

Overview AIP 2019

GOAL: Maximise academic outcomes and further enhance teaching practices Excellence in Teaching and Learning <ul style="list-style-type: none"> Building Practice Excellence Evidence Based high impact teaching strategies Curriculum Planning and Assessment 			
KIS: Embed a culture of curriculum planning, moderation, assessment and data analysis that measures the impact of learning programs and is responsive to the needs of the students in key areas of: Literacy and Numeracy, Victorian Curriculum, VCE/VET/VCAL programs, IB			
Actions	Activities and Milestones	Outcomes	Success Indicators
<ul style="list-style-type: none"> What are the high-level actions that will be undertaken by the school to drive progress against the KIS? 	<ul style="list-style-type: none"> List Activities and Milestones separately, so they can be monitored individually. 	<ul style="list-style-type: none"> What are the expected changes in knowledge, skills and mindsets that will be observed in students/teachers/leaders/community if the Actions have been successfully implemented? 	<ul style="list-style-type: none"> What data/evidence will you use/collect to measure the success of the Outcomes?
Improve Literacy outcomes for student in the Junior School by implementing more targeted interventions in the early years.	<ul style="list-style-type: none"> Employ a speech pathologist to deliver programs to identified students in years F-2 and professional learning to teaching and support staff. Train ES staff to deliver the STA (Speech Therapy Assistant) program to students Implement the Smart Spelling Program in F-6 Have staff undertake F and P training for intervention Investigate effective strategies in writing (new learning) Undertake PL on the DET literacy and Numeracy portals and resources 	Students <ul style="list-style-type: none"> Learning confidence and risk taking is improved All students to have a full years growth in spelling and an increased vocabulary Every child to have a minimum level of oral language skills to access the curriculum by the end of Year 2 Confidence in using Literacy and Numeracy as a tool to explore greater concepts Demonstrate the 'Transfer' section of the IM, as the 'Taking Action' component of the PYP Be able to articulate and demonstrate the attributes of a learner, as outlined in the IB Learner Profile Increased skills in peer collaboration Students can articulate what they are learning and why Students can articulate the steps to achieving success Students experience greater rigour in VCE classes and attendance improvements occur 	<ul style="list-style-type: none"> PAT Spelling in the primary to track effectiveness of new spelling program PAT-R, PAT-M data NAPLAN Data Learning Confidence Stimulating Learning Observe and measure practice against the IM – peer observation tools
Improve Literacy outcomes for student in the Middle and Senior School by developing and implementing whole school strategies and implementing the 5 year literacy plan that was developed in 2016	<ul style="list-style-type: none"> Introduce Literacy POR to drive the 5 year literacy plan Undertake the PAT testing professional learning to ensure use of collected data Have staff undertake F and P training for intervention Undertake PL on the DET Literacy and Numeracy portals embedding the start of lesson strategies from the Instructional Model into planning and delivery of the program Have staff involved in training for the new DET funded literacy and numeracy positions 	Teachers <ul style="list-style-type: none"> Start of lesson strategies within the instructional model are visible in the classroom engagement and increased work output in collaborative planning sessions Develop a greater understanding and application of: <ol style="list-style-type: none"> IB PYP Framework Concept Based Learning Constructivist Theory Use of consistent planning documents and assessment processes Planning is always informed by data and reflections, guided by the PYP Leader Evidence of learning and teacher reflections on each unit collected and stored Use of Office365 for curriculum planning and collaboration Have a structured and uniform approach to spelling and word knowledge instruction 	
As a candidate school for the PYP program continue our Junior School planning and learning (international baccalaureate)	<ul style="list-style-type: none"> PYP Learning Specialist to undertake accredited training Undertake the Making the PYP Happen PL Implement the IB planning documents and maintain records for accreditation process including mapping against the Victorian Curriculum Join the PYP network of schools in Victoria Review the two year program of inquiry to ensure that the scope and sequence aligns to the IB framework. 		
Continue to develop support materials to assist staff in embedding the Instructional model into their planning and teaching and ensure that curriculum planning documents are of high quality	<ul style="list-style-type: none"> Whole staff Professional Learning with Glen Pearsall with a focus on formative assessment, questioning and managing the learning environment Develop and Instructional Model Handbook Investigate the use of single-point rubrics to determine if they could enhance assessment and feedback 		

