

# Annual Implementation Plan - 2019

## Define Actions, Outcomes and Activities

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Julie Mason (School Principal) on 21 December, 2018 at 10:31 AM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 27 December, 2018 at 08:45 AM  
Awaiting endorsement by School Council President

# Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve Student Learning outcomes in Reading, Writing and Number throughout the College Prep – Year 9.
<b>12 Month Target 1.1</b>	<p>Improvement in our 2019 Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- “Applicability of Professional Learning” from 65.1% (2018) to 70% (2019)</li> <li>- “Renewal of Knowledge and Skills” from 62.7% (2018) to 68% (2019)</li> <li>- “Seek feedback to Improve Practise” from 68.4% (2018) to 73% (2019)</li> <li>- “Professional Learning through peer observation” from 66% (2018) to 72% (2019)</li> </ul> <p>Grade 4-6 Attitude to School Differentiated Learning 2018 - 26th percentile 2019 - 45th percentile</p> <p>Effective classroom behaviour 2018 - 11th percentile 2019 - 45th percentile</p> <p>Effective Teaching Time 2018 - 24th percentile 2019 - 45th percentile</p> <p>Stimulated Learning 2018 - 18th percentile 2019 - 45th percentile</p> <p>Year 7-9 Attitude to School Differentiated Learning 2018 - 70th percentile 2019 - 80th percentile</p> <p>Effective classroom behaviour 2018 - 41st percentile 2019 - 60th percentile</p>

	<p>Effective Teaching Time 2018 - 69th percentile 2019 - 75th percentile</p> <p>Stimulated Learning 2018 - 64th percentile 2019 - 75th percentile</p>			
<b>KIS 1</b> Building practice excellence	For all teachers to access the expertise of a Learning/Science Specialist in a 12 month period to improve their capacity to implement the Victorian Teaching and Learning Model.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Learning/Science Specialist to provide templates for identifying staff needs and ensuring availability and equitability.</li> <li>- Learning Specialists to be highly visible.</li> <li>- Teachers to be receptive to utilising the learning/science specialists' skills, knowledge and expertise.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Staff and Learning/Science Specialist to build relational trust.</li> <li>- To improve staff teaching and learning capacity through developing their pedagogical or High Impact Teaching Strategies (HITS).</li> <li>- All staff to have a growth mindset for improving student outcomes in all curriculum areas.</li> </ul>			
<b>Success Indicators</b>	<p>Improvement in our 2019 Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- "Applicability of Professional Learning" from 65.1% (2018) to 70% (2019)</li> <li>- "Renewal of Knowledge and Skills" from 62.7% (2018) to 68% (2019)</li> <li>- "Seek feedback to Improve Practise" from 68.4% (2018) to 73% (2019)</li> <li>- "Professional Learning through peer observation" from 66% (2018) to 72% (2019)</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop templates (availability and equity) for staff to access learning specialist.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used

Learning specialist to provide staff personalised professional learning and support	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	To develop a whole school approach to student feedback and build teacher capacity to respond.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- All staff will read and unpack the Feedback section of HITS</li> <li>- Leadership will select appropriate professional reading</li> <li>- Leadership will facilitate PLC's to develop a protocol around giving and receiving student feedback (eg exit slips, vox pop etc)</li> <li>- All staff to undertake an inquiry cycle based on giving and receiving student feedback.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Every teacher will be able to implement the feedback protocols.</li> <li>- Staff will be proactive in responding to student feedback through changes in practice.</li> <li>- Leadership will provide opportunities for teaching staff to share and discuss feedback.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Creation of a Baden Powell College Student to Teacher Feedback Toolkit.</li> <li>- Leadership will review and conduct a P-3 Student survey</li> <li>- Teacher survey indicating impact of feedback</li> </ul> <p>Grade 4-6 Attitude to School Differentiated Learning 2018 - 26th percentile 2019 - 45th percentile</p> <p>Effective classroom behaviour 2018 - 11th percentile 2019 - 45th percentile</p> <p>Effective Teaching Time 2018 - 24th percentile 2019 - 45th percentile</p>			

	<p>Stimulated Learning 2018 - 18th percentile 2019 - 45th percentile</p> <p>Year 7-9 Attitude to School Differentiated Learning 2018 - 70th percentile 2019 - 80th percentile</p> <p>Effective classroom behaviour 2018 - 41st percentile 2019 - 60th percentile</p> <p>Effective Teaching Time 2018 - 69th percentile 2019 - 75th percentile</p> <p>Stimulated Learning 2018 - 64th percentile 2019 - 75th percentile</p>				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Professional learning utilising HITS (Feedback) including professional reading	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used	
Creation of a Baden Powell College Student to Teacher Feedback Toolkit.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used	

Undertake one successful Inquiry Cycle with a focus on student feedback	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Increase the relative learning growth of all students in English and Mathematics across the College through effective teaching in every classroom driven by data.			
<b>12 Month Target 2.1</b>	<p>For all students to grow an average 1.2 years in writing in a 12 month period.</p> <p>Grade 4-6 Attitude to School Learner Characteristics and Disposition - Self Regulation and Goal Setting” 2018 - 17th percentile 2019 - 25th percentile</p> <p>Effective teaching practice and cognitive engagement - stimulated learning 2018 - 18th percentile 2019 - 23rd percentile</p> <p>Year 7-9 Attitude to School Learner Characteristics and Disposition - Self Regulation and Goal Setting” 2018 - 66th percentile 2019 - 75th percentile</p> <p>Effective teaching practice and cognitive engagement - stimulated learning 2018 - 64th percentile 2019 - 75th percentile</p> <p>Improvement in our Staff Opinion Survey - “Applicability of Profession Learning” from 65.1% (2018) to 70% (2019) - “Renewal of Knowledge and Skills” from 62.7% (2018) to 68% (2019)</p>			
<b>KIS 1</b> Building practice excellence	For all students to improve their writing growth at Baden Powell College in 2019.			

