

2018 Annual Implementation Plan

for improving student outcomes

Brighton Primary School (1542)



Submitted for review by Ann Harris (School Principal) on 22 November, 2017 at 05:52 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 07 December, 2017 at 05:58 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Brighton Primary School (1542)

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

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

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

Enter your reflective comments	<p>Initially, we identified highly effective learning and teaching as our goal for building practice excellence. Continuing professional learning with David Anderson and our membership of the Victorian PYP Network, refocused our work on learner agency. David has modelled explicit teaching of the enabling skills that underpin learner agency and coached teachers in their use of collaborative processes. Staff has been introduced to the six dimensions of 21st Century Learning Design and this has moved their practice from providing activities to designing learning experiences. These areas are the focus of the Engagement goal of teachers' PDPs. There are evident changes in practice from our focus on inquiry. Teachers and leadership use split screen learning intentions, the phases of inquiry are documented in inquiry planners and the summative assessment tasks require students to apply and transfer their knowledge to new contexts. Professional learning with Professor Phillip Cam on Philosophy in Schools and the work of the philosophy team have built teachers' and students' questioning and thinking skills which has deepened inquiry. Social and Emotional Learning is evident in classroom practice: Circles are used as a teaching tool, most classes practice Mindfulness, there is a whole school process for student wellbeing and a student wellbeing team, with daily release in period five. Staff has written developmental continua for the four Capabilities of the Victorian Curriculum to provide an assessment framework for Social and Emotional Learning. All team leaders are on the leadership team. They meet fortnightly with extended meetings at least twice a term to oversee the</p>
---------------------------------------	---

	implementation of the AIP, plan professional learning aligned to the AIP and receive leadership coaching from the principal and David Anderson. Membership of the PYP Network, the CIS Chapter, our affiliation with VAPS and active participation with local community groups enriches our student learning.
Considerations for 2019	In 2018, we will continue to work on Building Practice Excellence with professional learning from David Anderson on designing learning experiences using the six dimensions of 21st Century Learning Design and building learner agency in both students, teachers and the leadership team. Teachers will continue to explicitly teach the enabling skills and apply the collaborative processes to various contexts to embed them in classroom practice. As a school that delivers the PYP, we will work to consolidate our understanding of inquiry by monitoring our progress against the 10 shifts in inquiry as identified by Kath Murdoch, in particular adopting inquiry as a stance rather than a timetabled allotment. Teachers will work with the PYP coordinator to build their expertise in designing strong concept based provocations that will elicit questions and lines of inquiry that explore our contemporary world and follow student interest. This will be modelled in all learning forums - as a Professional Learning Community, in PLTs, leadership meetings and in the classroom. In literacy, our goal will be to lift our reading results by increasing high growth and decreasing medium growth while maintaining our very high growth. We have an agreed and embedded instructional model. In 2018 our PLC, under the guidance of leadership, will compile agreed Pedagogical Guidelines for Brighton Primary School to build consistency of practice. The Wellbeing Goal and key improvement strategies of our School Strategic Plan will be implemented through the teachers' Performance and Development Process in 2018.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Brighton Primary School (1542)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>Engagement: To ensure student engagement and interaction through highly effective learning and teaching that builds learner agency.</p>	<p>Learning experiences designed to build and demonstrate learner agency.</p> <p>Improve the <i>stimulating learning</i> results from 1st quartile into the third quartile.</p> <p>Collaborative planning and program development timetabled weekly and planned in the professional learning schedule.</p> <p>Deep understanding of communication, collaboration and inquiry</p> <p>Support and Challenge the guiding principles of all learning and teaching.</p>	<p>Yes</p>	<ul style="list-style-type: none"> - Formative assessment evident in planning and delivery of units of inquiry and design of learning experiences; - Learning experiences designed to build and demonstrate learner agency; - Philosophical inquiry implemented in more classrooms; - Strong concept based provocations that facilitate deep inquiry and lines of inquiry that foster students' interests evident in Units of Inquiry. 	<p>Building practice excellence</p>
<p>Achievement To develop a curriculum model and pedagogical framework that enhances teacher capacity to plan effectively for learning and assessment; socially, emotionally and academically to ensure sustained student achievement and growth, in particular in literacy.</p>	<p>By 2019 teacher assessments for reading and viewing will be: 45% of students at A 30% of students at B. By 2019 teacher assessments for writing will be: 35% of students at A 33% of students at B</p>	<p>Yes</p>	<ul style="list-style-type: none"> - In reading: high growth to increase and medium growth to decrease maintain the very high growth; - Guided reading taught daily at all year levels: P-2 learning to read; 3 - 6 reading to learn; 	<p>Curriculum planning and assessment</p>

	<p>By 2019 teacher assessments for speaking and listening will be: 50% of students at A 50% of students at B</p> <p>By 2019 teacher assessments for number and algebra will be: 35% of students at A 40% of students at B.</p>		<p>- Agreed school wide Pedagogical Guidelines for teaching reading;</p> <p>- HITS visible in classroom practice.</p>	
--	--	--	---	--

