

# 2019 Annual Implementation Plan

## for improving student outcomes

Berendale School (4928)



Submitted for review by Jennifer Hamilton (School Principal) on 29 December, 2018 at 01:34 PM  
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 30 January, 2019 at 01:26 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	The Review process during 2018 has indicated our assessment of the FISO continua of practice clearly indicates that the school is requiring significant improvement in all areas. The focus throughout the strategic plan will be to increase the school practice from emerging across all areas to embedding by the end of the 4 year cycle. The commitment is to focus in the FISO teaching and learning areas of:- Evaluating the impact of learning and curriculum planning & assessment to ensure a clear direction of learning occurs across the school. Improvement in all students literacy and numeracy skills and evidence based learning growth for all students will be the sole intent of the strategic plan.
<b>Considerations for 2019</b>	In 2019 Berendale School will have an unrelenting focus on increasing students Literacy and Numeracy skills throughout the Strategic Plan.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student outcomes in Reading
<b>Target 1.1</b>	By the end of the Strategic Plan, through the use of data, teachers will be able to demonstrate that 100 percent of students show learning growth in Reading.
<b>Target 1.2</b>	By the end of the Strategic Plan, 100 percent of teachers will effectively utilise student data to inform pedagogical practice across the curriculum with an emphasis on reading.
<b>Target 1.3</b>	By the end of the Strategic Plan, the school will have embedded a linked and coherent Professional Learning Communities approach to improve the whole school per cent endorsement for the School Staff Survey Professional Learning module from 48% to 85%.
<b>Target 1.4</b>	By the end of the Strategic Plan, the schools organisational design of distributive leadership will support an improved endorsement for the School Staff Survey School climate module from 58% endorsement to 85%.
<b>Key Improvement Strategy 1.a</b> Evaluating impact on learning	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum utilising the FISO improvement cycle to evaluate the impact on learning.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Building the capability of all staff to effectively utilise the curriculum planning and assessment cycle through sequential curriculum documentation which reflects the achievements of students against the curriculum standards.

<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and embed a consistent pedagogical instructional framework to support consistent and sustained high impact teaching strategies across all year levels
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Implement teacher professional learning utilising evidence based best practice which is fully integrated across the culture of the school.
<b>Goal 2</b>	To improve student outcomes in Numeracy
<b>Target 2.1</b>	By the end of the School strategic Plan through the use of data, teachers will be able to demonstrate that 100 percent of students show learning growth in Number.
<b>Target 2.2</b>	By the end of the School Strategic Plan, 100 percent of teachers will effectively utilise student data to inform pedagogical practice across the curriculum with an emphasis on number.
<b>Target 2.3</b>	By the end of the Strategic Plan, the school will have embedded a linked and coherent Professional Learning Communities approach to improve the whole school per cent endorsement for the School Staff Survey of Professional Learning module from 48% to 85%.
<b>Target 2.4</b>	By the end of the Strategic Plan, the schools organisational design of distributive leadership will support an improved endorsement for the School Staff Survey School climate module from 58% endorsement to 85%.

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum utilising the FISO improvement cycle to evaluating the impact on learning.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Develop and embed a consistent pedagogical instructional framework to support consistent and sustained high impact teaching strategies across all year levels
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Implement teacher professional learning utilising evidence based best practice which is fully integrated across the culture of the school.
<b>Goal 3</b>	To develop a new Outreach Teaching Model for the Southern Teaching Unit
<b>Target 3.1</b>	By the end of the Strategic Plan there is an evidence based Outreach Teaching Unit operating for the South East Victoria Region ( SEVR)
<b>Target 3.2</b>	By the end of the Strategic Plan, the Outreach program will increase the capacity of a greater number of schools to support students to remain engaged within their own schools learning environment.
<b>Key Improvement Strategy 3.a</b> Networks with schools, services and agencies	Throughout the strategic plan, the school will gain Department of Education and Training approval alongside South Eastern Victorian regional approval to establish a new outreach model.
<b>Key Improvement Strategy 3.b</b> Networks with schools, services and agencies	By the end of the Strategic Plan, an evidence based multidisciplinary approach to supporting student engagement and wellbeing is established to support students to remain engaged within their own schools.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student outcomes in Reading	Yes	By the end of the Strategic Plan, through the use of data, teachers will be able to demonstrate that 100 percent of students show learning growth in Reading.	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Using the annual curriculum and assessment plan, teachers will indicate student learning growth in reading with a mid year and end of year assessment cycle using Fountas and Pinnell data, Fresh Start data and ABLES data. Teachers will utilise the whole school curriculum plan to target student learning growth and show evidence in their planning. Students will be provided with reading data and evidence of growth through visual charts. Leaders will map the whole school curriculum plan which is readily accessible to both teachers and the school community.</p>
		By the end of the Strategic Plan, 100 percent of teachers will effectively utilise student data to inform pedagogical practice across the curriculum with an emphasis on reading.	<p>Professional Learning Communities will focus on a consistent pedagogical approach to literacy and build a consistent instructional model across the school. Teachers will embed high impact teaching strategies across all curriculum areas which focusses on students reading.</p>