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Teachers to conduct an Inquiry cycle with a focus on writing.</li> <li>- To provide all staff professional learning with a focus on writing.</li> <li>- Teachers to utilize the expertise and collaborate on best practice with other staff with a focus on writing.</li> <li>- Staff to develop a whole school scope and sequence on writing skills continuum.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- All students will have a clear understanding of their writing level and what to do next.</li> <li>- Teacher capacity to improve through direct professional learning on the selected Curriculum Day - Dr.Misty Adoniou Literacy</li> <li>- Toolkit to be utilised by all staff, linking reading with writing</li> <li>- An agreed whole school writing continuum will be documented by the end of 2019.</li> </ul>
<b>Success Indicators</b>	<p>For all students to grow an average 1.2 years in writing in a 12 month period.</p> <p>Grade 4-6 Attitude to School Learner Characteristics and Disposition - Self Regulation and Goal Setting” 2018 - 17th percentile 2019 - 25th percentile</p> <p>Effective teaching practice and cognitive engagement - stimulated learning 2018 - 18th percentile 2019 - 23rd percentile</p> <p>Year 7-9 Attitude to School Learner Characteristics and Disposition - Self Regulation and Goal Setting” 2018 - 66th percentile 2019 - 75th percentile</p> <p>Effective teaching practice and cognitive engagement - stimulated learning 2018 - 64th percentile 2019 - 75th percentile</p> <p>Improvement in our Staff Opinion Survey - “Applicability of Profession Learning” from 65.1% (2018) to 70% (2019) - “Renewal of Knowledge and Skills” from 62.7% (2018) to 68% (2019)</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers to conduct at least one Inquiry cycle with a focus on writing	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Curriculum Professional Learning - Misty Adoniou	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Published whole school writing continuum and share.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Implement an evidence based pedagogical model of teaching and learning that ensures the learning needs of all students are met and decrease the variability between classroom practices supported by timely feedback and coaching.			
<b>12 Month Target 3.1</b>	<p>The College will know if this goal is met, if every teacher within its community has experienced one successful PLC inquiry cycle where a team of teachers have made a positive impact on learning outcomes.</p> <p>In College Teams, teachers will use the PLCs Maturity Matrix to gain baseline data in term one and early fourth term. College teams will re-visit the PLCs Maturity Matrix and the College would expect to see each Team improve in a number of areas throughout the year.</p> <p>Goal Collective efficacy 2018 - 51% 2019 - 61%</p> <p>Collective participation 2018 - 61%</p>			



	<p>2019 - 71%</p> <p>Seek feedback to improve practice</p> <p>2018 - 47%</p> <p>2019 - 57%</p> <p>The College would expect to see increases in student growth across all learning areas.</p>
<b>KIS 1</b> Building practice excellence	Every teacher within the College will engage in a PLC improvement cycle where a small group of teachers collectively make a positive impact on student learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Introduce the PLCs model as an effective tool to improve student outcomes via College Teams.</li> <li>- Provide professional learning over a series of weeks to upskill nominated instructional leaders.</li> <li>- College Leaders (Leading Teachers and Assistant Principals who completed the PLCs training) will provide high-level and ongoing mentoring to new instructional leaders.</li> <li>- Instructional leaders develop the capacity of team members to interpret and act on data and implement evidence-based strategies to maximise learning outcomes.</li> </ul>
<b>Outcomes</b>	The College expects to see small groups of teachers collaborating on specific area of practice (crumbs). Instructional leaders utilise evidence-based strategies and data to lead and support small groups of teams in inquiry cycles, where teachers take risks, trial and explore approaches to teaching with the aim of making a positive difference. Throughout the course of the year, it is expected that the staff's ability to interpret data, measure growth, self-reflect and navigate HITS will all increase.
<b>Success Indicators</b>	<p>The College will know if this goal is met, if every teacher within its community has experienced one successful PLC inquiry cycle where a team of teachers have made a positive impact on learning outcomes.</p> <p>In College Teams, teachers will use the PLCs Maturity Matrix to gain baseline data in term one and early fourth term. College teams will re-visit the PLCs Maturity Matrix and the College would expect to see each Team improve in a number of areas throughout the year.</p> <p>Goal Collective efficacy</p> <p>2018 - 51%</p> <p>2019 - 61%</p> <p>Collective participation</p> <p>2018 - 61%</p> <p>2019 - 71%</p>

Seek feedback to improve practice  
 2018 - 47%  
 2019 - 57%  
 The College would expect to see increases in student growth across all learning areas.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Up-Skilling new instructional leaders	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Embedding high-level support on implementing a PLC	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Measurement of PLC Maturity Matrix	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used