<p>Improvement Initiatives Rationale</p>
<p>In 2018, we will be in the fourth year of our School Strategic Plan. It has taken staff until 2017 to identify that focus of our Engagement goal is building learner agency. We started with individualised, differentiated and personalised learning, then rephrased it to highly effective learning and teaching and now we have reached an agreed understanding our goal is to enable students to become the agents of their own learning. We now have a shared understanding that the teacher has a role to play and the agency is that of the learner. In 2017 professional learning with David Anderson, the PYP Network and leadership have given teachers the tools they need to foster learner agency: explicit teaching of the enabling skills, the six dimensions of 21CLD, collaborative processes, the 10 shifts in inquiry and the questioning and inquiring skills of Philosophy in School. 2018 will provide the time for teachers to consolidate their understanding and apply and transfer their learning in order to change their practice. The reading focus of the literacy goal is determined by the School Performance Report. Our reading growth needs to be consistent with our numeracy growth: Influencing. A reading focus will allow the school to build expectations around practice: Guided Reading daily taught across all year levels; in reading, students are reading and reflecting upon reading behaviours as opposed to writing predominating in the literacy block. The whole part whole model is used, groupings are fluid and based on both formative and summative assessment and reading is linked to the units of inquiry to give learning an authentic context.</p>

<p>Goal 1</p>	<p>Engagement: To ensure student engagement and interaction through highly effective learning and teaching that builds learner agency.</p>
<p>12 month target 1.1</p>	<ul style="list-style-type: none"> - Formative assessment evident in planning and delivery of units of inquiry and design of learning experiences; - Learning experiences designed to build and demonstrate learner agency; - Philosophical inquiry implemented in more classrooms;

	- Strong concept based provocations that facilitate deep inquiry and lines of inquiry that foster students' interests evident in Units of Inquiry.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build the capacity of teachers to transfer and apply their shared understanding of the role they play in promoting learner agency in relation to formative assessment.
KIS 2	Embed a whole school understanding of the Capabilities of the Victorian Curriculum through the Primary Years Program and inquiry across the curriculum

Goal 2	Achievement To develop a curriculum model and pedagogical framework that enhances teacher capacity to plan effectively for learning and assessment; socially, emotionally and academically to ensure sustained student achievement and growth, in particular in literacy.
12 month target 2.1	<ul style="list-style-type: none"> - In reading: high growth to increase and medium growth to decrease maintain the very high growth; - Guided reading taught daily at all year levels: P-2 learning to read; 3 - 6 reading to learn; - Agreed school wide Pedagogical Guidelines for teaching reading; - HITS visible in classroom practice.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop agreed school wide Pedagogical Guidelines for teaching reading.

Define Evidence of Impact and Activities and Milestones - 2018

Brighton Primary School (1542)

Goal 1	Engagement: To ensure student engagement and interaction through highly effective learning and teaching that builds learner agency.
12 month target 1.1	<ul style="list-style-type: none"> - Formative assessment evident in planning and delivery of units of inquiry and design of learning experiences; - Learning experiences designed to build and demonstrate learner agency; - Philosophical inquiry implemented in more classrooms; - Strong concept based provocations that facilitate deep inquiry and lines of inquiry that foster students' interests evident in Units of Inquiry.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build the capacity of teachers to transfer and apply their shared understanding of the role they play in promoting learner agency in relation to formative assessment.
Actions	<p>Develop a shared understanding of formative assessment</p> <p>Use the six dimensions of 21CLD to reflect and improve on the teacher's role in developing learner agency</p> <p>Teaching teams work with the PYP Coordinator to build their expertise in initiating strong concept based provocations for units of inquiry</p> <p>Collect student feedback on how and why they use with the enabling skills to inquire</p> <p>Philosophical inquiry taught across the school including the specialist program</p>
Evidence of impact	<p>Teachers and leaders will:</p> <ul style="list-style-type: none"> - use formative assessment to inform teaching and learning to promote learner agency

	<ul style="list-style-type: none"> - use split screen learning intentions in Collaborative Team Planning and Professional Learning - make the enabling skills explicit in learning intentions - use 21CLD in the design of learning experiences - seek student feedback with regard to the enabling skills and 21CLD - use questioning and thinking skills of philosophical inquiry in the planning and delivery of Units of Inquiry and Social and Emotional Learning. <p>Students will:</p> <ul style="list-style-type: none"> - respond to the strong concept based provocations with more questions and individual lines of inquiry - articulate the questioning and the thinking skills of philosophical inquiry in Units of inquiry and Social and Emotional learning - provide feed back to teachers about the use and purpose of the enabling skills and 21CLD. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>An agreed whole school understanding of formative assessment</p> <p>The enabling skills embedded into teacher practice</p> <p>Increased learner agency evident from the use of the six dimensions of 21CLD in the design of learning experiences</p> <p>At least three units of inquiry with strong concept based provocations</p>	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$60,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Philosophy taught in at least one class in every year level and by some specialist teachers				
---	--	--	--	--