	<ul style="list-style-type: none"> • Develop and implement an accreditation process to audit the quality of our documented curriculum <ul style="list-style-type: none"> ◦ Review the templates to ensure they align planning with the IM 	<ul style="list-style-type: none"> • Junior School - Understanding of Cued Articulation, Synthetic Phonics, and how to support students with speech, language or communication difficulties • Improved practices for VCE teaching, increased rigour and understanding of coursework. 	
<p>Develop a VCE improvement plan to be implemented across 2019 and 2020</p>	<ul style="list-style-type: none"> • Develop, document and implement course counselling program from year 8 to ensure that subject selection meets pathways goals and academic progress • Implement VCE data conversations with staff and ensure PDP goal is set. • Increase rigour and expectations relating to the coursework in VCE classes. • Engage experts to provide lectures to students in key studies such as English and Further Mathematics. • Improve student engagement and attendance at practise exams, explore external examiners and markers for key studies. • Develop a VCE handbook that informs students and families about key expectations and policies • Develop a school wide policy on unscored VCE, along with a process for implementation 	<p>Leaders</p> <ul style="list-style-type: none"> • Literacy Leaders will have undertaken learning to inform future writing initiatives <p>Community</p> <ul style="list-style-type: none"> • Continued high attendance at 'Celebration of Learning Exhibits' • Increased attendance at curriculum information evenings • Shared involvement in Units of Inquiry - sharing of family stories and resources • Knowledge and understanding of the terminology of the IB, supported by Year Level Newsletters 	<p>Long term</p> <ul style="list-style-type: none"> • Improved outcomes at VCE • Improved outcomes evident in Student Attitudes Data • Less course changes at the beginning of the year/semester

