

2018 Annual Implementation Plan

for improving student outcomes

Beaumaris Primary School (3899)



Submitted for review by Sheryl Skewes (School Principal) on 29 November, 2017 at 04:53 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 04 December, 2017 at 05:09 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Beaumaris Primary School (3899)

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Excelling

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

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

Enter your reflective comments	<p>In the last two years our FISO improvement priority has been Excellence in Teaching and Learning. We have transitioned from Curriculum Planning and Assessment initiative to Building Practice Excellence. We have continued to develop and strengthen our planning documents and assessment data to support high learning growth for all students. We have engaged in whole school and personalised professional learning, classroom observations and feedback to strengthen learning and teaching practices. A strength of our school is a culture of commitment of continuous improvement in both student and adult learning.</p> <p>Our pedagogy places the child at the centre of their learning. Our learning environment and student and adult wellbeing practices endeavour to create a sense of inclusivity and connectedness to the school.</p> <p>Strong links between home and school enrich the learning environment. The school endeavours to engage in whole school community activities and events that are long standing traditions within the school as well as use opportunities to springboard into contemporary innovations as appropriate.</p>
Considerations for 2019	In 2018 the school will continue to focus on Building Practice Excellence. Greater use of SPA Standard and SPA Markbook will enable teachers to record and analyse student achievement, track learning growth and adapt their teaching to ensure

	<p>maximum impact on the specific learning needs of their students. Classroom observations and feedback will continue throughout the year to build a culture of reflective practice to further improve learning and teaching, supported by the use of the suite of high impact teaching strategies.</p> <p>We believe an ongoing focus on continuous improvement in the areas of teacher practice and monitoring and enhancing student learning growth will enable the school to</p> <ul style="list-style-type: none"> * maintain/increase the percentage of students in the top bands of achievement in all areas of NAPLAN in Year 3 through to Year 5. * increase the percentage of student achieving high and medium growth. * student learning growth in all domains of English and mathematics to indicate that more than 90% of students make 14 months learning growth.
Documents that support this plan	2017 Beaumaris _School_Annual_Implementation_Plan_Draft End of 2016 SEIL input(Autosaved)3 (003) (002).docx (0.51 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Beaumaris Primary School (3899)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.	Student relative learning growth based on NAPLAN indicates at least 25% high growth.	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Student relative learning growth based on NAPLAN indicates at least 25% high growth.	Building practice excellence

	Student learning growth in all domains of English and Mathematics to indicate that more than 90% of students make 14 months learning growth.	Yes	Student learning growth in all domains of English and mathematics to indicate that more than 90% of students make 14 months learning growth.	Building practice excellence

Improvement Initiatives Rationale
<p>Following self evaluation against the Continua of Practice, and in consultation with the our SEIL Sarah Burns, we have selected the Building Practice Excellence improvement initiative as a focus for 2018. The initiative enables the school to continue to make progress against the SSP goals and targets as it is directly linked to the School Strategic Plan Achievement goal. An analysis of our school data indicates the need to focus on maintaining the high percentage of students in the top band in NAPLAN in Year 3 through to Year 5. We believe this can be achieved through Building Practice Excellence, specifically by</p> <ul style="list-style-type: none"> * teachers regularly engaging in relevant feedback to improve their practice * teacher analyse student achievement data to cater for the diverse learning needs of their students and ensure high levels of student engagement <p>teachers use differentiated learning and teaching practices to improve student learning outcomes with a particular focus on mathematics, writing and speaking and listening</p>

Goal 1	To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.
12 month target 1.1	Student relative learning growth based on NAPLAN indicates at least 25% high growth.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build the capacity of professional learning teams to operate collaboratively using a foundation of agreed staff values.
KIS 2	Build teacher capacity to analyse data to inform teaching and learning in writing and other curriculum domains.

12 month target 1.2	Student learning growth in all domains of English and mathematics to indicate that more than 90% of students make 14 months learning growth.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build the capacity of professional learning teams to operate collaboratively using a foundation of agreed staff values.
KIS 2	Build teacher capacity to analyse data to inform teaching and learning in writing and other curriculum domains.

Define Evidence of Impact and Activities and Milestones - 2018

Beaumaris Primary School (3899)

Goal 1	To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.
12 month target 1.1	Student relative learning growth based on NAPLAN indicates at least 25% high growth.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build the capacity of professional learning teams to operate collaboratively using a foundation of agreed staff values.
Actions	Develop teacher knowledge and capacity to work as effective teams utilising a PLT process to improve student learning outcomes through collaborative planning and assessment practices.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> *be able to articulate the learning intention of each lesson and know when they are successful. *understand and self assess their progress and articulate what they need to learn next *synthesise new learning and make connections to their prior knowledge <p>Teachers will:</p> <ul style="list-style-type: none"> *write clear and succinct learning intentions and success criteria for each lesson *develop rubrics and assessment materials for students and explicitly teach students to use these to self assess their learning

	<ul style="list-style-type: none"> *consistently implement the school's instructional model *participate in regular observations and reflective feedback to improve teacher practice Leaders will: <ul style="list-style-type: none"> *conduct regular classroom observations *facilitate the development of a structure to enable teachers to work collaboratively to support student learning outcomes *facilitate full implementation of instructional models *facilitate professional learning around the implementation of high impact teaching strategies *facilitate professional learning to build teacher capacity to effectively analyse student data to inform their teaching practice 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend whole school professional learning, facilitated by Educational Consultant David Anderson, focussed on the key elements of effective teaching and learning.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Facilitate the development of a professional learning team structure to enable teachers to work collaboratively in the pursuit of improved learning outcomes.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop processes, protocols and a schedule to enable classroom observations and feedback	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in data literacy professional learning conducted by DET and other experts.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.
12 month target 1.1	Student relative learning growth based on NAPLAN indicates at least 25% high growth.

FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Build teacher capacity to analyse data to inform teaching and learning in writing and other curriculum domains.			
Actions	Develop teacher knowledge and capacity to work as effective professional learning teams to analyse student data to improve learning outcomes for all students.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> *be able to articulate the learning intention of each lesson and know when they are successful. *understand and self assess their progress and articulate what they need to learn next *synthesise new learning and make connections to their prior knowledge <p>Teachers will:</p> <ul style="list-style-type: none"> *write clear and succinct learning intentions and success criteria for each lesson *develop rubrics and assessment materials for students and explicitly teach students to use these to self assess their learning *consistently implement the school's instructional model *participate in regular observations and reflective feedback to improve teacher practice *analyse student data to assess the effectiveness of strategies implemented <p>Leaders will:</p> <ul style="list-style-type: none"> *conduct regular classroom observations *facilitate the delivery of professional learning focussed on the effective analysis of student achievement data to support high student growth *facilitate full implementation of SPA Markbook and SPA Standard *facilitate professional learning around the implementation of high impact teaching strategies *facilitate professional learning to build teacher capacity to effectively analyse student data to inform their teaching practice 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend whole school professional learning, facilitated by DET or other experts, focussed on the key elements of effective data analysis.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Regular student data analysis in professional learning teams.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.
12 month target 1.2	Student learning growth in all domains of English and mathematics to indicate that more than 90% of students make 14 months learning growth.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build the capacity of professional learning teams to operate collaboratively using a foundation of agreed staff values.
Actions	Develop teacher knowledge and capacity to work as effective teams utilising a PLT process to improve student learning outcomes through collaborative planning and assessment practices.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> *be able to articulate the learning intention of each lesson and know when they are successful. *understand and self assess their progress and articulate what they need to learn next *synthesise new learning and make connections to their prior knowledge <p>Teachers will:</p> <ul style="list-style-type: none"> *write clear and succinct learning intentions and success criteria for each lesson *develop rubrics and assessment materials for students and explicitly teach students to use these to self assess their learning *consistently implement the school's instructional model *participate in regular observations and reflective feedback to improve teacher practice *continue to develop their capacity to implement effective differentiation to meet the broad range of student learning needs *review student progress in regular PLT meetings <p>Leaders will:</p> <ul style="list-style-type: none"> *conduct regular classroom observations *facilitate the development of a structure to enable teachers to work collaboratively to support student learning outcomes *facilitate full implementation of instructional models *facilitate professional learning around the implementation of high impact teaching strategies *facilitate professional learning to build teacher capacity to effectively analyse the impact of their practice facilitate professional learning on the elements of quality feedback

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers will provide quality feedback to students on a regular basis.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular student data analysis in professional learning teams.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explicitly teach students to develop individual learning goals.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Write explicit learning intentions and success criteria for each lesson.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning attainment and relative growth across all year levels and the full range of curriculum domains.
12 month target 1.2	Student learning growth in all domains of English and mathematics to indicate that more than 90% of students make 14 months learning growth.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to analyse data to inform teaching and learning in writing and other curriculum domains.
Actions	All teachers to have ongoing professional learning in the full suite of data analysis applications within the SPA platform. Middle leaders to participate in ongoing professional development in the features of SPA and lead data analysis sessions with all professional learning teams.

Evidence of impact	Differentiated teaching strategies are evident in teacher practice. Student achievement data will reflect 14 months growth in 12 months. NAPLAN data reflects greater percentage of students maintaining high growth from years 3 to 5.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All staff to participate in data literacy PD by the end of semester one.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Personalised professional learning in all elements of the SPA platform.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Regular PLT meetings with a focus on uploading data and data analysis to inform planning and classroom instruction.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a meeting schedule to denote regular PLT meetings and term planning days.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Beaumaris Primary School (3899)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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Attend whole school professional learning, facilitated by Educational Consultant David Anderson, focussed on the key elements of effective teaching and learning.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants David Anderson	<input checked="" type="checkbox"/> On-site
Facilitate the development of a professional learning team structure to enable teachers to work collaboratively in the pursuit of improved learning outcomes.	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Develop processes, protocols and a schedule to enable classroom observations and feedback	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Participate in data literacy professional learning conducted by DET and other experts.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network or local cluster schools initiative
Attend whole school professional learning, facilitated by DET or other	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

experts, focussed on the key elements of effective data analysis.				<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Philip Holmes Smith	
Regular student data analysis in professional learning teams.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will provide quality feedback to students on a regular basis.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Regular student data analysis in professional learning teams.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Explicitly teach students to develop individual learning goals.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Write explicit learning intentions and success criteria for each lesson.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
All staff to participate in data literacy PD by the end of semester one.	Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Personalised professional learning in all elements of the SPA platform.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Regular PLT meetings with a focus on uploading data and data analysis to inform planning and classroom instruction.	Leadership Team	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Develop a meeting schedule to denote regular PLT meetings and term planning days.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[2017 Beaumaris School Annual Implementation Plan Draft End of 2016 SEIL input\(Autosaved\)3 \(003\) \(002\).docx \(0.51 MB\)](#)