

## 2019 AIP drafting template

<p><b>Goal 1</b> From SSP - Goals are statements to define what student outcomes the school is striving to achieve</p>	<p>To ensure high quality numeracy and literacy teaching practices are evident in every classroom every day.</p>
<p><b>12 month target 1.1</b> An incremental step towards the 4 year target set in the SSP.</p>	<p>To ensure the percentage of students making low relative growth in reading, writing and mathematics in NAPLAN is at or less than 15%. To increase the percentage of students making high relative growth in reading, writing and mathematics in NAPLAN to more than 25% Across the school from year F to year 25% or less students operating below level, 50% or more at level or above and 25% operating above level.</p> <ul style="list-style-type: none"> <li>In 2018 for reading we had 31% below level, 47% at level and 22% above level operating against Victorian Curriculum.</li> <li>In 2018 for writing we had 41% below level, 43% at level and 16% above level operating against Victorian Curriculum</li> <li>In 2018 for numeracy we had 37% below level, 49% at level and 14% above level operating against Victorian Curriculum</li> </ul>
<p><b>Key Improvement Strategy 1</b> SSP – Linked to FISO initiative – the strategy the school has chosen to implement</p>	<p>Building Practice Excellence</p>
<p><b>Actions</b> Actions are the high-level activities that will be undertaken by the school to drive progress against the KIS</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Assessment schedule (Leadership)</li> <li>New and returning teachers assigned buddy to assist in delivering common understanding of high expectations at BPS (Area leaders)</li> <li>Peer observations (All staff)</li> <li>Learning walks – literacy focus – writing (All staff)</li> <li>Resourcing NFA pathway program years 1-4 (Numeracy committee)</li> <li>Beveridge Way Numeracy document update completed (Leadership)</li> <li>Consolidate NFA pathways implementation across years F-4 (Numeracy committee)</li> <li>NFA assessment kits complete (Numeracy committee)</li> <li>PLT and moderation protocols and processes – explicit links to assessment data analysis and classroom teaching (All staff)</li> <li>Continue working with service provider Jane Plunkett focus new and returning staff (All staff)</li> <li>Teacher focus group materials audited and organized (Leadership)</li> <li>Introduce 6+1 writing traits (Literacy committee)</li> <li>Trialing vocab cycle of improvement (Literacy committee)</li> <li>HITS focus on every teacher PDP aligned to school AIP, differentiated according to existing skill set (All teaching staff)</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>Peer observations (All teaching staff)</li> <li>Learning walks – numeracy focus pathways (All teaching staff)</li> <li>Sharing vocab results (Literacy committee)</li> <li>Negotiate pathways implementation in year 5 (Numeracy committee)</li> <li>NFA pathways implementation and delivery audited (Numeracy committee)</li> <li>Continue working with service provider Jane Plunkett focus Writing (All teaching staff)</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>Student shadowing by all teachers (All teaching staff)</li> <li>Learning walks – literacy focus – vocab (All teaching staff)</li> <li>Negotiate pathways implementation (Numeracy committee)</li> <li>Extend NFA pathways into year 5 (Numeracy committee)</li> <li>Consolidate NFA pathways implementation in years F-4 (Numeracy committee)</li> <li>Connecting NFA to Victorian Curriculum (Numeracy committee)</li> <li>Continue working with service provider Jane Plunkett focus Writing (All teaching staff)</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>Audit school curriculum against Victorian Curriculum (All teaching staff)</li> <li>NFA pathways audited and updated (Numeracy committee)</li> <li>Beveridge Way Numeracy supporting documentation (strategies)</li> <li>Literacy audit accomplishments and directions (Literacy committee)</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will</p> <ul style="list-style-type: none"> <li>Actively participating in classroom learning tasks and activities</li> </ul>

