

2019 Annual Implementation Plan

for improving student outcomes

Rubicon Outdoor Centre (8294)



Submitted for review by Andrew Monson (School Principal) on 26 February, 2019 at 04:18 PM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 26 February, 2019 at 09:39 PM
Endorsed by Geoff Hyland (School Council President) on 27 February, 2019 at 01:11 PM

Self-evaluation Summary - 2019

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	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

Enter your reflective comments	The school review and subsequent SSP and the 2019 AIP identified that consolidation of existing work is of significant importance for the school. The development of the work of the school leadership team within the FISO dimension of Professional leadership, while not explicitly focused on in the SSP must form a key foci if this work is to be achieved. Much of the areas reflected upon in the school's review report identified the areas of FISO that should be leveraged in order to focus on continual improvement and to ensure tangible measures are in place.
Considerations for 2019	In the first year of the SSP (2019) the school will be focusing on reviewing the school values, ensuring that they may support student agency in attending the school and support the delivery of a guaranteed and viable curriculum while also building school connectedness and a positive climate for learning. This work will also enable the school to evaluate the effectiveness of relationships with visiting school's and the opportunities that this raises while working through ensuring greater consistency in practice and assessment in the classroom. As noted in my reflections a key focus for leadership will be developing their work within the FISO domain of Professional Leadership with a specific focus on the dimension of Building Leadership teams.

Documents that support this plan

Rubicon Outdoor Centre School Review Report 2018 final.docx (0.29 MB)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student engagement	Yes	Student opinion survey of social engagement and learner characteristics in the learning confidence, Motivation & Interest, Self-regulation and goal setting, and Student voice and Agency to be greater than 70% post visit.	Student opinion survey of social engagement and learner characteristics in the learning confidence, Motivation & Interest, Self-regulation and goal setting, and Student voice and Agency to be greater than 60% post visit.
		Partner and staff opinion surveys indicate the endorsement of; Teaching and learning - evaluation and implementation dimensions to be 65% or greater.	Partner and staff opinion surveys indicate the endorsement of; Teaching and learning - evaluation and implementation dimensions to be 55% or greater.
To improve student achievement.	Yes	75% of students achieve at or above the expected standard within the curriculum focus area.	65% of students achieve at or above the expected standard within the curriculum focus area.
		Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 71%, planning to 50%, implementation and evaluation to 65%.	Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 60%, planning to 45%, implementation and evaluation to 55%

		Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 75% or greater.	Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 65% or greater.
To improve student wellbeing and understanding of self, others and the environment.	Yes	Increase in student opinion survey dimensions related to understanding of self and wellbeing within the survey factor of Teacher Concern, Respect for Diversity and Resilience to be greater than 70%.	Increase in student opinion survey dimensions related to understanding of self and wellbeing within the survey factor of Teacher Concern, Respect for Diversity and Resilience to be greater than 60%.
		Increase in the endorsement by staff of the dimensions; collective focus on student learning to be greater than 75%, Collective efficacy and responsibility to be greater than 81%, Staff safety and wellbeing to be equal to or greater than 65%.	Increase in the endorsement by staff of the dimensions; collective focus on student learning to be greater than 65%, Collective efficacy and responsibility to be greater than 71%, Staff safety and wellbeing to be equal to or greater than 55%.
		Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 75%	Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 55%

