

# 2018 Annual Implementation Plan

## for improving student outcomes

Rubicon Outdoor Centre (8294)



Submitted for review by Andrew Monson (School Principal) on 18 December, 2017 at 04:12 PM

Endorsed by Anthony Gooden (Senior Education Improvement Leader) on 26 February, 2018 at 02:27 PM

Endorsed by Geoff Hyland (School Council President) on 01 March, 2018 at 09:01 AM

# Self-evaluation Summary - 2018

Rubicon Outdoor Centre (8294)

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

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

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

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>For every student to achieve learning growth in their program focus:</p>	<p>Targets reflect improved student achievement measured against 2015 benchmarks.</p> <p><u>Teacher assessment</u> A catalogue of assessment tools used to demonstrate achievement of student learning growth in the program focus.</p> <p><u>Student reflection</u> Random samples collected to demonstrate learning growth .</p> <p><u>Staff opinion survey:</u> Staff endorsement for school climate variables of; collective efficacy, collective focus on student learning and guaranteed and viable curriculum to be higher than 75%.</p> <p><u>Visiting teacher survey</u> By 2017, 90% of visiting teachers endorse student learning growth in program focus areas.</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Staff opinion survey: Staff endorsement for school climate variables of; collective efficacy, collective focus on student learning and guaranteed and viable curriculum to be higher than 75%.</p> <p>Visiting Teacher Survey: 90% of visiting teachers endorse student learning growth</p>	<p>Evaluating impact on learning</p>

<p>Foster student voice and engagement in their learning.</p>	<p><u>Student opinion</u> School designed student surveys measuring student intention to apply learning - post program.</p> <p><u>Teacher assessment</u> Sample of staff assessment to demonstrate student engagement in their learning post student visitation.</p>	<p>No</p>	<p>1.Build authentic student voice within the school to inform practice</p>	
<p>Promote understanding of self and others to foster positive relationships, within an inclusive and supportive learning community.</p>	<p><u>Student opinion</u> School designed student surveys/reflections demonstrating increased understanding of self.</p> <p><u>Teacher assessment</u> Random sample of staff assessment tools demonstrating achievement of leaning intentions.</p> <p><u>Staff Opinion Survey</u> 80% or higher endorse the school climate variable of collective focus on student learning.</p>	<p>Yes</p>	<p>Staff Opinion Survey: Staff endorsement for Teaching and Learning variables of; use pedagogical model, use data for curriculum planning, understand how to analyse data to be equal to or greater than 50%</p> <p>Student Opinion Survey: Student endorsement for effective teaching practice, high expectations of success and teacher empathy to be higher than 60%</p>	<p>Intellectual engagement and self-awareness</p>
<p>Maximise school resources to enable optimum implementation of school goals and priorities.</p> <p>Build the strategic partnership with all ROSA schools.</p>	<p><u>Staff Opinion Survey</u> Endorsement of professional learning to be higher than 70%.</p> <p><u>Client schools</u> (Visiting Teachers) Of a random sample of Visiting Teachers 80% endorse effectiveness of programs.</p> <p><u>Achievement of ROSA specified KPIs</u></p>	<p>No</p>		

	70% or more of the ROSA strategic plan KPI's are achieved by the end of the current ROSA Strategic Plan.			
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<b>Improvement Initiatives Rationale</b>
Through data analysis provided through staff survey outcomes and aligning these results to the Continua of practice, the school has selected the above improvement initiatives as a focus for the year to continue progression towards the school's strategic plan (SSP). School climate data currently indicates that while collective efficacy (86.4%) is as a direct result of the ongoing work within the school, as staff understanding and knowledge has improved endorsement scores for Collective focus on student learning has declined from 77.4% to 65% in 2017. Self assessment on the continua has highlighted the need for a focus on the area of Intellectual engagement and self-awareness with a focus in 2018 identifying the need to move staff endorsement of teaching and learning relating to data and pedagogical practice to 50% minimum in order to continue to improve student outcomes.

<b>Goal 1</b>	For every student to achieve learning growth in their program focus:
<b>12 month target 1.1</b>	Staff opinion survey: Staff endorsement for school climate variables of; collective efficacy, collective focus on student learning and guaranteed and viable curriculum to be higher than 75%.  Visiting Teacher Survey: 90% of visiting teachers endorse student learning growth
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategies</b>	
KIS 1	Develop common assessment approach and process; formalised, documented and implemented
KIS 2	Build staff capacity and reporting template

<b>Goal 2</b>	Promote understanding of self and others to foster positive relationships, within an inclusive and supportive learning community.
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<b>12 month target 2.1</b>	Staff Opinion Survey: Staff endorsement for Teaching and Learning variables of; use pedagogical model, use data for curriculum planning, understand how to analyse data to be equal to or greater than 50%  Student Opinion Survey: Student endorsement for effective teaching practice, high expectations of success and teacher empathy to be higher than 60%
<b>FISO Initiative</b>	Intellectual engagement and self-awareness
<b>Key Improvement Strategies</b>	
KIS 1	Support and foster intellectual engagement in teaching practice
KIS 2	Build student voice within learning
KIS 3	Develop a culture of high expectations
KIS 4	Students apply metacognitive strategies to their learning