			<p>Students will have a consistent instructional model for all lessons which focus on visual cues for terms, words and concepts in all curriculum areas. Leaders will provide Professional Learning and resource allocation to support all staff, students and the school community with access to student data and learning growth throughout the year.</p>
		<p>By the end of the Strategic Plan, the school will have embedded a linked and coherent Professional Learning Communities approach to improve the whole school per cent endorsement for the School Staff Survey Professional Learning module from 48% to 85%.</p>	<p>Professional Learning Community time allocation will focus on embedding collaboration involving reflection and feedback to establish at least a 10% increase in the Staff survey Module for 2019. Teachers will shift their professional practice with evidence required through the PDP process of student data and learning growth. Students will have agency in their learning and this will be reflected through their attendance in PLC planning sessions on a monthly basis, to work alongside teachers with planning of content and learning activities. Leaders will attend PLC sessions on a weekly basis and be assigned to teams, they will collaborate with teams with a commitment to supporting peer observations and feedback.</p>
		<p>By the end of the Strategic Plan, the schools organisational design of distributive leadership will support an improved endorsement for the School Staff Survey School climate module from 58% endorsement to 85%.</p>	<p>The organisational design model for 2019 will clearly define all roles through the school with an emphasis on building the capacity of staff with a shift of a 10% increase in 2019 in the school climate module.</p>

			<p>Teachers will build their capacity and professional knowledge of the organisational model with direct input into school wellbeing, culture and climate. Student voice will lead the organisational structure across the school, student agency at class level, teacher level and whole school level.</p> <p>Leaders will provide clear roles and positions of responsibility clearly documented across the school. The whole school PDP process will reflect higher accountability for teachers, ES, and allied health staff.</p>
To improve student outcomes in Numeracy	No	By the end of the School strategic Plan through the use of data, teachers will be able to demonstrate that 100 percent of students show learning growth in Number.	
		By the end of the School Strategic Plan, 100 percent of teachers will effectively utilise student data to inform pedagogical practice across the curriculum with an emphasis on number.	
		By the end of the Strategic Plan, the school will have embedded a linked and coherent Professional Learning Communities approach to improve the whole school per cent endorsement for the School Staff Survey of Professional Learning module from 48% to 85%.	

		By the end of the Strategic Plan, the schools organisational design of distributive leadership will support an improved endorsement for the School Staff Survey School climate module from 58% endorsement to 85%.	
To develop a new Outreach Teaching Model for the Southern Teaching Unit	No	By the end of the Strategic Plan there is an evidence based Outreach Teaching Unit operating for the South East Victoria Region ( SEVR)	
		By the end of the Strategic Plan, the Outreach program will increase the capacity of a greater number of schools to support students to remain engaged within their own schools learning environment.	

<b>Goal 1</b>	To improve student outcomes in Reading
<b>12 Month Target 1.1</b>	Using the annual curriculum and assessment plan, teachers will indicate student learning growth in reading with a mid year and end of year assessment cycle using Fountas and Pinnell data, Fresh Start data and ABLES data. Teachers will utilise the whole school curriculum plan to target student learning growth and show evidence in their planning. Students will be provided with reading data and evidence of growth through visual charts. Leaders will map the whole school curriculum plan which is readily accessible to both teachers and the school community.
<b>12 Month Target 1.2</b>	Professional Learning Communities will focus on a consistent pedagogical approach to literacy and build a consistent instructional model across the school.