Goal 1	To improve student engagement
12 Month Target 1.1	Student opinion survey of social engagement and learner characteristics in the learning confidence, Motivation & Interest, Self-regulation and goal setting, and Student voice and Agency to be greater than 60% post visit.
12 Month Target 1.2	Partner and staff opinion surveys indicate the endorsement of; Teaching and learning - evaluation and implementation dimensions to be 55% or greater.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop individual student goals based on prior knowledge and demonstrated students' skills and behaviours (IES).	No
KIS 2 Intellectual engagement and self-awareness	Foster high expectations in student learning goals and their ability to monitor and evaluate their own progress (IES).	Yes
KIS 3 Empowering students and building school pride	Build authentic student voice, agency and leadership that impacts program delivery (ESB).	No
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.	The focus on fostering high expectations in student learning goals is driven by the inconsistency in student articulation of their own expectations in learning whilst at Rubicon. This, along with an alignment of the school curriculum may be achieved through improved staff confidence in curriculum as well as a focus on improved student self-assessment and feedback. Student survey data to be gathered weekly in order to capture the targets identified as current survey sets are based on 12 month student cohorts not weekly. This work will further support the development of greater student voice and agency in their learning.	
Goal 2	To improve student achievement.	
12 Month Target 2.1	65% of students achieve at or above the expected standard within the curriculum focus area.	
12 Month Target 2.2	Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 60%, planning to 45%, implementation and evaluation to 55%	
12 Month Target 2.3	Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 65% or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Review and document a guaranteed and viable curriculum which reflects the values and purpose of the school (CPA).	Yes
KIS 2 Curriculum planning and assessment	Review and develop assessment strategies and practices to authentically evaluate and increase student learning (CPA).	No
KIS 3 Evaluating impact on learning	Track and monitor the evidence of teacher differentiation practices based on student students' skills and behaviours (EIL).	No
KIS 4 Building practice excellence	Build and develop staff capacity through the development of a whole of school professional learning plan	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.	The two KIS identified are a focus for this year as they begin consolidation of the work occurring in the previous strategic plan. As an essential element for school improvement, the development of a school professional learning plan is essential to continually drive school improvement, with professional learning being linked to both the school's strategic direction/agenda and the professional learning needs of staff based on the evidence to hand. The review found that the level of uncertainty around how well the curriculum is aligned with the school's values and purpose was varied and that this posed challenges in driving improvement in this space. As the school values are articulated in 2019 it is planned that the curriculum is then reviewed in light of the values and refined accordingly, this will further support improved assessment and reporting practices on student outcomes into the next stages of the SSP.	
Goal 3	To improve student wellbeing and understanding of self, others and the environment.	
12 Month Target 3.1	Increase in student opinion survey dimensions related to understanding of self and wellbeing within the survey factor of Teacher Concern, Respect for Diversity and Resilience to be greater than 60%.	
12 Month Target 3.2	Increase in the endorsement by staff of the dimensions; collective focus on student learning to be greater than 65%, Collective efficacy and responsibility to be greater than 71%, Staff safety and wellbeing to be equal to or greater than 55%.	
12 Month Target 3.3	Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 55%	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 1 Global citizenship	Review and develop Rubicon values and purpose that inform student outcomes.(GC)	Yes
KIS 2 Building communities	Review and refine effective partnerships and clear expectations and responsibilities between visiting schools and ROC. (BC)	No
KIS 3 Networks with schools, services and agencies	Review and develop a community of practice focussed on learning in the outdoors. (NSSA)	No
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.	The identification and articulation of the school values and the implications this has to drive school improvement was a highlight within the school review. Much of the 4 year work and this 12 month focus will be driven by the organizational values as they pertain not only to improving student outcomes but also the work of the school as a whole. If left unclear the work to align school vision with improved student outcomes is hindered and the alignment of a guaranteed and viable curriculum is not achievable.	

Define Actions, Outcomes and Activities

Goal 1	To improve student engagement			
12 Month Target 1.1	Student opinion survey of social engagement and learner characteristics in the learning confidence, Motivation & Interest, Self-regulation and goal setting, and Student voice and Agency to be greater than 60% post visit.			
12 Month Target 1.2	Partner and staff opinion surveys indicate the endorsement of; Teaching and learning - evaluation and implementation dimensions to be 55% or greater.			
KIS 1 Intellectual engagement and self-awareness	Foster high expectations in student learning goals and their ability to monitor and evaluate their own progress (IES).			
Actions	Build staff capacity and adoption of Establishing high expectations in student learning goals and the inclusion of self-assessment and tracking of progress throughout their curriculum program.			
Outcomes	Teachers have an improved understanding and application of establishing high expectations with students around learning goals, including the use of success criteria and learning intentions in all lessons. Students regularly complete self assessments and these are used to support the establishment of future directions in student learning. Reporting indicates future directions for further growth and student self-assessments are included within this frame.			
Success Indicators	Student self-assessment reports, Student and Teacher survey results as administered but the School along with student/cohort reports identifying challenging future directions to enable future growth.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning focussed on Data Analysis, Moderation, and Assessment literacy	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Formalised Student reflections incorporated into all Programs as part of Reporting/Assessment planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning intentions and Success Criteria visible in teaching practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student achievement.			
12 Month Target 2.1	65% of students achieve at or above the expected standard within the curriculum focus area.			
12 Month Target 2.2	Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 60%, planning to 45%, implementation and evaluation to 55%			
12 Month Target 2.3	Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 65% or greater.			
KIS 1 Curriculum planning and assessment	Review and document a guaranteed and viable curriculum which reflects the values and purpose of the school (CPA).			
Actions	Complete a review and documentation of the school's curriculum in line with the school's values and vision and those of the education state targets linked to Critical, creative thinking and happy, healthy, resilient kids.			
Outcomes	Staff can identify the curriculum that is being taught is linked to the school's vision and mission. Students attending Rubicon know why they are attending and are able to explain how this impacts upon their community and themselves after Rubicon. Relationships with schools improves as partnerships with schools have an increased understanding and adoption of Rubicon's vision and mission into their use of Rubicon as a learning partnership/resource.			

