

# 2024 Annual Implementation Plan

## for improving student outcomes

Rubicon Outdoor School (8294)



Submitted for review by Andrew Monson (School Principal) on 02 February, 2024 at 01:20 PM  
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 02 February, 2024 at 01:22 PM  
Endorsed by Geoff Hyland (School Council President) on 22 March, 2024 at 09:53 AM

## Select annual goals and KIS

| Four-year strategic goals  | Is this selected for focus this year? | Four-year strategic targets  | 12-month target   |
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| <p><b>Priorities goal</b><br/>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | No                                    | Support for the priorities   | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  |
| Optimise student learning and engagement   | Yes                                   | 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 2024 the percentage of students achieving at or above "evolving" level within the curriculum focus area as assessed by teacher judgement at the end of their time at Rubicon to at least 50% - driver for appropriate rubric/assessment                 |
|  |                                       | 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"> <li>• <i>monitor effectiveness using data</i> from 18% in 2022 to 40%</li> <li>• <i>skills to measure impact</i> from 41% in 2022 to 65%</li> <li>• <i>use data for curriculum planning</i> from 6% in 2022 to 60%</li> </ul> | by the end of 2024 maintain or exceed the positive staff survey for teaching and learning factors:- monitor effectiveness using data to be greater than 65%- skills to measure impact to be greater than 70%- use data for curriculum planning to be greater than 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"> <li>• <i>I have a say over things I learn</i> from 71% in 2019-2022 to 80% or less</li> </ul>   | By the end of 2024 positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for: - I have a say over things I learn to have increased to 70% -   |

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|                            |     | <ul style="list-style-type: none"> <li>• <i>I set learning goals for myself from 58% in 2019-2022 to 70%</i></li> </ul>  | I set learning goals for myself to have increased to 65%  |
| Maximise student wellbeing | Yes | <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"> <li>• <i>At Rubicon I have tried to work out my problems by talking about them from 57% in 2019-22 to 65%</i></li> <li>• <i>My Rubicon teacher/s <b>have shown an interest</b> in my wellbeing from 77% in 2019-22 to 80%</i></li> </ul> | By the end of 2024 increase the percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:- "My Rubicon teacher/s have shown an interest in my wellbeing" to be equal to or greater than 77% in 2024                           |
|                            |     | <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"> <li>• <i>support growth and learning of whole student from 71% in 2022 to 85%</i></li> <li>• <i>believe student engagement is key from 82% in 2022 to 90%</i></li> </ul>  | By the end of 2024 maintain the percentage positive endorsement on the School Staff Survey for the Teaching and Learning (Implementation) factors: : - support growth and learning of whole student to be 90% or greater - believe student engagement is key to be 90% or greater |
|                            |     | <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"> <li>• <i>intellectual stimulation from 69% in 2022 to 75%</i></li> </ul>   | By the end of 2024 increase the percentage positive endorsement on the School Staff Survey for the Leadership factor:- intellectual stimulation from 69% in 2022 to 75%   |

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| <b>Goal 2</b>                           | <b>Optimise student learning and engagement</b>   |
| <b>12-month target 2.1-month target</b> | By the end of 2024 the percentage of students achieving at or above "evolving" level within the curriculum focus area as assessed by teacher judgement at the end of their time at Rubicon to at least 50% - driver for appropriate rubric/assessment   |
| <b>12-month target 2.2-month target</b> | <p>by the end of 2024 maintain or exceed the positive staff survey for teaching and learning factors:</p> <ul style="list-style-type: none"> <li>- monitor effectiveness using data to be greater than 65%</li> <li>- skills to measure impact to be greater than 70%</li> <li>- use data for curriculum planning to be greater than 60%</li> </ul> |

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| <b>12-month target 2.3-month target</b>   | By the end of 2024 positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:<br>- I have a say over things I learn to have increased to 70%<br>- I set learning goals for myself to have increased to 65%  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Assessment  | Build teacher capability to utilise strategies to determine student attainment, differentiated responses and identify opportunities for growth  | Yes                                       |
| <b>KIS 2.b</b><br>Teaching and learning   | Enhance teacher collaborative practices to develop a shared responsibility for student and adult learning   | No  |
| <b>KIS 2.c</b><br>Engagement  | Activate student agency and leadership to strengthen student engagement in learning   | 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. | Student feedback and commentary on attainment was identified as a need for focus on in the self-evaluation and it was noted that those staff beginning to engage in student reporting practices had found school formative rubrics problematic. These need to be contextualized in order for staff to effectively determine attainment. Those staff who focused on "calibrating difficulty" were well placed to support students to witness growth in relevant measures as noted withing the FISO 2.0 self evaluation, this differentiation work should continue in 2024 and would be enhanced with student centered goal setting, enabling improved student agency over their learning at Rubicon. For those staff who were early adopters of report writing, they noted that time was resourced reasonably adequately and it was shown that this work is beginning to support moderation conversations amongst staff. |   |
| <b>Goal 3</b>   | <b>Maximise student wellbeing</b>   |   |
| <b>12-month target 3.1-month target</b>   | By the end of 2024 increase the percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:<br>- "My Rubicon teacher/s have shown an interest in my wellbeing" to be equal to or greater than 77% in 2024   |   |
| <b>12-month target 3.2-month target</b>   | By the end of 2024 maintain the percentage positive endorsement on the School Staff Survey for the Teaching and Learning (Implementation) factors: :<br>- support growth and learning of whole student to be 90% or greater   |   |