<ul style="list-style-type: none"> <li>What are the expected changes in knowledge, skills and mindsets that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented?</li> </ul>	<ul style="list-style-type: none"> <li>Articulating and demonstrating excellence in discussions, work samples and collaborative activities</li> <li>Providing feedback to teachers and classroom peers in relation to learning needs</li> <li>Using feedback to improve learning</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>Clarifying and sharing and understanding learning intentions and criteria for success</li> <li>Engineering classroom activities that elicit evidence of learning</li> <li>Providing feedback that moves learners forward</li> <li>Activating students as instructional resources for one another</li> <li>Activating students as the owners of their own learning</li> <li>Provide opportunities for student feedback to peers and teachers to frame new learning</li> <li>Use data to structure differentiated learning programs</li> <li>Actively participate in all professional learning meetings</li> <li>Adhere to whole school practices, policies and processes</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Staff meeting to identify distractions to teaching and develop whole school practices with implementation schedule.</li> <li>Provide timely responses to identified teacher needs</li> <li>Explicitly feedback to teachers the implications of data discussions on school improvement plans, selected instructional methods and activities, evaluation of programs and curriculum, how professional development needs can be supported and undertaken.</li> </ul>
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<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>What data/evidence will you use/collect to measure the success of the Outcomes above? How will you know if the outcomes have been achieved?</li> </ul>	<p>Improvements in the Effective Teaching Practice For Cognitive Engagement in the Attitudes To School Survey in the areas of;</p> <ul style="list-style-type: none"> <li>Differentiated learning challenge from 57% positive in 2018 to 70% or greater in 2019</li> <li>Effective classroom behavior from 65% positive in 2018 to 70% or greater in 2019</li> <li>Effective teaching time from 67% positive in 2018 to 70% or greater in 2019</li> <li>Stimulating learning from 56% positive in 2018 to 70% or greater in 2019</li> </ul> <p>Improvements in Staff Opinion Survey;</p> <ul style="list-style-type: none"> <li>Shielding and buffering from 51% in 2018 to 65% in 2019</li> <li>Teacher collaboration from 52% in 2018 to 65% in 2019</li> </ul>
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<b>Activities and Milestones</b> <i>Activities and milestones are task-oriented, such as attending or implementing professional learning. Activities and milestones for each KIS are linked to a specific role within the school (e.g. principal, assistant principal, leading teacher, KLA leader, PLT leader, teachers, ES staff etc.). Staff PDPs should explicitly link to their Activities and milestones.</i>	<b>Who</b> ie. Leadership Team	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Peer observations		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity Funds?
Learning walks – literacy focus – writing		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity Funds?
Resourcing NFA pathway program years 1-4		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity Funds?
Continue working with service provider Jane Plunkett focus new and returning staff		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Equity Funds?
Student shadowing by all teachers		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 3 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?