GOAL: Maximise student engagement in all aspects of school life Positive Climate for learning • Empowering students and building school pride																		
KIS: Developing and embedding the Boronia K-12 College learning culture into consistent everyday practice of staff and students																		
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Improve consistency of implementation of Our Learning Culture and the use of Restorative Practices to support students learning.	<ul style="list-style-type: none"> Implement in school days with Adam Voight for both staff and parents - modelling and feedback on the use of strategies learnt Develop a sub-school manual to support the work of sub-school teams to ensure consistency of process and appropriate preventative and positive measures to be implemented by all staff. 	Student <ul style="list-style-type: none"> Decrease in the escalation of behaviours to sub school level and principal class Students will be setting and reflecting on goals routinely Male students will be involved in programs lead by the youth worker Increase in students accessing support services More students will apply to fill leadership positions Increase in student attendance Increase in student intellectual engagement and self awareness 	<table border="1"> <tr><td>Managing Bullying</td></tr> <tr><td>Non-experiencing of bullying</td></tr> </table>	Managing Bullying	Non-experiencing of bullying													
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Improve the pastoral care focus in secondary home-groups through the development of a documented program.	<ul style="list-style-type: none"> Utilising our learning culture, learning curve, elevate, wellbeing programs to develop a documented scope and sequence Ensure that goal setting and reflection are key elements of the program Draw on HIT 1 Explore the use of the INSIGHTS platform on COMPASS to support this work. 	Teachers <ul style="list-style-type: none"> Staff will have a greater understanding of the programs and processes to support student behaviour and wellbeing Use of check in check out circles, and formal restorative conferencing will be visible in classrooms and planning documents Staff involved in Berry st pilot will be sharing and learning of new skills with colleagues Staff have greater involvement and responsibility in the attendance of their students in Home Group and classes 	<table border="1"> <tr><td>Connectedness to School</td></tr> <tr><td>Classroom Behaviour</td></tr> </table>	Connectedness to School	Classroom Behaviour													
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Develop expectations, responsibilities and responses to absenteeism.	<ul style="list-style-type: none"> Review DET guidelines and strategies to support long term and problem attendance patterns Ensure all staff are aware of their roles and responsibilities in relation to responding to absenteeism Promote positive attendance habits across all stakeholders 	<ul style="list-style-type: none"> Responding to the behaviour of students utilising the operating domains Home Group teachers will be more actively engaged with students during Home Group time Teachers will be utilising more affective language when interacting with students and their colleagues 	Improved attendance data															
Increase the program delivery through the Wellbeing Team	<ul style="list-style-type: none"> employ a youth worker to target boys and build a sense of connectedness and engagement develop a wellbeing and inclusion handbook to support all staff Pilot Berry Street Model in the Junior and Middle School Programs - 5 elements are Body, Relationships, Stamina, Engagement and Character Enhance partnerships with key stakeholders to improve outcomes for vulnerable co-horts (KESO, SSNP, PSNP, GP in Schools, Yarra Valley Psych, Headspace) 	<ul style="list-style-type: none"> Sub School leaders will be more consistent in their response to dealing with staff, students and parents. improved understanding of dealing with ongoing absenteeism 	<table border="1"> <thead> <tr><th colspan="3">Resilience</th></tr> <tr><th></th><th>2018</th><th>Aim for</th></tr> </thead> <tbody> <tr><td>4-6</td><td>69</td><td>73</td></tr> <tr><td>7-9</td><td>53</td><td>55</td></tr> <tr><td>10-12</td><td>55</td><td>57</td></tr> </tbody> </table>	Resilience				2018	Aim for	4-6	69	73	7-9	53	55	10-12	55	57
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Increase student voice and agency through the implementation of focus groups and action planning.	<ul style="list-style-type: none"> Review DET publications and develop an action plan for increasing student voice and agency across our college. Conduct focus groups to reflect on students' attitudes to school data Conduct focus groups of year 9 and 10 students to review the impact of the B Program 	Community <ul style="list-style-type: none"> increased engagement in the college and understanding of programs and supports. Experience consistency of processes. 	<table border="1"> <thead> <tr><th colspan="3">Agency/Voice</th></tr> <tr><th></th><th>2018</th><th>Aim For</th></tr> </thead> <tbody> <tr><td>4-6</td><td>62</td><td>65</td></tr> <tr><td>7-9</td><td>37</td><td>40</td></tr> <tr><td>10-12</td><td>41</td><td>45</td></tr> </tbody> </table>	Agency/Voice				2018	Aim For	4-6	62	65	7-9	37	40	10-12	41	45
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GOAL: Build a leadership structure which enhances the school's capacity to innovate and implement change

Professional Leadership

- **Building leadership teams**

KIS: Introduce Collegiate teams for Performance and Development and peer observations and feedback

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<p>Develop and implement a high quality model of peer observations for teaching staff.</p>	<ul style="list-style-type: none"> • Organise a PLT around Peer observation and feedback. • Develop a set of protocols around which peer observations and feedback occurs. • Identify the areas of priority for observation and feedback. (use of learning intentions, Success Criteria, tuning in, Affective language). • Draw on our use of Glenn Pearsall to develop data tools around our priorities of observation and feedback. • Develop a video bank of best practice. 	<p>Teachers:</p> <ul style="list-style-type: none"> • Open door policy. • Engaged in peer observations that produce snapshot data. • Engaged in conversations about best practice. • Collecting data to inform their own learning. 	<table border="1"> <thead> <tr> <th>Staff Opinion Survey - School Climate</th> <th>2018</th> <th>Aim 2019</th> </tr> </thead> <tbody> <tr> <td>Teacher Collaboration</td> <td>66</td> <td>70</td> </tr> <tr> <td>Collective efficacy</td> <td>38</td> <td>45</td> </tr> </tbody> </table>	Staff Opinion Survey - School Climate	2018	Aim 2019	Teacher Collaboration	66	70	Collective efficacy	38	45
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