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|   | - believe student engagement is key to be 90% or greater   |   |
| <b>12-month target 3.3-month target</b>   | By the end of 2024 increase the percentage positive endorsement on the School Staff Survey for the Leadership factor:<br>- intellectual stimulation from 69% in 2022 to 75%  |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 3.a</b><br>Support and resources   | Build staff knowledge and capability to provide universal adjustments  | Yes                                       |
| <b>KIS 3.b</b><br>Leadership  | Build staff knowledge and capability to identify and utilise support strategies and interventions to meet the tiered wellbeing needs of students   | No  |
| <b>KIS 3.c</b><br>Leadership  | Establish collaborative practices to develop a shared responsibility for student wellbeing   | 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. | There was a reported drop in the measures relating to learner confidence as noted withing the FISO 2.0 self evaluation. This was emphasised further by student measures indicating a decline in their experience of staff developing relationship, managing the classroom and communicating effectively. A school wide focus on universal adjustments needs to be prioritised in order to address this trend, this will aim to include a documented wellbeing model that will support improve consistency across the school in wellbeing responses for students as a school. |   |

## Define actions, outcomes, success indicators and activities

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| <b>Goal 2</b>  | Optimise student learning and engagement   |
| <b>12-month target 2.1 target</b>  | By the end of 2024 the percentage of students achieving at or above "evolving" level within the curriculum focus area as assessed by teacher judgement at the end of their time at Rubicon to at least 50% - driver for appropriate rubric/assessment  |
| <b>12-month target 2.2 target</b>  | by the end of 2024 maintain or exceed the positive staff survey for teaching and learning factors: <ul style="list-style-type: none"> <li>- monitor effectiveness using data to be greater than 65%</li> <li>- skills to measure impact to be greater than 70%</li> <li>- use data for curriculum planning to be greater than 60%</li> </ul>   |
| <b>12-month target 2.3 target</b>  | By the end of 2024 positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for: <ul style="list-style-type: none"> <li>- I have a say over things I learn to have increased to 70%</li> <li>- I set learning goals for myself to have increased to 65%</li> </ul>  |
| <b>KIS 2.a</b><br>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   |
| <b>Actions</b>   | Improve the consistency and coherence of assessment and reporting practices in the school<br>Develop and articulate good practice guidance for staff as it relates to core instruction in the school including curriculum coordination   |
| <b>Outcomes</b>  | Leaders will; support teachers in adopting identified practices through regular conversations including the use of observational and outcome evidence. Engage in Learning walks as arranged by SIT<br>Teachers will; engage in professional learning around report writing and utilise data to reflect upon impact, adopt identified core practices into their planning and implementation, engage in moderation conversations together, undertake observations as both an observed and an observer.<br>Students will; know where they are at in relation to the curriculum outcomes focus and how they may progress |

| <b>Success Indicators</b>  | <p>Early Indicators: Rubrics are finalised and published, Instructional playbook provides guidance on assessment strategies and planning practices, Learning walks data reflects practice consistency as it relates to What is being learnt, how students are progressing and how they know. Teachers are beginning to moderate as teaching teams.</p> <p>Late Indicators: Learning walks data shows positive endorsement across the five questions. Teachers consistently moderate as teaching teams post student attendance as part of report writing</p> |                                       |                                  |  |
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| <b>Activities</b>  | <b>People responsible</b>   | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Formative Assessment Rubrics reviewed and contextualised to the school within the schools student management system  | <input checked="" type="checkbox"/> Leading teacher(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00                                   |
| Professional Learning on student reporting with all teaching staff, including establishing comment frameworks, timings and determining teacher judgements          | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$350.00                                 |
| Curriculum Coordinator role descriptor finalised for improved coherence as it relates to expectations and scope of work. Audit of other resources to reflect this. | <input checked="" type="checkbox"/> Assistant principal   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00                                   |
| Development of a Teacher's Instructional playbook to support coherence of instructional practice.  | <input checked="" type="checkbox"/> Learning specialist(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$500.00                                 |
| All students have a report completed for them following their time at the school   | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00                                   |