Success Indicators	Staff opinion survey indicates a greater endorsement of the school curriculum. Programs planned for through the calendar for 2020 indicate that all programs are linked to the school's curriculum and values.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Review Completed	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$350.00 <input type="checkbox"/> Equity funding will be used
Alignment of Curriculum with School Values	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build and develop staff capacity through the development of a whole of school professional learning plan			
Actions	The school develops a whole school Professional learning plan that links legislated training requirements to professional practice improvements requirements of the school. 50% of professional learning plan goals are linked to the strategic direction of the school with shared strategies and evidence			
Outcomes	School staff have an improved understanding around how their professional development is linked to the school's strategic focus and direction. staff are able to effectively target development areas within their practice through the use of the professional learning time allocated and utilise the resources available.			
Success Indicators	Staff feedback and survey results as linked to the identified targets within the AIP, specifically the endorsement. Increase in percentage endorsement by staff of relevant dimensions within modules practice improvement to 60%, planning to 45%, implementation and evaluation to 55%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional Learning Plan Developed	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PDP reviews indicate focus on shared goals is occurring	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Plan regularly reviewed and adjusted according to evidence	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve student wellbeing and understanding of self, others and the environment.			
12 Month Target 3.1	Increase in student opinion survey dimensions related to understanding of self and wellbeing within the survey factor of Teacher Concern, Respect for Diversity and Resilience to be greater than 60%.			
12 Month Target 3.2	Increase in the endorsement by staff of the dimensions; collective focus on student learning to be greater than 65%, Collective efficacy and responsibility to be greater than 71%, Staff safety and wellbeing to be equal to or greater than 55%.			
12 Month Target 3.3	Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 55%			
KIS 1 Global citizenship	Review and develop Rubicon values and purpose that inform student outcomes.(GC)			
Actions	Establish the identification, articulation and establishment of School values that support the vision and mission of the school as linked to improving student outcomes and relationships with partner schools.			

Outcomes	Leadership are able to identify the interconnection of the school values and how these inform decision making processes, ensuring that strategic decisions are made, when possible, in connections with school values. the broader school community is able to identify how the relationship with Rubicon is important and the values shape the engagement and articulation of the relationship.			
Success Indicators	Partnerships with visiting schools focus on improving student outcomes through teacher reports and feedback. Staff survey data indicates a greater understanding of the schools values and vision being linked to curriculum and student outcomes.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Values Drafted from Staff Workshop	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Values polished by Identified workgroup	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Audit of School Documentation	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
School Improvement Team Established and developed	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Document Common Student Outcomes as informed by School Values	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning focussed on Data Analysis, Moderation, and Assessment literacy	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	
Formalised Student reflections incorporated into all Programs as part of Reporting/Assessment planning	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> CRT	\$1,500.00	
School Improvement Team Established and developed	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,500.00	
Totals			\$5,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning focussed on Data Analysis, Moderation, and Assessment literacy	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Whole School day meeting in a common space
Formalised Student reflections incorporated into all Programs as part of Reporting/Assessment planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning intentions and Success Criteria visible in teaching practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document Common Student Outcomes as informed by School Values	<input checked="" type="checkbox"/> Leadership Team	from: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Whole School day

		to: Term 4					at common space
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