## Define Evidence of Impact and Activities and Milestones - 2018

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<b>Goal 1</b>	For every student to achieve learning growth in their program focus:
<b>12 month target 1.1</b>	Staff opinion survey: Staff endorsement for school climate variables of; collective efficacy, collective focus on student learning and guaranteed and viable curriculum to be higher than 75%.  Visiting Teacher Survey: 90% of visiting teachers endorse student learning growth
<b>FISO Initiative</b>	Evaluating impact on learning
<b>Key Improvement Strategy 1</b>	Develop common assessment approach and process; formalised, documented and implemented

Actions	Develop common assessment approach, with tools structured to meet individual school needs.			
Evidence of impact	Students value the assessment and regular feedback as a result of consistent and viable assessment being undertaken by teachers pre, during and post program. Teachers have a deeper understanding and application of assessment strategies and techniques as a result of professional development conversations and activities led by an appropriate leadership team member.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Formalised vertical team approach to investigate curriculum and assessment through formal professional development.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	<input type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Evaluating impact on learning			
<b>Key Improvement Strategy 2</b>	Build staff capacity and reporting template			
Actions	Develop consistent understanding amongst teachers of reporting and what this looks like			
Evidence of impact	Staff are able to explain what students have learnt and what they should do next in their learning as a result of professional conversations around the format of reporting and where this resides in the context of the school learning experience of students.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget



		Learning Priority		
Teachers perform consistent pre, during and post assessments and can explain what students have demonstrated through moderation.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	<input type="checkbox"/> Equity funding will be used
Pilot program identified and reporting method trialled with student and teacher feedback	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Promote understanding of self and others to foster positive relationships, within an inclusive and supportive learning community.			
<b>12 month target 2.1</b>	Staff Opinion Survey: Staff endorsement for Teaching and Learning variables of; use pedagogical model, use data for curriculum planning, understand how to analyse data to be equal to or greater than 50%			
	Student Opinion Survey: Student endorsement for effective teaching practice, high expectations of success and teacher empathy to be higher than 60%			
<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 1</b>	Support and foster intellectual engagement in teaching practice			
Actions	Develop staff understanding and application of differentiation in teaching.			
Evidence of impact	Teaching staff regularly develop differentiated activities and outcomes for students, utilising feedback and collaboration to develop a team approach.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Teachers work in teams to develop assessment activities and plans that cater for a variety of student needs.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers develop understanding of effective feedback to support learning growth.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

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<b>12 month target 2.1</b>	Staff Opinion Survey: Staff endorsement for Teaching and Learning variables of; use pedagogical model, use data for curriculum planning, understand how to analyse data to be equal to or greater than 50%  Student Opinion Survey: Student endorsement for effective teaching practice, high expectations of success and teacher empathy to be higher than 60%			
<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 2</b>	Build student voice within learning			
Actions	Establish an understanding of what authentic student voice looks like within a similar school setting			
Evidence of impact	Staff are able to articulate what student voice looks like within Rubicon. Students feedback demonstrates engagement with program of learning at Rubicon.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Student/s representative on school council identified and engaged	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	<input type="checkbox"/> Equity funding will be used

Victorian SRC consulted and feedback informs student voice in Rubicon school setting.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	<input type="checkbox"/> Equity funding will be used
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<b>12 month target 2.1</b>	<p>Staff Opinion Survey: Staff endorsement for Teaching and Learning variables of; use pedagogical model, use data for curriculum planning, understand how to analyse data to be equal to or greater than 50%</p> <p>Student Opinion Survey: Student endorsement for effective teaching practice, high expectations of success and teacher empathy to be higher than 60%</p>			
<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 3</b>	Develop a culture of high expectations			
Actions	Develop common approach to using a pedagogical and a wellbeing model in practice.			
Evidence of impact	The School has an articulated teaching and learning model that is used to inform staff reflections and planning, assisting in staff establishing their own learning and instructional goals. This is a consequence of ongoing professional development conversations in the context of PLT meetings. Teaching staff can articulate where Tribes Values and the PERMA model sit within the practice and understand where they may be used within their instructional practice.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Instructional model used regularly by teaching staff in reflections and planning	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Consistent approach across the school to what positive-education looks like in practice.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

Consistent acknowledgment of ATSI culture and references across the school.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	<input type="checkbox"/> Equity funding will be used
Classroom observations occur twice a year	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

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<b>FISO Initiative</b>	Intellectual engagement and self-awareness			
<b>Key Improvement Strategy 4</b>	Students apply metacognitive strategies to their learning			
Actions	Develop staff understanding and application of Problem Based learning.			
Evidence of impact	Students report high ownership over their learning and outcomes as well as improved understanding of problem solving and decision making. Teachers implement the teaching of explicit problem solving strategies into their practice and promote self-questioning, including high levels of classroom discussion as a regular feature.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Professional development of the application of DATT tools in Problem Based learning	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	<input type="checkbox"/> Equity funding will be used

Staff understand and apply PERMA model in their teaching for support of a growth mindset in students	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
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