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| Professional Learning on Moderation practices/strategies   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> School improvement team   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 3 | \$1,000.00                               |
| <b>KIS 2.c</b><br>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   |   |                                  |  |
| <b>Actions</b>   | Develop and establish student centered goal setting practices connected to curriculum focus   |   |                                  |  |
| <b>Outcomes</b>  | Leaders will; investigate with teachers how student learning goals support improved student engagement/agency and then support teachers to trial an identified process<br>Teachers will; establish learning goals with students either prior to or at the commencement of their time learning at Rubicon and regularly discuss progress towards these goals with students<br>Students will; develop learning goals as connected to learning focus and reflect on progress towards the goal at the conclusion of their time at the school as part of their individual report |   |                                  |  |
| <b>Success Indicators</b>  | Early Indicators: Students are beginning to be involved in developing their learning goal as connected to curriculum. Attitudinal data (quarterly) reflects improvement in positive endorsement from students against identified measures.<br>Late Indicators: Student reflections evidence progress toward their goals within their report. Visiting Teacher positive endorsement against "Rubicon teachers promote student ownership of learning goals and progress" improves to 90%. Learning Walk data shows improvement in response to "How can you improve"           |   |                                  |  |
| <b>Activities</b>  | <b>People responsible</b>   | <b>Is this a PL priority</b>                        | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Development of student goal setting approach and trialed with a range of staff.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> School improvement team   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2<br>to:<br>Term 3 | \$0.00                                   |



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| Professional learning as campus teams around the evidence base associated with student goals and improved agency and engagement                  | <input checked="" type="checkbox"/> Assistant principal  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$1,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>Goal 3</b>  | Maximise student wellbeing   |                                       |                                  |   |
| <b>12-month target 3.1 target</b>  | By the end of 2024 increase the percentage positive endorsement on the Attitudes to School Survey administered by Rubicon Outdoor School for:<br>- "My Rubicon teacher/s have shown an interest in my wellbeing" to be equal to or greater than 77% in 2024  |                                       |                                  |   |
| <b>12-month target 3.2 target</b>  | By the end of 2024 maintain the percentage positive endorsement on the School Staff Survey for the Teaching and Learning (Implementation) factors: :<br>- support growth and learning of whole student to be 90% or greater<br>- believe student engagement is key to be 90% or greater  |                                       |                                  |   |
| <b>12-month target 3.3 target</b>  | By the end of 2024 increase the percentage positive endorsement on the School Staff Survey for the Leadership factor:<br>- intellectual stimulation from 69% in 2022 to 75%  |                                       |                                  |   |
| <b>KIS 3.a</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build staff knowledge and capability to provide universal adjustments  |                                       |                                  |   |
| <b>Actions</b>   | Develop and support staff in the adoption and use of a school wide wellbeing support model enabling the provision of consistent universal supports.  |                                       |                                  |   |
| <b>Outcomes</b>  | Leaders will; develop and affirm universal supports that are adopted in the school and support staff and students with the implementation of these into their practice. Lead professional learning associated with supports and the connected evidence based Teachers will; support the development of common universal support, be able to explain and demonstrate these supports in their practice.<br>Students will; engage in positive behaviours and attitudes as supported by the universal adjustments, they will begin to demonstrate these between and with their peers |                                       |                                  |   |

| <b>Success Indicators</b>  | <p>Early indicators: universal supports are documented, Wellbeing team is formed, observational measures relating to "Developing Relationships" are in parity with student perceptions and staff's.</p> <p>Late Indicators: Student reflections in reports indicate positive understanding of self, Observational measures relating to Developing Relationships have improved, Student attitudinal data shows improvement through the year as it relates to identified measures</p> |  |                                  |   |
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| <b>Activities</b>  | <b>People responsible</b>   | <b>Is this a PLP priority</b>                    | <b>When</b>                      | <b>Activity cost and funding streams</b>  |
| Identify and document the "universal" or "tier one" supports that the school has in place  | <input checked="" type="checkbox"/> Leading teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00  |
| Develop a wellbeing team that reflects the strategic needs in the school and meet quarterly to monitor school progress                                     | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Wellbeing team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$1,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| investigate and begin to develop tier 2 and 3 strategies and interventions that could support appropriate responses  | <input checked="" type="checkbox"/> Education support<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Wellbeing team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$1,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Investigate the impact the universal supports may have on student engagement and wellbeing whilst at the school, determining opportunities for improvement | <input checked="" type="checkbox"/> PLC leaders   | <input type="checkbox"/> PLP Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$0.00  |
| Professional literature and discussion once a term as it relates to universal supports and their impact on student pathways through and out of schooling   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Wellbeing team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |

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| Identify and document disability and inclusion supports across identified teaching activities | <input checked="" type="checkbox"/> Leading teacher(s) | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00 |
|---|--|--|----------------------------------|--------|