

2023 Annual Implementation Plan

for improving student outcomes

Rubicon Outdoor School (8294)



Submitted for review by Andrew Monson (School Principal) on 16 August, 2023 at 09:10 AM
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 23 August, 2023 at 08:03 AM
Endorsed by Ian Good (School Council President) on 31 August, 2023 at 09:34 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Emerging moving towards Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging moving towards Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	With a return to some form of normality in 2022, the school experienced and tracked a number of key changes in student demographics as the year unfolded. Behavioural and wellbeing instances were on the rise as students returned to school with a range of drivers that impacted their learning and engagement at school. Whilst much of this was proactively supported through existing staff expertise it is increasingly apparent that an appropriate school wide strategy be developed to address the growing wellbeing issues and behaviours that are emerging in schools and students. Staff remained focussed on what matters most, the engagement and learning of students, for the year with PLCs being a significant driver of shared inquiry and changes in practice emerging from these Professional Learning Communities, these have been also a
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	<p>substantial driver for increases in staff endorsement of a range of measures across the wellbeing and safety domain alongside leadership. Units of work are being consistently planned to a high level and is reflective of the expertise being evidence in classes with students as teaching staff continue to secure improved students outcomes. Staff are increasingly reflective of their practice and areas for improvement, and this is reflected in staff opinion survey measures. A deeper pedagogical knowledge amongst staff is emerging as staff take risks with their practice and look to better understand the evidence and outcomes being experienced in their classes. Whilst student reporting is yet to be implemented fully the work in 2022 created substantial space for staff to identify what the report will look like and the resourcing required to undertake these successfully.</p>
<p>Considerations for 2023</p>	<p>Whilst the school need to look at areas such as building pedagogical fluency through moderation and differentiation practices, a continued focus on assessment and reporting practices will better enable moderation conversations and data literacy to be built amongst staff. This should be retained as a focus as part of the priorities goal related to learning but be driven by an emphasis on reporting on student outcomes in 2023.</p> <p>Understanding the degree to which unexplained absences could be reduced in the school will help the school better understand drivers for absenteeism of students and be able to work to address these. This should be looked at alongside how the school better addresses wellbeing concerns and behavioural considerations as a school. This could be done through the implementation of a school wide strategy and should form part of the wellbeing priorities goal in 2023.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Optimise student learning and engagement
Target 2.1	By the end of 2026 increase the percentage of students achieving at or above expected level within the curriculum focus areas as assessed by teacher judgement at the end of their time at Rubicon to at least 75%
Target 2.2	By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Teaching and Learning factors: <ul style="list-style-type: none"> <input type="checkbox"/> <i>monitor effectiveness using data</i> from 18% in 2022 to 40% <input type="checkbox"/> <i>skills to measure impact</i> from 41% in 2022 to 65% <input type="checkbox"/> <i>use data for curriculum planning</i> from 6% in 2022 to 60%

Target 2.3	<p>By the end of 2026 increase the four-year average percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>I have a say over things I learn</i> from 71% in 2019-2022 to 80% or less <input type="checkbox"/> <i>I set learning goals for myself</i> from 58% in 2019-2022 to 70%
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise strategies to determine student attainment, differentiated responses and identify opportunities for growth
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher collaborative practices to develop a shared responsibility for student and adult learning
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student agency and leadership to strengthen student engagement in learning
Goal 3	Maximise student wellbeing
Target 3.1	<p>By the end of 2026 increase the four-year average percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>At Rubicon I have tried to work out my problems by talking about them</i> from 57% in 2019-22 to 65%

	<input type="checkbox"/> <i>My Rubicon teacher/s have shown an interest in my wellbeing</i> from 77% in 2019-22 to 80%
Target 3.2	<p>By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Teaching and Learning (Implementation) factors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>support growth and learning of whole student</i> from 71% in 2022 to 85% <input type="checkbox"/> <i>believe student engagement is key</i> from 82% in 2022 to 90%
Target 3.3	<p>By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Leadership factor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>intellectual stimulation</i> from 69% in 2022 to 75%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff knowledge and capability to provide universal adjustments
Key Improvement Strategy 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff knowledge and capability to identify and utilise support strategies and interventions to meet the tiered wellbeing needs of students

Key Improvement Strategy 3.c

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment

Establish collaborative practices to develop a shared responsibility for student wellbeing