	<p>Teachers will embed high impact teaching strategies across all curriculum areas which focusses on students reading. Students will have a consistent instructional model for all lessons which focus on visual cues for terms, words and concepts in all curriculum areas.</p> <p>Leaders will provide Professional Learning and resource allocation to support all staff, students and the school community with access to student data and learning growth throughout the year.</p>	
<b>12 Month Target 1.3</b>	<p>Professional Learning Community time allocation will focus on embedding collaboration involving reflection and feedback to establish at least a 10% increase in the Staff survey Module for 2019. Teachers will shift their professional practice with evidence required through the PDP process of student data and learning growth.</p> <p>Students will have agency in their learning and this will be reflected through their attendance in PLC planning sessions on a monthly basis, to work alongside teachers with planning of content and learning activities.</p> <p>Leaders will attend PLC sessions on a weekly basis and be assigned to teams, they will collaborate with teams with a commitment to supporting peer observations and feedback.</p>	
<b>12 Month Target 1.4</b>	<p>The organisational design model for 2019 will clearly define all roles through the school with an emphasis on building the capacity of staff with a shift of a 10% increase in 2019 in the school climate module.</p> <p>Teachers will build their capacity and professional knowledge of the organisational model with direct input into school wellbeing, culture and climate.</p> <p>Student voice will lead the organisational structure across the school, student agency at class level, teacher level and whole school level.</p> <p>Leaders will provide clear roles and positions of responsibility clearly documented across the school. The whole school PDP process will reflect higher accountability for teachers, ES, and allied health staff.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Evaluating impact on learning	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum utilising the FISO improvement cycle to evaluate the impact on learning.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Building the capability of all staff to effectively utilise the curriculum planning and assessment cycle through sequential curriculum documentation which reflects the achievements of students against the curriculum standards.	Yes
<b>KIS 3</b>	Develop and embed a consistent pedagogical instructional framework to support consistent and sustained high impact teaching strategies across all year levels	No

Evidence-based high-impact teaching strategies		
<b>KIS 4</b> Building practice excellence	Implement teacher professional learning utilising evidence based best practice which is fully integrated across the culture of the school.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The School review process in 2018 indicated a priority for the teaching staff at Berendale School to focus on improving the functional literacy and numeracy skills of all students. The focus on reading for 2019 was highlighted during panel discussions and in particular parent surveys which highlighted their concerns with the limited focus on high quality teaching and learning across the school.</p> <p>The Self Evaluation process during the review also indicated that in the FISO area of Excellence in Teaching and Learning the staff rated the school as emerging in all elements. This indicates a greater emphasis is required across the school to improve in curriculum documentation, assessment &amp; use of data and evaluating the impact on student learning. The focus on reading for 2019 is to ensure all students with a mild ID can develop the functional skills of phonological awareness and sight words to ensure they can access information and have every opportunity for successful post school pathways.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student outcomes in Reading
<b>12 Month Target 1.1</b>	Using the annual curriculum and assessment plan, teachers will indicate student learning growth in reading with a mid year and end of year assessment cycle using Fountas and Pinnell data, Fresh Start data and ABLES data. Teachers will utilise the whole school curriculum plan to target student learning growth and show evidence in their planning. Students will be provided with reading data and evidence of growth through visual charts. Leaders will map the whole school curriculum plan which is readily accessible to both teachers and the school community.
<b>12 Month Target 1.2</b>	Professional Learning Communities will focus on a consistent pedagogical approach to literacy and build a consistent instructional model across the school. Teachers will embed high impact teaching strategies across all curriculum areas which focusses on students reading. Students will have a consistent instructional model for all lessons which focus on visual cues for terms, words and concepts in all curriculum areas. Leaders will provide Professional Learning and resource allocation to support all staff, students and the school community with access to student data and learning growth throughout the year.
<b>12 Month Target 1.3</b>	Professional Learning Community time allocation will focus on embedding collaboration involving reflection and feedback to establish at least a 10% increase in the Staff survey Module for 2019. Teachers will shift their professional practice with evidence required through the PDP process of student data and learning growth. Students will have agency in their learning and this will be reflected through their attendance in PLC planning sessions on a monthly basis, to work alongside teachers with planning of content and learning activities. Leaders will attend PLC sessions on a weekly basis and be assigned to teams, they will collaborate with teams with a commitment to supporting peer observations and feedback.
<b>12 Month Target 1.4</b>	The organisational design model for 2019 will clearly define all roles through the school with an emphasis on building the capacity of staff with a shift of a 10% increase in 2019 in the school climate module. Teachers will build their capacity and professional knowledge of the organisational model with direct input into school wellbeing, culture and climate. Student voice will lead the organisational structure across the school, student agency at class level, teacher level and whole school level. Leaders will provide clear roles and positions of responsibility clearly documented across the school. The whole school PDP process will reflect higher accountability for teachers, ES, and allied health staff.