Goal 1	Engagement: To ensure student engagement and interaction through highly effective learning and teaching that builds learner agency.
12 month target 1.1	<ul style="list-style-type: none"> - Formative assessment evident in planning and delivery of units of inquiry and design of learning experiences; - Learning experiences designed to build and demonstrate learner agency; - Philosophical inquiry implemented in more classrooms; - Strong concept based provocations that facilitate deep inquiry and lines of inquiry that foster students' interests evident in Units of Inquiry.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Embed a whole school understanding of the Capabilities of the Victorian Curriculum through the Primary Years Program and inquiry across the curriculum
Actions	<p>Use Brighton Primary School's Developmental Continua of the four Capabilities to inform teaching and assessment of the Capabilities</p> <p>Relate the Capabilities to the attributes of the learner profile and the attitudes of the PYP</p> <p>The Continua used for reporting student achievement to parents in June and December</p>
Evidence of impact	<p>Teachers and leaders will:</p> <ul style="list-style-type: none"> - document the Capabilities in planning documents - assess student achievement against the Brighton Primary School Developmental Continua of the four Capabilities - connect the language of the attributes of the learner profile and the attitudes of the PYP to the learning and actions of the

<p>Capabilities.</p> <p>Students will:</p> <ul style="list-style-type: none"> - progress againsts the Brighton Primary School Developmental Continua of the four Capabilities - use the language of the attributes of the learner profile and the attitudes of the PYP to talk about the learning and actions of the Capabilities, in and out of the classroom. 				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Brighton Primary School's Developmental Continua for the four Capabilities referenced in inquiry planners and included on the whole school Assessment Schedule</p> <p>The students and teachers make direct connection with attributes of the learner profile and the attitudes of the PYP and the Capabilities of the Victorian Curriculum</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 2	<p>Achievement</p> <p>To develop a curriculum model and pedagogical framework that enhances teacher capacity to plan effectively for learning and assessment; socially, emotionally and academically to ensure sustained student achievement and growth, in particular in literacy.</p>
12 month target 2.1	<ul style="list-style-type: none"> - In reading: high growth to increase and medium growth to decrease maintain the very high growth; - Guided reading taught daily at all year levels: P-2 learning to read; 3 - 6 reading to learn; - Agreed school wide Pedagogical Guidelines for teaching reading;

	- HITS visible in classroom practice.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop agreed school wide Pedagogical Guidelines for teaching reading.
Actions	<p>As a professional learning community, teachers compile and agree upon Brighton Primary School Pedagogical Guidelines for the teaching of reading</p> <p>Continue to build teacher understanding and practice of the HITS and embed them in the Brighton Primary School Instructional model</p> <p>Co-construct school wide understanding of 'What is Guided Reading?' and the expectation it is taught daily at all year levels</p> <p>Instructional professional learning on planning and delivering Guided Reading to cater for all students learning needs</p> <p>All teams to write an agreed team goal with a reading focus for their PDP.</p>
Evidence of impact	<p>Teachers and leaders will:</p> <ul style="list-style-type: none"> - plan, deliver and participate in Professional Learning on Guided Reading and HITS as detailed in the Professional Learning Plan - collaborate to develop agreed Pedagogical Guidelines for teaching reading - write a Team Goal related to this KIS as part of the PDP - demonstrate improvement in student achievement in reading - participate in peer observation and feedback on practice. <p>Students will:</p> <ul style="list-style-type: none"> - participate in Guided reading daily - be explicitly taught the HITS within the school's instructional model

	- at least 20% will move from medium to high achievement in reading.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Facilitate professional learning on the HITS</p> <p>The team goal for student learning outcomes will link directly to improved student learning outcomes in reading</p> <p>PLC create Pedagogical Guidelines for teaching reading</p> <p>Professional learning on Guided reading delivered in a number of consecutive dedicated professional learning sessions</p> <p>Guided Reading evident in year level documentation: work program, units of inquiry</p> <p>Teaching reading, students a learning through reading</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Brighton Primary School (1542)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
An agreed whole school understanding of formative assessment	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

<p>The enabling skills embedded into teacher practice</p> <p>Increased learner agency evident from the use of the six dimensions of 21CLD in the design of learning experiences</p> <p>At least three units of inquiry with strong concept based provocations</p> <p>Philosophy taught in at least one class in every year level and by some specialist teachers</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>David Anderson PYP Network</p>	
<p>Facilitate professional learning on the HITS</p> <p>The team goal for student learning outcomes will link directly to improved student learning outcomes in reading</p> <p>PLC create Pedagogical Guidelines for teaching reading</p> <p>Professional learning on Guided reading delivered in a number of consecutive dedicated professional learning sessions</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Vivien Smith</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Guided Reading evident in year level documentation: work program, units of inquiry</p> <p>Teaching reading, students a learning through reading</p>						
--	--	--	--	--	--	--

Documents that support the plan

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

2018 Annual Implementation Plan

[AUDITED Term 3 AIP 2017 BPS.docx \(0.1 MB\)](#)

Draft