

2021 Annual Implementation Plan

for improving student outcomes

Rubicon Outdoor School (8294)



Submitted for review by Andrew Monson (School Principal) on 18 December, 2020 at 12:08 PM
Endorsed by Scott Watson (Senior Education Improvement Leader) on 25 January, 2021 at 03:31 PM
Endorsed by Ian Good (School Council President) on 19 February, 2021 at 11:01 AM

Self-evaluation Summary - 2021

	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	Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>(KIS 1.a) Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 70% or greater.</p> <p>(KIS 1.b) 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%</p> <p>(KIS 1.c) Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 75%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	<p>(KIS 1.a) Increase in student endorsement of dimensions; differentiated learning challenge, stimulated learning and effective teaching to 70% or greater.</p> <p>(KIS 1.b) 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%</p> <p>(KIS 1.c) Partner Teacher Opinion survey indicates an increase in endorsement of; Partnership with Rubicon supports improving student outcomes by 75%</p>			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<ol style="list-style-type: none"> 1. Further embed PLC improvement strategy to support teacher collaboration and reflection, strengthening a collaborative approach to practice improvement with a focus on differentiated and effective teaching. 2. Revisit and strengthen the use of the schools instructional model for improved consistency in instructional practice. 3. Plan whole school professional learning on identified priority areas throughout the year, linked to AIP, PLC foci, Learning Walk foci and PL sessions being provided 			
Outcomes	<p>Leaders will support and lead a consistent understanding of the schools instructional model and differentiated teaching practices</p> <p>Teachers will develop an understanding of differentiate planning practice and consistency in instructional practice</p> <p>Students will experience success and celebrate their learning and next steps.</p>			
Success Indicators	<p>Notes from Instructional walks undertaken by Leadership and SIT members</p> <p>Data from EI observations indicate improved staff understanding of schools instructional models and differentiated teaching practices</p> <p>Learning design demonstrates a focus on differentiated teaching</p> <p>Students identify their learning success and can articulate next steps</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional learning plan encompasses improving the use and understanding of the Instructional Model (e5), PLC foci through the year, practical requirements in the outdoors	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <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
Educator impact observation tool implemented and adopted	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning to support improved assessment practices	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used
review the 'program' reflection process to improve teaching team moderation and reflection, with adoption of the identified process and consistent supported/resourced use across the school	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning walks undertaken using the 5 question protocols and supported by professional learning with members	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	1. Plan and refine a whole school approach to wellbeing to consider actions at leadership, teacher and student levels 2. Establish an agreed approach to monitoring and responding to student wellbeing concerns and student engagement in learning			

	and resilience.			
Outcomes	<p>Leaders will strengthen engagement with schools for improved wellbeing and engagement information at the student and cohort level and adopt a Reconciliation Action Plan (RAP) for improved inclusion of ATSI students</p> <p>Teachers will adopt trauma informed practices to support student learning</p> <p>Students will feel supported and engaged in their learning at Rubicon</p> <p>Teachers and Leaders will share a common understanding of a whole school approach to wellbeing</p>			
Success Indicators	<p>EI evidence from teaching staff at whole school level</p> <p>student information system reflect wellbeing notes and attendance data and is used by staff to inform planning</p> <p>Student, Visiting teacher and ROC staff opinion data shows a positive shift across relevant areas</p> <p>PLC notes reflect focus on wellbeing planning and practice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Adoption of a Reconciliation Action Plan (RAP)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning for staff around Trauma Informed Practice	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,250.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning and documented whole school approach to Wellbeing	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,780.00 <input checked="" type="checkbox"/> Equity funding will be used

Quarterly Analysis of Student survey data	<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
KIS 3 Building communities	Connected schools priority			
Actions	<ol style="list-style-type: none"> 1. The school develops meaningful communication with parents/carers/kin 2. Use digital channels of communication to provide regular updates on student learning 3. Strengthen the consistency of communicating student outcomes as a result of student learning on program 			
Outcomes	<p>Leaders will support staff to communicate and build relationships with parents/carers/kin and the broader community around student success and achievement</p> <p>Teachers will plan for and communicate student outcomes post Rubicon partnership programs to the home school community</p> <p>Students will discuss and share what they have learnt and how home and school are part of the supports around them "pre and post rubicon"</p>			
Success Indicators	<p>Staff opinion survey factor "Parent and community involvement" shows an increase in the positive endorsement</p> <p>Notes from leadership and coordinators on parental engagement demonstrate an increase in communication and engagement with families</p> <p>Partner teacher opinion and conversation records demonstrate focus on student outcomes, not activities.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Celebrate and report on student program outcomes from programs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Investigate and develop a communication strategy	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Student level achievement data from partnership programs analysed and connected to curriculum foci and year level outcomes	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
review the human resourcing of program coordinations for improved relationships with schools	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