<b>KIS 1</b> Evaluating impact on learning	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum utilising the FISO improvement cycle to evaluate the impact on learning.
<b>Actions</b>	<p>The school will embed a data process which is readily accessible to staff to measure the learning growth of students. This data will be used to effectively plan and evaluate the learning growth of students and ensure common assessment tasks, moderation of student work and evaluation of teaching practice occurs.</p> <ul style="list-style-type: none"> <li>- Induction/mentoring process which outlines the data process and data sets available</li> <li>- Professional development in data collection resources i.e. ABLES, Fountas and Pinnell, Oxford Fresh Start and Rip it Up Reading</li> <li>- Appointment of Literacy Leader to share best practice alongside Curriculum Leader (Bastow Literacy Leaders Course)</li> </ul>
<b>Outcomes</b>	<p>Improved Professional Learning Community focus for all staff with data discussions within year level teams.  Student support Group Meetings will highlight goal setting with the use of reading data for parents , teachers will support parents to understand the learning growth of their child's reading through a deeper understanding of the evidence and data.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have a visual representation of their point of entry in reading and understand the steps required to make improvement</li> <li>- meet continually with their teacher to gather feedback on their learning growth</li> <li>- partake in Student Support Group meetings to give greater student voice in regards to their goals</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- have an understanding of data sets and how this data informs their teaching and learning practices</li> <li>- give constant feedback to students on their learning growth</li> <li>- work in PLC teams to understand the goal banks and moderate student work</li> <li>- undertake structured peer observation sessions to reflect on their teaching practices</li> <li>- assign one of their PDP goals to the data process, providing pre and post data sets which outline learning growth</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- timetable PLC sessions in the school day</li> <li>- provide professional development sessions for staff to have a clear understanding of the annual assessment and curriculum plan</li> <li>- attend PLC sessions to assist in the reflection of teaching practices</li> <li>- provide all resources for literacy programs</li> </ul>

<b>Success Indicators</b>	<p>A clearly documented curriculum planning and assessment process across the school readily accessible for staff and leadership to highlight student learning growth.  Student learning growth in reading highlighted at whole school meetings, parent SSG meetings and School Council meetings.</p> <p>Pre and post data sets for ABLES, Fountas and Pinnell, Oxford Fresh Start Program and Rip it Up Reading Program  Increased attendance at Student Support Group Meetings</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Fountas and Pinnell, Fresh Start and Rip it Up Reading Professional Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$8,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Building the capability of all staff to effectively utilise the curriculum planning and assessment cycle through sequential curriculum documentation which reflects the achievements of students against the curriculum standards.			
<b>Actions</b>	<p>Timetabled Professional Learning Communities in year levels with an emphasis on building the capacity of teachers to effectively plan. Expectation of staff through the PDP process will emphasise the improved use of data and high impact teaching strategies. A consistent pedagogical approach to classroom lessons with direct input from staff teams will be developed throughout the year.</p> <p>- Professional Learning in PLC's on the Goal Banks to ensure staff have a clear understanding of the Victorian Curriculum</p>			
<b>Outcomes</b>	<p>The expected outcome during 2019 will be to shift the Self evaluation from emerging to evolving in the FISO area of Curriculum Planning and assessment. A clearly documented whole school plan of the curriculum which is accessible to the whole school community will be an outcome of collaborative PLC teams.</p> <p>Students will:</p>			



	<ul style="list-style-type: none"> <li>- understand the learning intention and success criteria for every lesson/unit</li> <li>- experience learning success through an engaging and differentiated curriculum</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- work collaboratively in PLC sessions to develop a whole school curriculum scope and sequence</li> <li>- utilise consistent curriculum planning documentation</li> <li>- undertake professional learning on HITS</li> <li>- contribute to a whole school pedagogical model which incorporates the use of learning intentions and success criteria</li> <li>- assign a goal in their PDP outlining the use of HITS</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide timetabled PLC sessions within the school day</li> <li>- provide resources for all curriculum documentation</li> <li>- provide professional learning for HITS and Goal Banks/Victorian Curriculum</li> <li>- support the development of a whole school pedagogical model incorporating the use of learning intentions and success criteria</li> </ul>			
<b>Success Indicators</b>	<p>An improved School Staff Survey in the area of Professional Learning for staff of 10% will indicate the effective use and improved understanding of curriculum planning and documentation.</p> <p>Easily accessible curriculum document for the school community which is regularly shared through whole staff meetings, parent SSG meetings and School Council meetings.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC Initiative Professional Development	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$26,219.70	\$26,219.70
<b>Grand Total</b>	<b>\$26,219.70</b>	<b>\$26,219.70</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All students will show progression in reading through the advancement of resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$13,221.90	\$13,221.90
Speech Therapist increased to full time to ensure staff have the appropriate strategies to increase student reading levels.	from: Term 1 to: Term 4		\$12,997.80	\$12,997.80
<b>Totals</b>			<b>\$26,219.70</b>	<b>\$26,219.70</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Fountas and Pinnell, Fresh Start and Rip it Up Reading Professional Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLC Initiative Professional Development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site