<p><b>Goal 2</b> From SSP - Goals are statements to define what student outcomes the school is striving to achieve</p>	<p><i>Empower students and develop in them a sense of being successful learners.</i></p>
<p><b>12 month target 2.2</b> An incremental step towards the 4 year target set in the SSP.</p>	<p><i>Academic emphasis in staff opinion survey at or above 70% positive from 60% in 2018</i> <i>Collective efficacy in staff opinion survey at or above 70% positive from 60% in 2018</i></p>
<p><b>Key Improvement Strategy 1</b> SSP – Linked to FISO initiative – the strategy the school has chosen to implement</p>	<p><i>Empowering students and building school pride</i></p>
<p><b>Actions</b> Actions are the high-level activities that will be undertaken by the school to drive progress against the KIS</p>	<p>Term1</p> <ul style="list-style-type: none"> <li>• Review and establish implementation schedule of STEM plans. (ICT Committee)</li> <li>• Establish what good learning is and developing a negotiated climate for learning (Leadership to guide)</li> <li>• Develop team to review effective evaluation processes and templates and establish whole school processes for student self evaluation (In-house committees)</li> <li>• Change team actively operating (Consolidate chess program, resource and extend to nurture interschool program) (LT – Helen Bouris)</li> <li>• Students help plan and implement school programs – sports program and events and carnival (Sports captains, Change Team and Ms Leisos) (Leadership to guide)</li> <li>• Developmental play in foundation resourced and operating to value student curiosity and use this to guide student learning (Area leaders and LTs)</li> <li>• Maintain and where relevant extend participation in external competitions and programs (Maths Olympiad, for example) (Area leaders and LTs)</li> <li>• Participate in community events, School musical and art show, Whittlesea Show, Visiting Dianella and Remembrance days (Area leaders and LTs)</li> <li>• Support student directed fundraising programs (internal, local, national and international issues) (All teaching staff)</li> <li>• Students working with committee leaders to develop and support school events – Numeracy, Science and Book Week for example. (Area leaders and LTs)</li> <li>• Consolidate Extension and Intervention programs (Area leaders and LTs)</li> <li>• Inquiry based learning model framing all learning programs (All teaching staff)</li> <li>• Design learning activities which incorporate and extend learning beyond the school (All teaching staff)</li> <li>• Explicitly teach collaborative learning skills where students actively participate in negotiating roles, responsibilities and outcomes. (All teaching staff)</li> <li>• Develop a culture structured for numeracy in the year 1 and 2 cohorts (Area leader and LT)</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>• Consolidate 3 way conference program at the end of each semester. (All teaching staff)</li> <li>• Survey students and teachers to identify strengths and areas for further work (spider web) (Numeracy team)</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>• Wellbeing PLC development (Principal and Wellbeing team)</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Outcomes</b> The Outcomes identify the expected changes in knowledge, skills and mindset that will be observed in the school if the Actions associated with the KIS have been successfully implemented.</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• Develop understanding of thinking processes and an ability to manage and apply these intentionally</li> <li>• Working with teachers in making decisions about teaching and learning</li> <li>• Can track and measure their own learning growth</li> <li>• Show understanding of what good learning is and the purpose of it. To enable students to evaluate their own work and more purposefully discuss their progress and achievement with their teachers</li> <li>• Work independently in any group situation</li> <li>• Demonstrate increased sense of responsibility to help others and model school values</li> <li>• Feed into school decision making processes</li> </ul> <p>Teachers will</p> <p>-</p> <p>Use metacognitive strategies to help students develop awareness of their own learning to self-regulate and to drive and sustain their motivation to learn</p> <ul style="list-style-type: none"> <li>• Plan and deliver structured lessons which scaffold learning to build student knowledge, skills and learning dispositions that support logical, strategic, flexible and adventurous thinking</li> <li>• Use open ended learning experiences with students to investigate complex ideas</li> </ul>

	<ul style="list-style-type: none"> <li>Nurture confidence in evaluating thinking processes across a range of familiar and unfamiliar contexts.</li> <li>Consider student's backgrounds, interests and needs to create authentic and meaningful learning opportunities</li> <li>Allow choice in learning activities in terms of method and outcomes</li> </ul> <p>Leaders will:</p> <p>-</p> <ul style="list-style-type: none"> <li>Collaborating and liaising with students and teachers to ensure student voice, agency and leadership is represented across the school</li> <li>Mentoring, coaching and providing feedback to students and teachers</li> <li>Ensure planning valued and utilized student agency</li> </ul>
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<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>What data/evidence will you use/collect to measure the success of the Outcomes above? How will you know if the outcomes have been achieved?</li> </ul>	<p>Student agency in Attitudes to School Survey to grow from 49% in 2018 to 60% or greater in 2019</p> <p>Teacher effort in Attitudes to School Survey to grow from 69% in 2018 to 75% or greater in 2019</p> <p>Teacher concern in Attitudes to School Survey to grow from 46% in 2018 to 60% or greater in 2019</p>
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<p><b>Activities and Milestones</b></p> <p><i>Activities and milestones are task-oriented, such as attending or implementing professional learning. Activities and milestones for each KIS are linked to a specific role within the school (e.g. principal, assistant principal, leading teacher, KLA leader, PLT leader, teachers, ES staff etc.). Staff PDPs should explicitly link to their Activities and milestones.</i></p>	<p><b>Who</b></p> <p>ie. Leadership Team</p>	<p><b>Is this a Professional Learning Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
Developmental play in foundation resourced and operating to value student curiosity and use this to guide student learning		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity Funds?
Inquiry based learning model framing all learning programs		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 ONGOING	\$0.00 <input type="checkbox"/> Equity Funds?
Wellbeing PLC development		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 2 to: Term 4	\$?.00 <input type="checkbox"/> Equity Funds?
Review and establish implementation schedule of STEM plans.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?
		<input type="checkbox"/> Yes <input type="checkbox"/> No	from: Term to: Term	\$0.00 <input type="checkbox"/> Equity Funds?