 4 to 5 transition and align more clearly with the developmental stages. The leadership of the College was re-structured and expanded in order to promote the distribution of leadership. Inclusive practices and transitions have improved markedly. Attendance continues to be above State and suspensions are down by more than 50%. The focus on 'Setting expectations and promoting inclusion' continues in 2018 but with a focus on developing Tier 1 School Wide Positive Behaviours underpinned by the work with Berry Street. Academic outcomes are inconsistent with pockets of excellence. As a result the main focus of our 2018 AIP is on instructional practice including

the embedding of the College instructional with an emphasis on appropriate challenge. This work on evidence-based high impact teaching strategies will be supported by our involvement in the University of Melbourne Network of Schools and the PLC Initiative. We also recognise the importance of building practice excellence and we are implementing the College-wide the 'Clinical Teaching' model that we trialled this year. The work on the 'Clinical Teaching' model is being supported by external Melbourne University consultancy. This work will take our use of assessment, data literacy, inquiry driven practice and feedback from emerging to evolving.

Goal 1	To accelerate the learning growth of every student in English, Mathematics and Science.																																																																																										
12 month target 1.1	<p>Reading (NAPLAN):</p> <table border="0"> <tr> <td>Measure</td> <td></td> <td>3</td> <td>5</td> <td>7</td> <td>9</td> </tr> <tr> <td>Growth target 5-7, 7-9</td> <td></td> <td></td> <td></td> <td>56</td> <td>43</td> </tr> <tr> <td>% students in top 2 bands</td> <td>50</td> <td>45</td> <td>27</td> <td>20</td> <td></td> </tr> <tr> <td>% students in bottom band</td> <td>0</td> <td>0</td> <td>2</td> <td>5</td> <td></td> </tr> <tr> <td>% students with med/high gain</td> <td></td> <td>80</td> <td>80</td> <td></td> <td>75</td> </tr> </table> <p>Writing (NAPLAN):</p> <table border="0"> <tr> <td>Measure</td> <td></td> <td>3</td> <td>5</td> <td>7</td> <td>9</td> </tr> <tr> <td>Growth target 5-7, 7-9</td> <td></td> <td></td> <td></td> <td>54</td> <td>51</td> </tr> <tr> <td>% students in top 2 bands</td> <td>60</td> <td>27</td> <td>20</td> <td>18</td> <td></td> </tr> <tr> <td>% students in bottom band</td> <td>0</td> <td>1</td> <td>6</td> <td>14</td> <td></td> </tr> <tr> <td>% students with med/high gain</td> <td></td> <td>75</td> <td>75</td> <td></td> <td>78</td> </tr> </table> <p>Numeracy (NAPLAN):</p> <table border="0"> <tr> <td>Measure</td> <td></td> <td>3</td> <td>5</td> <td>7</td> <td>9</td> </tr> <tr> <td>Growth target 5-7, 7-9</td> <td></td> <td></td> <td></td> <td>63</td> <td>50</td> </tr> <tr> <td>% students in top 2 bands</td> <td>30</td> <td>40</td> <td>31</td> <td>23</td> <td></td> </tr> <tr> <td>% students in bottom band</td> <td>0</td> <td>5</td> <td>6</td> <td>1</td> <td></td> </tr> <tr> <td>% students with med/high gain</td> <td></td> <td>75</td> <td>80</td> <td></td> <td>84</td> </tr> </table> <p>End of year teacher judgments for Reading, Writing and Number/Algebra show 25% students working 6 to 18 months above the Achievement Standard in across Foundation to Year Nine</p> <p>Staff Survey shows full scale factors of; Collective efficacy 80 Academic emphasis 75</p>	Measure		3	5	7	9	Growth target 5-7, 7-9				56	43	% students in top 2 bands	50	45	27	20		% students in bottom band	0	0	2	5		% students with med/high gain		80	80		75	Measure		3	5	7	9	Growth target 5-7, 7-9				54	51	% students in top 2 bands	60	27	20	18		% students in bottom band	0	1	6	14		% students with med/high gain		75	75		78	Measure		3	5	7	9	Growth target 5-7, 7-9				63	50	% students in top 2 bands	30	40	31	23		% students in bottom band	0	5	6	1		% students with med/high gain		75	80		84
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	<p>Teacher collaboration 70</p> <p>Parent Survey shows percentiles of; Effective teaching exceeds 50% Student motivation and support 50% Stimulating learning environment 75%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop consistent PLT practices across the College in the form of the Brookside Clinical Teaching Model and build teacher capacity to implement across the College.
KIS 2	Build teacher capacity to implement the Big Write and VCOP Program consistently across the College.

Goal 2	To improve student learning engagement.
12 month target 2.1	<p>Years 4-6 Student Attitude to School Survey 'Stimulating Learning' at or better than 30th percentile</p> <p>Years 7-9 Student Attitude to School Survey 'Stimulating Learning' at or better than 60th, percentile</p>
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Develop a Brookside Instructional Model that is implemented consistently across the school and has a focus on appropriately challenging tasks

Goal 3	To develop in students a strong sense of personal responsibility for their choices, behaviours and interactions.
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12 month target 3.1	<p>Years 4-6 Student Attitude to School Survey 'School Connectedness' and 'Student Motivation' at or better than the 35th and 25th percentile respectively</p> <p>Years 4-6 Student Attitudes to School Survey 'Classroom Behaviour' at or better than 40th percentile</p> <p>Years 7-9 Student Attitude to School Survey 'School Connectedness' and 'Student Motivation' at or better than the 60th and 35th percentile respectively</p> <p>Years 7-9 Student Attitude to School Survey 'Classroom Behaviour' at or better than 80th percentile</p> <p>Parent Survey shows 'Promoting positive behaviour' at or exceeding 75%</p>
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	To embed a consistent, calm and orderly environment that promotes a positive climate for learning through the establishment of a college wide positive behaviours framework.

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