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By end of 2023, increase the proportion of students achieving at or above "embedding" (or equivalent measure) for their relevant curriculum focus to 60% By end of 2023 increase the proportion of students experiencing "Differentiated learning challenge" to be greater than 80%</p>
Optimise student learning and engagement	No	By the end of 2026 increase the percentage of students achieving at or above expected level within the curriculum focus areas as assessed by teacher judgement at the end of their time at Rubicon to at least 75%	
		By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Teaching and Learning factors: <ul style="list-style-type: none"> <input type="checkbox"/> <i>monitor effectiveness using data</i> from 18% in 2022 to 40% <input type="checkbox"/> <i>skills to measure impact</i> from 41% in 2022 to 65% <input type="checkbox"/> <i>use data for curriculum planning</i> from 6% in 2022 to 60% 	
		By the end of 2026 increase the four-year average percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for: <ul style="list-style-type: none"> <input type="checkbox"/> <i>I have a say over things I learn</i> from 71% in 2019-2022 to 80% or less <input type="checkbox"/> <i>I set learning goals for myself</i> from 58% in 2019-2022 to 70% 	

Maximise student wellbeing	No	By the end of 2026 increase the four-year average percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for: <ul style="list-style-type: none"> <input type="checkbox"/> <i>At Rubicon I have tried to work out my problems by talking about them from 57% in 2019-22 to 65%</i> <input type="checkbox"/> <i>My Rubicon teacher/s have shown an interest in my wellbeing from 77% in 2019-22 to 80%</i> 	
		By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Teaching and Learning (Implementation) factors: <ul style="list-style-type: none"> <input type="checkbox"/> <i>support growth and learning of whole student from 71% in 2022 to 85%</i> <input type="checkbox"/> <i>believe student engagement is key from 82% in 2022 to 90%</i> 	
		By the end of 2026 increase the percentage positive endorsement on the School Staff Survey for the Leadership factor: <ul style="list-style-type: none"> <input type="checkbox"/> <i>intellectual stimulation from 69% in 2022 to 75%</i> 	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	By end of 2023, increase the proportion of students achieving at or above "embedding" (or equivalent measure) for their relevant curriculum focus to 60%	By end of 2023 increase the proportion of students experiencing "Differentiated learning challenge" to be greater than 80%
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12-month target 1.1 target	By end of 2023, increase the proportion of students achieving at or above "embedding" (or equivalent measure) for their relevant curriculum focus to 60%			
	By end of 2023 increase the proportion of students experiencing "Differentiated learning challenge" to be greater than 80%			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Review the proposed reporting format and implement reporting procedures and practices for all students at the school Develop a whole-school understanding of differentiated outcomes against the school's curriculum foci			
Outcomes	Leaders will; (1) support teachers to write comments on outcomes using an identified framework (2) support moderation conversations on student outcomes and practice improvement (3) identify and manage appropriate resources required Teachers will; (1) engage in professional learning and utilising student report writing (2) understand and engage in regular moderation conversations with peers and leaders Students will know where they are at in relation to the curriculum outcome and how they can progress			
Success Indicators	Early Indicators: Example moderated assessment outcomes collected and documented against curriculum areas including PLC findings. Learning Walks data as it relates to the five question prompts and student response to relevant areas. Curriculum plans reflect differentiation consideration and assessment foci. Late Indicators: Staff opinion survey data reflects growth in relevant areas as they relate to Teaching and Learning "Implementation" & "Evaluation". Student level reports reflect performance against curriculum areas.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review and finalise a number of master rubrics	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
PLCs schedule moderation activities	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Moderated assessment tasks connected to a selected number of curriculum areas are documented	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00
Development of a report comment framework	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Report writing professional learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Professional Learning for using the schools Student Management System.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Develop and implement a school wide positive behaviour support strategy			
Outcomes	<p>Leaders will; model the behaviours and have the skills to support teachers and students in modelling expected behaviours and practices.</p> <p>Teachers will; be engaged in the development of the school's positive behaviour support strategy and implement this into their daily routines. They feel better equipped to support students to remain connected with their learning whilst at Rubicon.</p> <p>Students will; understand expectations around their learning and behaviour whilst at Rubicon and feel supported to realise these.</p>			
Success Indicators	<p>Late Indicators: School wide positive behaviour support strategy is documented. Student attitudinal data reflects increased positive endorsement across the relevant measures and that respondents are experiencing improved self efficacy. Staff Opinion Survey results reflect positive growth across relevant areas "staff at my school are able to educate the most challenging students"</p> <p>Early Indicators: increase in staff knowledge and understanding of student wellbeing needs and how to plan for and respond effectively is reflected in curriculum planning and teaching team reflections. Learning Walks reflect increase in visible behaviours. Documented SWPB expectations for staff adopted into practice.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Restorative Practice PL	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
team teaching model document	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Trauma Informed Practice PL	<input checked="" type="checkbox"/> Lookout centre/designated teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Policy review and Implementation	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Document SWPB approach/strategy	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

